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Olivet Nazarene University Annual Catalog 2022-23

Olivet Nazarene University

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Olivet Nazarene University

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Dr. Gregg A. Chenoweth, President

This Catalog: Your Guide to Olivet

The Education With a Christian Purpose to Course Descriptions - Residential Undergraduate sections of this *Catalog* serve as your guide to the traditional undergraduate courses of study, activities, and opportunities at Olivet Nazarene University. For information concerning graduate and adult degree completion programs, refer to Graduate and Continuing Studies and Course Descriptions.

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

Some career choices, and college majors to prepare for them, have a large number of specific course requirements. Most programs start with general foundational studies and advance to more difficult and technical levels of understanding. The intention of the Olivet faculty is to design each major to meet the career plans and interests of students. In addition, through the interdisciplinary or General Studies majors, students may combine courses to match their personal career goals that may be outside of the stated departmental plans for majors.

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

Electives from a broad range of subject matter are available, even within general education requirements, which form the foundation of liberal arts understanding.

Details of requirements for majors and minors are listed at the beginning of each department. Faculty members are listed with the department in which they teach, along with a description of their educational backgrounds. An alphabetical listing of faculty is also given in the index at the back of the *Catalog*.

Olivet is supported by the Church of the Nazarene, with close ties to the more than 700 congregations in Illinois, Indiana, Michigan, and Wisconsin. At the same time, we are ecumenical in spirit, open to serve all who seek an "Education With a Christian Purpose."

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

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

The University publishes special bulletins about semester course offerings, time of classes, faculty, and other matters prior to each term or semester. The University reserves the right to determine the number of students in each class or section. If an insufficient number of students enroll for a course, the University reserves the right to cancel the course, to change the time, or to provide a different teacher of any course in a given semester's class schedule. The University reserves the right to drop a major or minor field for lack of sufficient enrollment of students to guarantee a class size of 10 or more in upper-division classes.

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

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

Olivet Nazarene University policy prohibits discrimination on the basis of race, sex, age, color, creed, national origin or ethnic origin, marital status, or disability in the recruitment and admission of students and in the operation of all college programs, activities, and services. Any concerns regarding discrimination on the basis of any of the foregoing protected categories should be addressed to Mr. Tom Ascher, the University's equal employment opportunity coordinator in the Human Resources Office, Miller Business Center, (815) 939-5240.

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

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

Make Olivet Your First Choice!

Your choice to build your life on a solid college education can bring dividends for the rest of your life. Some things in life may be repeated, but you only have one first year in college. The time you invest cannot be regained.

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

We invite you to consider Olivet Nazarene University, a private, Christian, liberal arts university in the Village of Bourbonnais just south of Chicago, Illinois, as your choice for a quality education with a decidedly Christian perspective.

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

Olivet's first-quality academic programs combine a foundation of liberal arts study with a variety of career-focused majors, concentrations, and minors. Our emphasis on career preparation through over 100 areas of study equips young men and women for a lifetime of effective and satisfying living.

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

Olivet's faculty of more than 125 men and women are carefully chosen for their proficiency in teaching, character-building influence, and Christian dedication. They are your partners in an "Education With a Christian Purpose." These professors can become your close friends as you work to integrate and organize your life and career with Christ in first place.

The Christian perspective on learning encourages you to look at the deeper meanings in life. This perspective on learning begins with a view of God as our Creator and Lord rather than an attempt to consider humanity as the center of the universe. The result of God's creation is a rich area for study. It leads us back to ultimate reality. God created each member of the human race in His own image, and declared all His creation to be good. God entrusted the care and safekeeping of His creation to the human race. We also see humanity in a fallen condition, the result of the fall of Adam, which is evidenced in human rebellion against God and righteous living. As humans, we find ourselves estranged from God, and the image of God is marred by the pervasive effects of sin in the world. This fallen condition, however, is redeemable through the grace of God because of the life, death, and resurrection of His Son, Jesus Christ. Through that grace, Christian higher education works to prepare students for a life of service and fulfillment in the work of God in the world, as He continues to reveal Himself to people everywhere. This Christian perspective develops an approach to personal behavior based on sound principles, resulting in creative and preventive social actions. Students and alumni become part of the solutions in life, not part of the problems. To do this, we teach students how to blend the liberal arts and professional training into "The Living Arts." Liberal arts means a free and complete study of all of life, combining understanding from all branches of knowledge into a coherent view of life. The "Living Arts" lead students to find answers based on a firm and reasonable faith in God. Olivet professors generate a rich learning environment that enables students to express their questions, and discuss them from a view of God as revealed in the Bible, so they may comprehend and experience the "Living Arts."

At Olivet, serious students increase their appreciation for the past and prepare diligently for a creative future. Employers continually seek out Olivet graduates, for they know a college diploma has greater value when the person who earns it has gained the interpersonal skills, self-knowledge, self-esteem, and personal integrity to put that college education to its best use. Can you afford an education at Olivet? The better question may be, "Can you afford *not* to attend Olivet?" Affordable excellence is provided on the basis of careful financial management at Olivet. The total costs of education, meals, and housing at Olivet are reasonable among the private colleges and universities in the Midwest, and comparable to that for a student living on campus at a major Midwestern state university. Financial aid available to an Olivet student may be far greater than the amount offered to the same student to attend a community college or state university. The generous support to Olivet by Nazarene churches every year creates a "built-in"

scholarship for every student. And the value you receive from an education at Olivet is so much more as you commit yourself to the highest principles and spiritual values. Dollars alone cannot measure the true cost or the value of a college education. Figure in also the immeasurable value of the spiritual dimension of education at Olivet that is essential to bringing out the best in you. College is more than classrooms, books, and study. The life experiences you share with students, faculty, and friends become an invaluable part of building your life on Christian principles. These may be among the strongest reasons why Olivet becomes your first choice! We sincerely hope you will want this vital and valuable experience of an "Education With a Christian Purpose."

Education With a Christian Purpose

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

This mission statement clearly identifies Olivet as a university that seeks to help students integrate faith and learning. It is this Christian commitment that adds wisdom to learning. While the mission permeates all that is done at Olivet, it is most fully realized in the academic arena. Olivet seeks to foster and maintain a high commitment to academic excellence. The University affirms that all truth is God's truth and, therefore, cannot be segmented into secular and non-secular categories and departments. The teaching faculty of the University are men and women who possess the highest academic credentials, a passion and gift for teaching, and a personal vibrant faith. As a teaching university, Olivet is designed to provide close teacher-student contact. Under the guidance of professors and counselors, students are assisted in completing the general education requirements of the University and in choosing a major field of study. Academic endeavors and experiences beyond the classroom are encouraged and facilitated in a variety of ways, including the several cooperative programs provided by the Council for Christian College and Universities, headquartered in Washington, D.C. These programs are both national and international in nature. In addition to the traditional undergraduate liberal arts programs, Olivet offers graduate programs in religion, education, business, and nursing. There is also a nontraditional degree-completion program that allows working adults to complete their baccalaureate degree online. Along with this commitment to learning, Olivet exists as a community where faculty, staff, administrators, and students share a common faith. Although the majority of Olivet's undergraduate students are from the Church of the Nazarene, they are joined by hundreds of other students from more than 40 denominations. Campus life promotes the development of Christian character and grace and provides avenues of service to God, the community, and the world at large. The Olivet environment and culture are positive, challenging, and redemptive.

Statement of Faith

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

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

We emphasize the Arminian-Wesleyan tradition, which both acknowledges the devastation of sin and depravity on every aspect of human life and history and hopes in the transforming work of the Father, the Son, and the Holy Spirit to sanctify the human heart, soul, mind, and strength to open history to the promise of the coming of Jesus Christ. As an indication of the commitment of Olivet Nazarene University to the historic Christian position, the University affirms a statement of faith that defines its doctrinal convictions as follows:

1. That there is one God - the Father, Son, and Holy Spirit;
2. That the Old Testament and the New Testament Scriptures, given by plenary inspiration, contain all truth necessary to faith and Christian living;
3. That humanity is born with a fallen nature and is, therefore, inclined to evil, and that continually;
4. That the finally impenitent are hopelessly and eternally lost;

5. That the atonement through Jesus Christ is for the whole human race, and that whosoever repents and believes in the Lord Jesus Christ is justified and regenerated and saved from the dominion of sin;
6. That believers are to be sanctified wholly, subsequent to regeneration, through faith in the Lord Jesus Christ;
7. That the Holy Spirit bears witness to the new birth, and also to the entire sanctification of believers; and
8. That our Lord will return, the dead will be raised, and the final judgment will take place.

Statement of Objectives

Olivet Nazarene University is an institution of higher education, affiliated with the Church of the Nazarene, serving those who share her values and priorities. The University seeks to communicate effectively the historical and cultural heritage and to provide opportunity for liberal arts education in a Christian academic community. The University articulates its objectives in three distinct and clearly defined dimensions:

General Education Dimension

To provide general education experiences so that an educated person may

1. Be acquainted with both cognitive and affective dimensions of Christianity;
2. Be able to think, write, and speak clearly and effectively;
3. Possess understanding of the dynamic processes within and between persons and the larger systems of which each person and group are a part;
4. Be exposed to an international culture;
5. Be able to understand the procedures of science and the impact of scientific issues on daily living;
6. Have an informed acquaintance with the aesthetic experience of literature and the arts; and
7. Develop attitudes and philosophies that increase personal health.

Academic-Professional Dimension

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

1. An academic specialization equipping the individual for meaningful and productive living;
2. Opportunities for basic and advanced preparation in several areas of Christian ministry, lay leadership, and churchmanship;
3. Programs leading to further graduate or professional studies; and
4. Professional education in selected areas on the undergraduate and graduate levels.

Socio-Christian Dimension

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

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

Statement of Diversity

Because Olivet is a Christian university grounded in the liberal arts within the Wesleyan-holiness tradition, we value diversity and recognize that it enriches and deepens the educational experience, both in and out of the classroom and online. Students, faculty, and staff represent a variety of backgrounds and experiences. Thus, as we learn and work together, students prepare to live in an increasingly globalized world. Interacting with individuals who have different perspectives, represent various racial, ethnic, and geographic backgrounds, and hold differing viewpoints and positions increases our understanding of and appreciation for others. Therefore, the University actively seeks to recruit and retain students and mission-aligned faculty and staff who represent a variety of characteristics, including but not limited to race, ethnicity, gender, age, socioeconomic background, disability, and geographic origin. We also commit to educating faculty, staff, and students to elevate cultural awareness, to reflect cultural diversity in our curriculum, and to foster an inclusive and hospitable campus environment.

History of the University

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

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

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

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

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

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

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

Dr. John C. Bowling, president from 1991 to 2021, continued to lead the University in its growth, effective ministry, and pursuit of "Education With a Christian Purpose," with the construction of four major buildings that richly enhanced the student experience.

After assuming the presidency in 2021, Dr. Gregg A. Chenoweth has been leading the university in the development of a strategic plan to reaffirm the motto of "Education with a Christian Purpose."

Location and Transportation Facilities

Olivet Nazarene University is located in the Village of Bourbonnais, Illinois, 50 minutes south of Chicago's Loop. The campus is situated on U.S. 45 and 52 and state Route 102, and is near state Route 50 and Interstate 57. Kankakee County is served by Amtrak Rail Passenger Service and Greyhound Lines (bus). In addition, the Metra rail service is available just 25 minutes away in University Park, and takes riders throughout Northeastern Illinois, including downtown Chicago. River Valley Metro bus service now offers service to University Park, throughout the Kankakee-Bradley-Bourbonnais area, and Midway International Airport. Bus stops for Metro are conveniently located along the perimeters of the campus.

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

The population estimate of Kankakee County is 109,589, including 26,074 in Kankakee, 15,374 in Bradley and 19,432 in Bourbonnais.

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

Campus and Facilities

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

Olivet's current park-like campus includes over 200 acres of contiguous land with 32 principal buildings. Academic buildings now in service include: Reed Hall of Science (1966); Strickler Planetarium (1966); Wisner Hall for Nursing (1971); Benner Library and Learning Resource Center (1975), which combined with the Memorial Library (1956); Larsen Fine Arts Center (1982); the Weber Center (2001); and the Sims Education Center (formerly Robert Frost Elementary School, purchased in 2016).

Residence halls, in addition to Chapman, are Williams Hall (1951), Nesbitt Hall (1959), Hills Hall (1962), McClain Hall (1967), Howe Hall (1967) and Parrott Hall (1970) and University Place, an apartment complex converted to campus housing in 2001. In addition, the Grand Apartments, Olde Oak Apartments, Stadium Apartments, and Stratford Apartments serve as housing adjacent to the campus.

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

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

Ward Football Field (and track) was finished in 1978. Snowbarger Athletic Park was opened in 1979. The Warming House and ice rink were finished in 1985. An athletic service center was added in 1987.

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

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

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

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

The WONU Broadcast and Learning Center (Shine89.FM) and Fortin Villa property in Bourbonnais were added as campus facilities in 2004 and 2005. The Villa property now houses Olivet's ROTC program and is used by the intramurals program and the Marching Tigers band and color guard.

In 2010 the Betty and Kenneth Hawkins Centennial Chapel was completed and an additional student residence complex, Stadium Place, was acquired. The initial stages of a new campus plan were implemented as well. The Douglas E. Perry Student Life and Recreation Center was completed in 2012.

Benner Library and Learning Resource Center

Benner Library and Learning Resource Center is strategically located in the center of Olivet's campus. The library houses over 450,000 items in various formats, print and electronic. Copiers, printers, (including a 3D printer and poster printer), microfilm reader-printers, and fax services are available for a nominal fee.

Additional library services include computer labs, public access computers, wireless access, scan to email, and group study rooms. The Curriculum Center provides an interactive learning zone, children's books, and materials for educators. Special delivery services are provided for off-campus students. As a participant in the Federal Depository program, the library receives U.S. government documents on a selective basis. Original documents pertaining to the history of Olivet and the Church of the Nazarene are collected by the University Archives. Selected items are uploaded to the Wesleyan Holiness Digital Library.

Using the library's online interface, students and faculty may search the library's collection from anywhere. Benner Library shares its online catalog with 83 other Illinois academic libraries through a statewide consortium. Members of the Olivet community can check their borrowing record, renew materials, and place online requests for items in the shared catalog.

Faculty and student scholarship are highlighted on a dedicated digital screen in the library Fishbowl, and in the institutional repository, Digital Commons @ Olivet. Selected work from the Art Department is displayed in the vending area.

Center for Academic Excellence

In 2018, the Center for Academic Excellence was dedicated in the Benner Library and Learning Resource Center. The Center for Academic Excellence (CAE) contributes to the academic success and career readiness of Olivet's traditional, undergraduate student body through curricular and co-curricular programming. Such programming includes Learning Support Services, Supplemental Instruction, Supported Study Contracts, the Academic Coaching Center, the Writing Center, the Freshman Experience and Career Development. The CAE values student academic success, high standards of academic excellence, engagement in critical thinking, reading, and writing, and professional collaboration. Students who utilize programming offered by the CAE will build self confidence in their academic and career potential, increase their engagement in the learning process, grow in self-efficacy, perseverance, and resilience, and enhance their academic and professional skills. The Center for Academic Excellence can be found on the 1st floor of Benner library.

Design for Educational Excellence

Olivet Nazarene University is committed to academic excellence. The University is accredited to offer baccalaureate, master's, and doctorate degrees by the Higher Learning Commission, 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604-1411, telephone (800) 621-7440 or (312) 263-0456, FAX (312) 263-7462, info@hlcommission.org or <http://www.hlcommission.org/>.

The Illinois Board of Higher Education (IBHE) has authorized the University to operate and offer degree programs in Illinois. Olivet is also approved to operate by the Indiana Commission for Higher Education and Michigan's Department of Licensing and Regulatory Affairs. Online programs are offered in all 50 states, Puerto Rico, and the Virgin Islands through IBHE and the State Authorizations Reciprocity Act.

Olivet's Teacher Education Program is a recognized education preparation provider by the Illinois State Board of Education in consultation with the State Educator Preparation and Licensure Board. Each program has also been individually approved for licensure by the State Board of Education per Illinois Administrative Code 25 § 25.115.

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

The baccalaureate and master's degree programs in Dietetics are accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND); the baccalaureate program in Social Work is accredited by the Council on Social Work Education; and the baccalaureate program in Engineering is accredited by the Accreditation Board of Engineering and Technology (ABET). Baccalaureate programs in Music are also accredited by the National Association of Schools of Music.

The university maintains membership in the American Association of Colleges for Teacher Education, the Associated Colleges of Illinois, the Federation of Independent Illinois Colleges and Universities, the Council for Advancement and Support of Education, the Association of Governing Boards of Universities and Colleges, and the Council for Christian Colleges and Universities. It is a member of the Associated Colleges of the Chicago Area, with the privilege of selective use of area research facilities.

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

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

Semester Calendar and Credit Hours

The University calendar is built on two semesters of 15 weeks for residential programs. Graduate and Continuing Studies programs use terms of 12 or 16 weeks for undergraduate and graduate programs respectively.

The University assigns credit hours in accordance with federal regulations (CFR 34 §600.2). For classroom-based academic courses, ONU uses the standard Carnegie unit to assign credit hour equivalents. One semester hour is equivalent to, at a minimum, 50 minutes of class time and two hours of student work outside of the class during a 15-

week semester (750 minutes and 1,800 minutes respectively). A typical three credit hour course, therefore, will meet for 150 minutes per week for 15 weeks for 37.50 hours of direct faculty instruction and 90 hours of out-of-class work. Classroom-based courses that meet in an accelerated format must meet the same standards (750 minutes of direct instruction and 1,800 minutes of student preparation per credit hour).

When direct instruction is not the primary mode of learning (e.g., laboratory work, internships, practica, studio work) or when the delivery method is online or hybrid, an equivalent amount of work is required. The determination is made based on documented learning objectives, expected learning outcomes, and student workload expectations, and assumes a specified amount of academically engaged time. For more details, please contact the Office of the Registrar.

Graduation Requirements, Bachelor's Degrees

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

1. A minimum of 120 semester hours;
2. A minimum grade point average of 2.0 ('C') within the major(s) and minor(s).
3. A minimum cumulative grade point average of 2.0 ('C');
4. A minimum institutional grade point average of 2.0 ('C');
5. A minimum of 30 hours of credit in upper-division courses (courses numbered 300 or above);
6. Completion of the general education requirements for the respective degree; the student pursuing a Bachelor of Arts degree must complete foreign language;
7. Completion of a major program of study as specified by the program's College, School, or Department;
8. Completion of supporting courses as specified by the major department;
9. Participation in the senior outcomes testing programs in general education and as may be specified by the major department.
10. The student must file an application for the degree with the Registrar six months prior to the expected date of graduation.
11. Students may participate in commencement as August graduates only if they are within 9 hours of graduation by the end of the spring semester, and have filed a plan of studies with the Registrar by April 1.

General Education Basic Requirements

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

Courses numbered in the 100s and 200s should normally be completed during the freshman or sophomore years. General education courses numbered 300 or above will normally be completed during the last two years of study. See "Classification". Students planning a program of Teacher Education should consult special instructions related to general education in the School of Education section of the *Catalog*.

General Education Requirements: Bachelor's Degrees

The Christian liberal arts tradition is founded on the belief that "all truth is God's truth" and that education aims at comprehensive literacy, developing in students the ability to communicate and interpret within the cultural, natural, and spiritual spheres that comprise human life.

The general education curriculum at Olivet Nazarene University is organized around the four overlapping spheres of spiritual literacy and stewardship, scientific literacy, cultural literacy, and communication literacy. Together, these spheres provide a foundation for a Christian liberal arts education to develop mature and knowledgeable

citizens who can provide moral and spiritual leadership in today's world.

1. **Spiritual Literacy and Stewardship**

An educated person in a Christian context understands the sources, content, and richness of the Christian faith and engages in practices that promote physical, emotional, and spiritual health and wholeness.

- Christianity (9)
 - THEO 110 - Introduction to Christianity..... 3
 - BLIT 210 - Christian Scriptures..... 3†
 - CMIN 310 CMIN 310 - Christian Living..... 3
- Stewardship (2-3)*

2. **Scientific Literacy**

An educated person possesses the knowledge and skills to interpret the biological and physical world.

- Math (3)
 - MATH 103, MATH 112 or higher..... 3***
- Natural Sciences (one must be lab) [6-8]*
 - One course in biological science..... 3-4
 - One course in physical science..... 3-4

3. **Cultural Literacy**

An educated person is informed by the scientific and historical study of persons, society, and culture; is conversant in various human endeavors and expressions; and appreciates the diversity of cultures throughout the world.

- Humanities*..... 6
- HIST 200 - Western Civilization 3
- Social Sciences*..... 3
- Intercultural Understanding*..... 0-8

4. **Communication Literacy**

An educated person knows how to communicate effectively in both written and oral forms.

- Writing
 - ENGL 109 - College Writing I 3**
 - Taken if ACT ≤ 25 or SAT 610
 - ENGL 207, 208, 209, or 210: College Writing II..... 3
- Speaking
 - COMM 105 - Fundamentals of Communication..... 3

COLLEGE WRITING COMPETENCY AND PLACEMENT

A minimal competency level is required in writing. Writing course placement has been determined by the English department and is based on the ACT English sub-score or SAT ERW score. Place students in the writing course sequence according to the following criteria:

ACT English SAT ERW COURSE

| | | |
|-----|------|------------------------------|
| 26+ | 620+ | ENGL 207/208/209/210: CW II |
| <26 | <620 | ENGL 109 - College Writing I |

* See General Education Approved Courses list at <https://www.olivet.edu/registrar>

NOTES:

† Either BLIT 305 or BLIT 310 substitute for the BLIT 210 requirement for all majors in the School of Theology and Christian Ministry.

**If required to take ENGL-109, a student may not enroll in ENGL 207/208/209/210 until having passed ENGL 109 with a grade of "C-" or above. Each department specifies the College Writing II course to be taken by its majors. Engineering majors satisfy the College Writing II requirement with ENGR 401. Students with an ACT English of 26 or higher or an SAT ERW of 620 or higher are exempt from ENGL 109.

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

Specialization for Bachelor's Degree Programs

Before admission to junior standing, the student will choose an area of specialization as his or her major field of study, and thus be enabled to examine more intensely a specific field of study, and gain depth and a degree of competence in using and communicating this knowledge. The University reserves the right to drop a major or minor field for lack of sufficient enrollment to guarantee a class size of 10 or more in upper-division courses of that field. There are certain instances where particular combinations of majors and minors, or requirements for certification for positions of employment for graduates, may require a student to complete more than 120 semester hours. If a student begins one specialization or major, and then changes to another, the University cannot guarantee that the student will graduate without exceeding the number of 120 hours or eight semesters of work, stated as the minimum requirement for graduation.

Honors Program

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

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

This 18-credit plan has two phases. First, participants take one Honors course per semester for the initial two years. They are populated only by Honors students, and led by a faculty cohort of four. These 12 credits are substitutes - not additions - for the following general education courses, unavailable for CLEP credit: COMM 105 - Fundamentals of Communication, ENGL 207/ENGL 208/ENGL 209/ENGL 210 - College Writing II (APA), THEO 110 - Introduction to Christianity, and Stewardship. The courses are interdisciplinary and team-taught to cultivate prowess in intellectual integration.

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

Second, participants earn six credits during the final two years for a substantial, faculty-mentored research project. (It may be "performance" for relevant disciplines such as Music, Theater, Art, etc.). The first semester of the junior year

is devoted to the construction of a research proposal, then two semesters are spent conducting the work. The final senior-level semester is dedicated to the preparation and presentation of results at a campus Research Symposium and/or a regional Honors event through the National Collegiate Honors Council. If appropriate, the faculty-student project may be featured in a professional venue.

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

Preparation for Graduate Study and Preprofessional Study Programs

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

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

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

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

- Pre-Medicine
- Pre-Dentistry
- Pre-Veterinarian
- Pre-Occupational Therapy
- Pre-Physician Assistant
- Pre-Optometry
- Pre-Pharmacy
- Pre-Physical Therapy
- Pre-Law
- Pre-Art Therapy

Off-Campus Study/Study Abroad (<https://www.olivet.edu/campus-study>)

Sponsored Programs

Council for Christian Colleges and Universities Programs (CCCU) (www.cccuglobaled.org)

Olivet Nazarene University is a member of the Council for Christian Colleges and Universities, which is comprised of more than 105 Christ-centered, accredited four-year liberal arts colleges and universities, each committed to

academic excellence and to the integration of the Christian faith with learning and living. All Council study programs are open to Olivet students who qualify. Each of the programs are administered by appropriate departments of the University, and coordinated through the Council offices in Washington, D.C.

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

Programs available to Olivet students include the American Studies Program, the Middle East Studies Program, the Oxford Summer Programme, the Oxford Scholars' Semester, the Uganda Studies Program, and the Contemporary Music Center (in partnership with Greenville University).

American Studies Program

The American Studies Program is designed for juniors and seniors with a wide range of academic majors and vocational interests. The program is offered both fall and spring semesters each year. Sixteen hours are earned in the program; eight are classroom work in domestic and foreign policy analysis from a Christian point of view; and eight are in an internship in one of more than 500 internship opportunities available to Council students. Because of its unique location in the nation's capital, this "Washington Campus" is viewed as one way of challenging students to consider the meaning of proclaiming the Lordship of Jesus Christ in all areas of life, including career choices, public policy issues, and personal relationships. This program is administered by the Department of History and Political Science. Credit may apply to majors in History, Political Science, Public Policy, and Social Sciences, or toward general education credit for other majors.

Contemporary Music Center Program

(in partnership with Greenville University)

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

Middle East Studies Program

The Middle East Studies Program is based in Jerusalem, Israel, with an extended study trip to Turkey. It is comprised of Arabic language study, study in Islamic culture, contact with Eastern Orthodox Christian culture, and exploration of the incredibly complex political and cultural tensions of this region of the world. This program is administered by the Department of History and Political Science. Credits may apply toward majors in History, Political Science, Public Policy, and Social Science, or toward general education credit for other majors.

Oxford Scholars' Semester

The Scholars' Semester in Oxford allows a student, as a member of Wycliffe Hall and a visiting student at Oxford University, to do intensive scholarship in this historic seat of learning. Working with academic tutors, students hone

their skills and delve into the areas that interest them most. Students broaden their thinking and earn 16 credits by living and learning in this major crossroads of the academic world. The Scholars' Semester in Oxford is an interdisciplinary program which gives no preference to students in any particular field of study. However, a **good academic record** and an undertaking to live as part of a Christian community are necessary. Students are required to maintain a **GPA of at least 3.7** on a 4.0 scale, regardless of major. Contact the chair of the Department of English for further information.

Other Sponsored Programs

AuSable Institute of Environmental Studies (Spring)

You will encounter both the wonders of God's world and the challenges of caring for creation. Field-based courses are at the heart of Au Sable's work, and they have been offering them for over 30 years. Twenty-three courses supplement the environmental science curriculum of over 50 Christian colleges throughout North America, allowing students to take a diverse range of courses focused on their area of interest at four campuses around the world: India, Great Lakes (Northern Michigan), Costa Rica, and the Pacific Rim.

Living and Learning International

Academically excellent study abroad programs for college students to live in community, engage the challenges of the world, and learn to respond with a biblical Christian worldview.

Quito, Ecuador (semester and summer)

Study abroad and be immersed in culture, ministry, and learning with tracks for completion of general education courses, Social Work, and Spanish.

Rome, Italy (semester)

Study abroad living in the Eternal City for three months, with field trips and weekly Italian cuisine cooking classes. You will take 13-16 credit hours in cultural understanding and general education.

Baltimore, Maryland (semester and summer)

This domestic urban studies program focuses on public health and social justice. The Baltimore Urban Studies (BUS) is a "study away," experiential learning program, designed to teach, mentor, and train college students in spiritual formation and public health while providing urban global health internships.

Students International (STINT)

Discover your true calling with meaningful vocational ministry through intensive 6-8 week ministry projects, relevant coursework, Christian mentoring, and rich relationships. STINT is a mission and community development organization providing students with transformative experiences learning while volunteering in a Christ-centered ministry.

Guatemala (semester)

Open to all students with courses in culture, community development, and Spanish. (15-16 credits)

Costa Rica (semester)

Focused on Spanish majors, the experience will fulfill the off-campus study requirement and provide language development while serving in ministry. (18 credits)

Tokyo Christian University Studies Program (fall only)

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

Uganda Studies Program

(in partnership with Uganda Christian University)

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

Recognized Programs

Semester in Spain

Sponsored by Trinity Christian College

Immerse yourself in Spanish life, spend a semester developing language skills and learning the culture. For 30 years, Semester in Spain has offered the ultimate Spanish experience, to live in a Spanish home, study with first-class professors and experience the Southern life of Seville. You will improve your fluency, develop a deep understanding of Spain and Europe and have memories that last a lifetime. (focused on Spanish and Spanish education majors)

Quetzal Education Research Center (QERC) - Costa Rica (spring only)

<http://qerc.snu.edu>

QERC serves as secondary campus for Southern Nazarene University and educates students in tropical ecology, biology and field research while promoting biodiversity, sustainability, and social responsibility. To this end, QERC works with students and researchers from around the world, to educate and conduct research focused on the tropical cloud forest and its floral and faunal community. QERC connects students with local farmers, research scientists, and educators from around the world bringing scientific knowledge and conservation practice to the local community.

Chicago Semester (semester or summer)

The program delivers a custom-tailored Chicago experience designed to help you prepare for your chosen career - and life after college. We work closely and collaboratively with you to place you in a full-time internship that matches your interests. A great option for Art, Business, Computer Science, Education, and Social Work majors.

New York City Semester - The King's College

Spend a semester learning from top-notch journalism faculty and interning in a news media organization in the journalism capital of America. Study business in the heart of the global financial center: New York City, the business capital of the world. Study theater in the center of American Theater: New York City, where new plays and musicals are created, tested and showcased, and new talent is sharpened, challenged, and celebrated. Take a semester on the unique campus that is King's College in the heart of New York City.

Africa Nazarene University (Nairobi, Kenya)

Spend a semester on the campus of Africa Nazarene University and gain a new understanding of higher education.

Korea Nazarene University (Seoul, South Korea)

Choose to spend a semester abroad at the world's largest Nazarene institution. Studying in English with courses focused on international business. Gain a new appreciation for culture and how it can impact your education.

Veritas Abroad (<http://www.veritasabroad.com>)

Study abroad with a focused mission opportunity during your stay. Study for a semester or in summer. The mission of Veritas Christian Study Abroad is to provide college-level study abroad programs while helping students develop as mission-minded Christian leaders as you learn and serve in another culture. Choose to study in: Brazil, Czech Republic, Chile, Costa Rica, England, France, Italy, Peru, Scotland, South Africa, South Korea, or Spain.

International Studies Abroad (ISA) <http://www.studiesabroad.com>

Since 1987, ISA has helped students explore the world with study abroad opportunities in Africa, Asia, Europe, Latin America, and the Pacific, including 28 countries and more than 60 locations. There are options in nearly any area of study with service-learning and internships available. Take advantage of the opportunities and find a location that fits your plans.

Summer Programs

International Business Institute (IBI)

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

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

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

Additional details are included with the Department of Business information in Residential Undergraduate Programs.

Oxford Summer Programme

Throughout the Oxford Summer Programme (OSP), you'll journey to astonishing places. But with all that could ignite your intellectual imagination, nothing will compare to the vast collection of scholarly resources available to you. Welcome to the home of some of history's greatest thinkers.

OSP fuels intellectual development at all levels of education. Engage in scholarship guided by Oxford's primary method of pedagogies: the tutorial. Go one-on-one with your professor to defend your argument and support your positions, ready yourself for graduate school or just become a better thinker. When you're not flexing your brain, keep it sharp with student outings and field trips.

During OSP, even when you put the book down, your studies never really stop. You're immersed in an attitude to life. Here you're invited to ask yourself the questions pivotal to your intellectual growth-questions that are a part of your day-to-day existence. With close fellowship among your peers, the rhythm of the Oxford Summer Programme is one that will beat in your heart for life.

Au Sable Institute of Environmental Studies (summer)

You will encounter both the wonders of God's world and the challenges of caring for creation. Field-based courses are at the heart of Au Sable's work, and they have been offering them for over 30 years. Twenty-three courses supplement the environmental science curriculum of over 50 Christian colleges throughout North America, allowing students to take a diverse range of courses focused on their area of interest at four campuses around the world: India, Great Lakes (Northern Michigan), Costa Rica, and the Pacific Rim.

Veritas Abroad (<http://www.veritasabroad.com>)

See website for specific programs

International Studies Abroad (ISA) <http://www.studiesabroad.com>

See website for specific programs

QERC Summer (Costa Rica) <http://qerc.snu.edu>

See details in above Recognized Programs. Summer field studies experience.

Cross-enrollment

Spend a semester at any of the other Nazarene colleges within the Continental United States. Space is limited and "host" school will determine semesters available.

Other Programs

ONU is willing to work with specific programs and will accept credit in transfer from most study abroad experiences. Please see Study Abroad Coordinator to explore opportunities.

Graduate and Continuing Studies

The University offers programs leading to a doctoral degree, several master's degrees, bachelor's degrees, and teaching endorsements. Studies include Nursing, Education, Business, and Religion. These programs are described in the Graduate and Continuing Studies section of the *Catalog*.

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

The University also offers bachelors degree programs in business, management, nursing, and practical ministries, including the Bachelor of Science, Bachelor of Applied Science, Bachelor of Science in Nursing, and Bachelor of Practical Ministries.

University Life

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

Olivet provides an effective advising program, which is designed to make capable and mature advisers available to students. Each entering freshman is assigned to a faculty member who serves as an academic adviser. The adviser is generally from the department of the student's major area of study. Faculty advisers are also assigned for students who are undeclared or undecided majors.

The Office of Student Development believes in the value of every person and exists to cultivate the full potential of our students. We provide high quality programs, services and learning experiences that focus on holistic development.

Some of the ways we support and offer guidance to our students are through a genuine and caring residential life staff, counseling services, health services, intramurals, community life, spiritual development and public safety.

Orientation for New Students

Olivet Nazarene University seeks to assist in every way possible to orient its students to the academic, social, and religious life of the University. The orientation program consists of a variety of activities, including testing, student-parent orientation sessions, and other transitional activities especially designed to assist the student in launching a successful college career. Special orientation programs for incoming students are sponsored by the University during the summer months prior to the opening of school and at the opening of the spring semester. At this time, each new student will visit the campus with his or her parents, participate in the advising program, register for the first semester of academic work, and make his or her housing selection. Special orientation sessions will be held with parents to acquaint them with the University program.

Resident Campus Philosophy

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

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

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

Generally, our regulations fall within three broad categories:

1. Some regulations reflect God's moral law.

2. Some regulations reflect the civil law.
3. Some regulations involve judgments and prudence about the effects of certain practices.

For example, we have regulations governing residence hall life and general campus behavior.

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

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

Residence Hall Living

Residence hall living is regarded as an important aspect of the Christian academic community, which Olivet Nazarene University seeks to foster. It is for educational and developmental reasons that unmarried students under the age of 23 who are enrolled for seven hours or more per semester are required to live in University residence halls and participate in a board plan. The exception includes students living with an immediate family member or who have completed eight full time semesters of college.

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

Nonstudents are not normally permitted to live in residence halls and must always obtain permission from the Dean of Residential Life to do so. A board plan is optional for nonresident students. Married or previously married students are not permitted to live in University residence halls without prior permission.

Motor Vehicles

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

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

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

Student Activities and Organizations

Religious Organizations - The Spiritual Life Organization sponsors several religious programs and activities for the purpose of fostering a vital spiritual life on the campus and providing opportunities for Christian service. Under the direction of the Office of Spiritual Development and the Director of Student Ministries, students are provided with

opportunities to worship and serve in the local Bourbonnais area and beyond. Groups under Spiritual Life include Upper Room, Prayer Warriors, and Best Buddies.

Musical Organizations - The School of Music provides students with various opportunities for musical expression through its choral and instrumental organizations. Those groups are: Apollo Choir, Brass Consort, Brass Quintet, Concert Band, Concert Singers, Flute Choir, Guitar Combo, Guitar Orchestra, Handbell Choir, Jazz Band, Marching Band, Orpheus Choir, Pep Band, Percussion Ensemble, Saxophone Ensemble, Sound Foundation Show Choir, University Orchestra, University String Ensemble, Proclamation Gospel Choir, Wind Ensemble, and Woodwind Quintet. These ensembles, together with University-sponsored music and drama groups, provide vitally important performance experience and represent Olivet locally and on the educational region.

Intercollegiate Athletics - Olivet is a member of the National Association of Intercollegiate Athletics (NAIA) and the National Christian College Athletic Association (NCCAA), and participates in intercollegiate athletic competition in the Chicagoland Collegiate Athletic Conference. The Leslie Parrott Convocation/Athletic Center was completed in 1990. Inside, McHie Arena has seating for 2,300 for sports events like basketball and volleyball, and 2,750 for convocations and concerts. Faculty and coaches' offices, locker rooms, racquetball courts, a running track, a turf room, and the Tiger Grill are key elements of the 68,000-square-foot building. It is directly connected to Birchard Gymnasium and Chalfant Hall. Intercollegiate sports for men include baseball, basketball, cross country, football, golf, soccer, tennis, swimming, and track. Intercollegiate sports for women include basketball, softball, golf, tennis, swimming, track, soccer, volleyball, and cross country. Intercollegiate athletics are considered an integral part of the total educational program of the University. Students who participate must be registered for a minimum of 12 hours and must meet all the eligibility requirements set forth by the University and the NAIA. Through athletics, the students find unique opportunities for witnessing for Christ. In order to be eligible for intercollegiate athletic competition, students must adhere to the standards adopted by the NAIA, including the following:

1. Be enrolled in at least 12 semester hours at the time of participation. (Repeat courses should be cleared with the Registrar.)
2. Accumulate at least 24 hours of credit in the two terms of attendance immediately preceding the semester of participation. (Repeat courses previously passed cannot count toward the 24-hour rule.)
3. A second-term freshman must have earned at least nine hours of credit during the first semester. In addition, student athletes must remain in satisfactory scholastic standing as defined in the Catalog, "Academic Regulations."

Recreation Services - Olivet Nazarene University offers many recreational activities in the Perry Center. The center features four courts for basketball, volleyball, and tennis, an eight-lane, 200 meter indoor track, two swimming pools, 56-foot rock-climbing wall, and state-of-the-art fitness equipment. Many fitness classes are provided, including cycling, Zumba, and aerobics.

Olivet Nazarene University also sponsors a well-balanced program of intramural athletics for men and women. The intramural program is under the direction of the Office of Student Development. The purpose of the intramural program is to provide a variety of activities for men, women, and co-ed competition. All students, faculty, and staff members have opportunity to fill their leisure time with wholesome fun in individual and group activities. Active participation in intramurals can fulfill the need for exercise and social development. Intramurals takes place in the Perry Center and at Fortin Villa, ONU's outdoor intramural facility.

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

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

Clubs and Organizations - American Sign Language Club (ASL Club), Craft Connection, Equestrian Club, MuKappa (Intern. & Missionary Students), ONU Investment Club, ONU Puzzle Club, ONU Rabbit Room (Writing Club), Social Justice Club, Spoons 4 Forks (S4F), Tabletop Games Club, Accounting Club, American Society of Mechanical Engineers (ASME), Biophilic (Biology Club), Capitol Hill Gang, Chemistry Club, Diakonia (Social Work Club), Enactus, Exercise Science Club, Green Room (Theatre Club), History League, Healthcare Management Club, Law and Politics Society, Math Club, McGraw Marketing (AAF chapter), National Association of Music Educators (NAfME), Nat. Science Teachers Association (NSTA), Nursing Student Association (NSA), Olivet Athletic Training Association, Olivet Engineering Society, Olivet Film Community, Olivet Geological Society, ONU CEC (council for Exceptional Children) Student Chapter, ONU Society for Human Resources Management (SHRM), Public Relations Society of America (PRSSA), Society of Women Engineers (SWE), Student Chapter of the American Institute of Chemical Engineers (AIChE), Student Dietetic Association (SDA), Student Education Association (SEA), Student Unit Family and Consumer Science (SUFACS), Zoology Club, Kappa Delta Pi (Education), Kappa Delta Rho (FACS), Lambda Pi Eta (Communications), Phi Alpha Theta (History), Phi Beta Lambda (Business Competition), Pi Sigma Alpha (Political Science), Psi Chi (Psychology), Sigma Delta Pi Chi Omega (Spanish), Sigma Tau Delta (English/English Ed.).

Chapel/Convocation

Chapel is a vital part of community life at Olivet Nazarene University. It is one of the few occasions when each segment of the college community has the opportunity to join with the others for worship, instruction, and encouragement to serve. This activity is the occasion for the Olivet community to develop and clarify values and priorities, to share in musical and dramatic performances, and to find guidance relating to crucial life choices. As a Christian community, we are committed to making worship of God the central focus of our lives. Olivet Nazarene University is committed to being both a community of learning and a community of faith. Chapel services are designed to provide an opportunity to contribute to the integration of faith, learning, and living.

Chapel Times and Attendance - Chapel is held in Centennial Chapel from 10:00 a.m. to 10:45 a.m. every Wednesday and from 9:30 a.m. to 10:20 a.m. every Thursday. During special emphasis weeks, required chapels will extend to other days.

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

Resident Students - Students living on campus, regardless of the number of class hours, are required to attend all scheduled chapels. Reasons for exemption are limited to the following: student-teaching, internships, nursing clinicals, and special academic projects pre-approved by the faculty instructor. The associate academic dean must approve all exemptions of this nature; no individual petition is necessary.

Commuter Students - Commuter students are required to attend chapel if the following applies:

taking 12 hours or more
under the age of 25
has a class that ends DIRECTLY before chapel

Commuter students are exempt from chapel if the following applies:

does not have classes on a chapel day
does not have a class DIRECTLY before chapel
over the age of 25
taking less than 12 hours

Tracking Attendance - Students are encouraged and responsible for keeping track of their attendance record. Attendance updates are generated weekly and students are notified by email once three absences have occurred. Students can track their attendance online.

| | | | | |
|--|-------------|-----------|--------------------|---|
| Penalty for excessive absences: | 4th absence | \$20 fine | 7th absence | \$30 fine |
| | 5th absence | \$20 fine | 8th absence | \$40 fine and possible two-day suspension |
| | 6th absence | \$30 fine | 9th & 10th absence | \$50 fine and possible disenrollment |

Admission Policies and Procedures

Olivet Nazarene University desires to enroll students who are genuinely interested in experiencing an "Education With a Christian Purpose." We believe that Jesus Christ should be the foundation and center of every individual's life. As a life can never be complete unless it finds fulfillment in Jesus Christ, neither is knowledge complete until it is integrated with eternal values.

Admission is based on the composite picture afforded by the student's transcripts and standardized test scores, when taken. The Admissions Committee is responsible for final action on each application.

Admission to the University does not constitute admission to any specific program of specialization; any additional prerequisite requirements for such programs are indicated in this catalog under their respective listings. Olivet Nazarene University policy prohibits discrimination on the basis of race, sex, age, color, creed, national origin or ethnic origin, marital status, or disability in the recruitment and admission of students and in the operation of all college programs, activities, and services. Any concerns regarding discrimination on the basis of any of the foregoing protected categories should be addressed to the Vice President for Enrollment Management, Heritage Plaza, (815) 939-5203.

Two Aspects of Admission to Olivet

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

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

Personal Preparation for Admission

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

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

The person who is accepted as a student at Olivet should understand the purpose and philosophy of the University, and must agree to adhere to the rules of conduct. Policies and practices of conduct are outlined in "University Life," and also in the University Life Handbook.

High-School Preparation

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

The student must have a minimum of 15 units (a unit is normally a full year, or two semesters, of one course) of academic work at an accredited high school in grades nine through 12, with an above-average grade in college preparatory subjects. The student should rank in the upper half of the graduating class.

The high school work should include a major in English, an additional major and one minor in fields of foreign language, mathematics, natural science, or social science. A major is three units of work; a minor is two units.

Required preparation for a Nursing student includes one year of high school biology and one year of high school chemistry. In certain cases where the applicant ranks in the upper half of the high school graduating class, specific major and minor requirements may be waived. Subjects acceptable in these fields include:

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

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

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

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

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

Students with academic deficiencies will be required to take developmental courses in English and mathematics

Admission Tests

The American College Test (ACT)/Scholastic Aptitude Test (SAT) is optional and not required for final admission as freshmen. When the test is taken, request should be made that the scores be sent to Olivet Nazarene University.

If the test was taken previously, and the scores were not sent to Olivet, contact ACT (www.act.org) or SAT (www.collegeboard.org) with the request for scores to be sent to Olivet. Notation of the scores on the high school transcript is not sufficient. The ACT is also given at Olivet during the summer freshman orientations for students unable to take the test in their home area.

If a student has a low grade point average in high school, the ACT/SAT results are used to consider the chance of success in college. Either the ACT or SAT may be used to determine academic scholarships. The ACT code for Olivet is 1112. The SAT code is 1596.

Homeschooled Student Admission

Admission is open to students who have graduated from homeschool programs of study. Olivet admissions counselors are available to provide guidance in the selection of college preparatory courses. The Classic Learning Test (CLT) with a score of 61 or higher, may be used for Admission, though this test is not used for scholarships or course placement.

Unclassified Students

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

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

Unclassified students must affirm their acceptance of the ideals of the University. See the section on "Unclassified Students" for more information.

Early Admission

High school juniors and seniors who meet GPA and any pre-requisite requirements may take Olivet undergraduate courses on campus or online to earn college credit. Students will be enrolled in college courses with Olivet undergraduate students. This experience not only gives them a head start on university academics, but also provides a taste of college life. Olivet works with public and private schools, as well as homeschoolers. Olivet is approved by the Illinois Board of Higher Education (IBHE) to offer dual enrollment courses.

General Educational Development Examination (GED)

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

Admissions Process for Freshmen

1. Complete the Application for Admission. The application is available at the Office of Admissions or at www.olivet.edu. Detailed instructions are included on the form. Applications may be submitted online, by mail, or by fax in the last semester of the junior year or in the senior year.
2. Request that the high school send a transcript of at least six semesters of work to Olivet Nazarene University, along with a recommendation from the guidance office or principal. A transcript request form is included in the admissions packet to be given to the high school. A request must also be made that the high school send the final transcript after the student has graduated from high school.
3. Upon receipt of the completed application, transcripts, and test scores, action will be taken by the Office of Admissions. Notification of acceptance, contingent upon actual graduation from high school and receipt of the final transcript, will be sent to the student by mail as soon as possible.
4. With notification of admission, a health questionnaire and immunization form will be sent for completion. These must be filed with the University before registering for classes. They are kept in the Health Office for reference by the University nurse and physician.
5. Submit the enrollment deposit of \$200. This deposit ensures a student's place in the incoming freshman class, and serves as a priority indicator for both class registration and campus housing. See the section on University Life for residence hall living requirements. Campus housing cannot be assigned until this deposit is submitted and the student is accepted for admission. The deposit is refundable up to May 1, if the student chooses not to enroll at Olivet. Rooms are assigned through the Office of Student Development.
6. Apply for financial aid as early as possible in the year of enrolling in college. The Free Application for Federal Student Aid (FAFSA) is generally available in October for the following school year. See "Financial Information," for additional details.
7. New students and their parents are invited to the campus for a mandatory orientation period during the summer preceding fall enrollment at Olivet, or at the beginning of the spring semester for spring enrollment. These sessions provide a more extensive introduction to the University, a chance to meet fellow students, and an opportunity to select courses and housing. Invitations will be sent by the Office of Admissions to accepted students who have completed all the above steps in the admissions process. The orientation may include some additional diagnostic testing. Freshmen are admitted to classes only after completing the freshman testing and orientation program.

Admissions Process for Transfer Students

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

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

1. Students on disciplinary probation are not accepted at Olivet Nazarene University.
2. Courses accepted for transfer must be comparable to those taught at Olivet and/or must be recognized by the Registrar as generally being applicable toward a baccalaureate degree.
3. Students who enter Olivet with an Associate of Arts (A.A.), Associate of Science (A.S.), or an Associate of Fine Arts (A.F.A.) degree from regionally accredited colleges and universities will have met all general education requirements for graduation from Olivet, except for the general education Religion courses and 3-8 hours of International Culture credits. However, these students may be required to complete additional elective courses beyond the required core courses in their major to satisfy the 120 credit-hour requirement for graduation from Olivet.
4. Any course with a grade of F will not be accepted as transfer credit, but will be calculated in the grade point average for considering admission, the G.P.A. for individually accredited academic programs, initial financial aid, and initial athletic eligibility. For additional information regarding academic standing, financial aid eligibility, and athletic eligibility, refer to "Academic Regulations."
5. A maximum of 15 hours of correspondence coursework may be applied toward a degree at Olivet.
6. The cumulative grade point average from all previous institutions will be considered in determining admission status, initial financial aid eligibility, G.P.A. for individually accredited academic programs, and initial athletic eligibility. Students who have attained a minimum cumulative grade point average according to the following schedule may be admitted in satisfactory academic standing; students who fall below the above minimum standards are not making satisfactory progress and, if admitted, would be on academic probation.

Semester Hours Attempted Minimum Cumulative GPA

| | |
|------------|-----|
| 1-29 | 1.7 |
| 30-45 | 1.8 |
| 46-59 | 1.9 |
| 60 or more | 2.0 |

Admissions Process for International Students

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

1. The prospective student must complete online application form for Olivet, and connect with the P/DSO to complete the admission process. Contact the International Student Service Office.
2. The prospective student must have all official transcripts sent directly from each school attended to satisfy the University that the applicant has successfully completed a course of study equivalent to that required of a US-educated applicant seeking admission at the same level. Official transcripts submitted directly from the student may be accepted at the discretion of the admission counselor if received in an envelope sealed by the school. All records submitted must be official transcripts certified by the appropriate school official and should list the subject taken, grades earned, or examination results in each subject, as well as all certificates

or diplomas. These documents must be accompanied by an official English translation and an "Educational Credential Evaluators Report" secured at the applicant's expense if the transcripts are from a school outside the U.S.

3. The applicant must take a physical examination and present medical history records. In addition, the student is required to purchase a college health insurance policy through Olivet and the cost will be directly applied to the student's bill or provide proof of adequate coverage through the Church of the Nazarene global missions policy. The international student should also provide the name and address of a friend or relative in the United States who is empowered and willing to make decisions on behalf of the student in case of an emergency.
4. The applicant will be required to submit a copy of valid passport and two recommendation letters.
5. The University requires that the prospective student demonstrates possession of adequate English language proficiency to pursue a course of study on a full-time basis. A minimum score of 525 on the paper-based test, 194 on the computer-based test, or 70 on the internet-based test is required on the Test of English as a Foreign Language (TOEFL) of all new undergraduate international students. A minimum score of 587 on the paper-based test, 240 on the computer-based test, or 94 on the internet-based test is required for graduate international students. If English was the medium of instruction throughout formal education, a TOEFL score may not be needed. Students with more than 48 academic semester units including English courses from U.S. colleges/universities taken just prior to attending Olivet may be able to waive their TOEFL requirement for admission.
6. The prospective student is required to provide a notarized affidavit of financial support along with a current bank statement to confirm that he/she will be able to provide for his/her expenses (tuition and fees, books, living costs, etc.) at the University without resorting to unauthorized employment.
7. It is the responsibility of an international student on an F-1 visa to maintain full-time status. All questions should be referred to the International Student Service Office.

Readmission

A student whose enrollment has been interrupted for one regular semester or more at Olivet Nazarene University must be approved for readmission before registering for courses again. The process for readmission is initiated by contacting the Office of the Registrar.

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

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

Campus Visits and Interviews

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

Individuals, families, and church groups who desire a special visit to the University are invited to contact the Office of Admissions for appointments by calling 1-815-928-5603 or scheduling a visit online at www.olivet.edu.

Students are also encouraged to visit the University during our group events: Just for Juniors and Purple and Gold Days. Purple & Gold Days give seniors and their families the opportunity to attend classes, spend the night in a campus residence hall, and interact with faculty from all departments on campus. We offer personalized campus visits during the week so depending on your availability, we encourage the entire family to come and check out the Olivet experience.

Orientation for New Students

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

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

Waivers and Advanced Placement by Examination

Credit for students completing an International Baccalaureate (IB) program will be evaluated on a case by case basis. Students receive credits for Higher Level (HL) examinations passed with a score of 5, 6, or 7. Credits are not granted for Standard Level (SL) examinations. Equivalencies for specific IB exams are available in the Registrar's Office.

The General tests of the College Level Examination Program (CLEP) may be used to establish credit for students who score at or above the 60th percentile on selected CLEP tests. Credit and/or advanced placement may also be established by attaining scores of 3, 4, or 5 on selected Advanced Placement (AP) tests. Information concerning scores required for credit on specific AP tests is available in the Office of the Registrar. In addition, credit may be earned by students passing locally developed departmental proficiency examinations or writing samples (See also Proficiency Examinations.) CLEP and AP tests are available at open test centers throughout the country.

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

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

Another example: Nursing majors generally need not take the Natural Sciences exam since the Nursing program has specific course requirements in Chemistry and Biology. The Social Sciences and History examination may be helpful in meeting the history requirement for Nursing majors, but does not substitute for the Introduction to Sociology course requirement. Questions about AP or CLEP tests should be directed to the Office of the Registrar.

A maximum of 48 hours may be earned through the combination of proficiency credit via CLEP, AP, and departmental proficiency exams; credit awarded through prior learning assessment; and/or credit earned on the basis of recommendations made by the American Council on Education (ACE). A maximum of six ACE recommended credit hours are accepted, excluding military credit.

The following AP tests will be accepted in place of specific ONU courses, assuming scores listed below are attained:

| TESTS | CREDITS POSSIBLE | REQUIRED SCORE | ONU EQUIVALENT OR REQUIREMENT |
|--------------------------------------|------------------|----------------|---|
| Art History | 3 hours | 3 | ART elective |
| Biology | 3 or 4 hours | 3 or higher | score of 3 - BIOL 201 score of 4 - BIOL 126 |
| Calculus AB | 3 or 4 hours | 3 or higher | score of 3 - MATH 137 score of 4 or 5 - MATH 147 |
| Calculus BC | 8 hours | 3 | MATH 147, MATH 148 |
| Chemistry | 3-8 hours | 3 | score of 3 - PHSC 102 score of 4 - CHEM 103 score of 5 - CHEM 103, CHEM 104 |
| Chinese Language & Culture | 8 hours | 3 | Meets ONU foreign language requirement |
| Computer Science A | 2 or 3 hours | 3 or higher | score of 3 - COMP 120 score of 4 or 5 - COMP 150 |
| Computer Science Principles | 2 hours | 4 or higher | COMP 120 |
| English Language & Composition | 3 hours | 3 | ENGL 109 |
| English Literature & Composition | 6 hours | 3 | ENGL 109, LIT 105 |
| Environmental Science | 3 hours | 3 | BIOL 201 |
| European History | 3 hours | 3 | HIST 200 |
| French Language & Culture | 8 hours | 3 | FREN 101, FREN 102 |
| German Language & Culture | 8 hours | 3 | Meets ONU foreign language requirement |
| Government & Politics: Comparative | 3 hours | 3 | PSCI elective |
| Government & Politics: United States | 6 hours | 3 | PSCI 101, PSCI 223 |
| Human Geography | 3 hours | 3 | SSCI elective |
| Italian Language & Culture | 8 hours | 3 or higher | Meets ONU foreign language requirement |
| Japanese Language & Culture | 8 hours | 3 or higher | Meets ONU foreign language requirement |
| Latin | 8 hours | 3 or higher | Meets ONU foreign language requirement |

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|------------------------------------|--------------|-------------|---|
| Macroeconomics | 3 hours | 3 | ECON 110 |
| Microeconomics | 3 hours | 3 | ECON 110 |
| Music Theory | 1 hour | 4 | MUTH 101 |
| Physics 1 | 4 hours | 3 or higher | PHYS 121 |
| Physics 2 | 4 hours | 3 or higher | PHYS 122 |
| Physics B | 4 or 8 hours | 3 or higher | score of 3 - PHYS 121 score of 4 or 5 - PHYS 121, PHYS 122 |
| Physics C: Electricity & Magnetism | 4 hours | 3 or higher | score of 3 - PHYS 122 score of 4 or 5 - PHYS 202 |
| Physics C: Mechanics | 4 hours | 3 or higher | score of 3 - PHYS 121 score of 4 or 5 - PHYS 201 |
| Psychology | 3 hours | 3 | PSYC 101 |
| Spanish Language & Culture | 8-14 hours | 3 or higher | score of 3 - SPAN 111, SPAN 112 score of 4 - SPAN 111, SPAN 112, SPAN 211 score of 5 - SPAN 111, SPAN 112, SPAN 211, SPAN 212 |
| Spanish Literature & Culture | 3 hours | 3 | SPAN elective |
| Statistics | 4 hours | 3 | MATH 241 (also counts for BSNS 241) |
| Studio Art 2-D Design | 3 hours | 3 | ART 123 |
| Studio Art 3-D Design | 3 hours | 3 | ART 125 |
| Studio Art Drawing | 3 hours | 3 | ART 101 |
| United States History | 6 hours | 3 | HIST 231, HIST 232 |
| World History | 3 hours | 3 | HIST 200 |

The following CLEP tests will be accepted in place of specific ONU courses, assuming scaled scores listed below are attained:

| TESTS | CREDITS POSSIBLE | REQUIRED SCORE | ONU EQUIVALENT OR REQUIREMENT |
|---------------------|------------------|----------------|-------------------------------|
| American Government | 3 hours | 53 | PSCI 223 |
| American Literature | 3 hours | 53 | LIT 354 |

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|---------------------------------------|-----------|-------|---|
| Biology | 3 hours | 52 | BIOL 201 |
| Calculus | 4 hours | 54 | MATH 147 |
| Chemistry | 4 hours | 52 | CHEM 101 |
| College Algebra | 3 hours | 53 | MATH elective (meets general education requirement) |
| College Composition | 3 hours | 55 | ENGL 109 |
| College Mathematics | 3 hours | 60 | MATH 103 |
| English Literature | 3 hours | 54 | LIT 370 |
| Financial Accounting | 4 hours | 53 | ACCT 110 |
| French | 8 hours | 51 | FREN 101, FREN 102 |
| | 14 hours | 63 | FREN 101, FREN 102, FREN 211, FREN 212 |
| German | 8 hours | 50 | Foreign Language Requirement |
| History of the US I (Early - 1877) | 3 hours | 53 | HIST 231 |
| History of the US II (1865 - Present) | 3 hours | 53 | HIST 232 |
| Human Growth and Development | 3 hours | 55 | PSYC 200 |
| Humanities | 6 hours | 52 | ART 100, MULT 100, LIT 105 |
| Introductory Business Law | 3 hours | 54 | BSNS 351 |
| Introductory Psychology | 3 hours | 55 | PSYC 101 |
| Introductory Sociology | 3 hours | 55 | SOCY 120 |
| Natural Sciences | 3-6 hours | 52/57 | Lab science requirement(s) - score of 57 needed for both lab requirements |
| Precalculus | 4 hours | 55 | MATH 131 |
| Principles of Macroeconomics | 3 hours | 54 | ECON 110 |
| Principles of Management | 3 hours | 53 | BSNS 160 |
| Principles of Marketing | 3 hours | 54 | BSNS 253 |

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| Principles of Microeconomics | 3 hours | 54 | ECON 110 |
| Social Sciences and History | 3-6 hours | 54/59 | 3 hours for Social Science gen ed requirement (54) and 3 hours for HIST 200 (59) |
| Spanish | 8 hours | 51 | SPAN 111, SPAN 112 |
| | 14 hours | 60 | SPAN 111, SPAN 112, SPAN 211, SPAN 212 |
| Western Civilization I (Ancient - 1648) | 3 hours | 54 | HIST 200 |
| Western Civilization II (1648 - present) | 3 hours | 53 | HIST 200 |

Financial Information

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

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

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

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

Olivet's Business Office, Office of Student Financial Services, and the Office of Admissions are prepared to aid students and parents in planning to meet the cost of their educational experience. Several plans or packages of financial aid are available to fit individual needs through a combination of payment plans, scholarships, grants, loans, and employment.

Financing the University

Olivet Nazarene University is an independent liberal arts university related to the Church of the Nazarene. Over 700 congregations in Illinois, Indiana, Michigan, and Wisconsin have individual educational budgets which are paid annually to the University. Last year, funds received from these churches came to more than \$2 million.

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

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

Current Cash Gifts and Securities

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

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

Scholarship Gifts

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

Recipients of these scholarships are determined by the University's Scholarship and Financial Aid Committee.

The ONU Foundation

The ONU Foundation is an endowment fund established from donations made by many individuals over several decades. The assets of more than \$25 million are earning interest and dividends which are awarded in scholarships to qualifying Olivet students. Many of these scholarships are named for individuals and families. Applications are received from continuing Olivet students annually, and awards are made based on financial need, academic achievement, and other criteria stated in the scholarship funds.

Bequests, Gift Annuities, and Life Income Agreements

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

General Expenses

The University seeks to avoid increases to tuition and fees for a given term or academic year. However, the University reserves the right to modify financial charges listed here or in other University publications, including but not limited to tuition and fees, room and board, or charges for other food services at any time when deemed appropriate by the University based on a change in financial or other circumstances.

The following is an itemized estimate of the cost of a regular course for one semester in the 2022-2023 school year:

| | |
|--|----------|
| 1. General Fee | \$495 |
| (Required for all students enrolled for seven hours or more. This covers student activities, facilities, student services, and student government.) | |
| 2. Tuition Charges for 12-18 Hours | \$18,475 |
| (For a student taking a full load of 18 hours, this is equivalent to a tuition charge of \$1,025 per hour. For more than 18 hours, the charge is \$1,025 per additional hour. For students taking a part-time load of less than 12 hours in a given semester, the tuition charge is \$1,540 per hour.) | |
| Applied Music Tuition Additional | |
| Private: | \$380 |
| (piano, voice, organ, and orchestral instruments for one 30 minute lesson per week, per semester) | |
| Class: | \$160 |
| (piano, voice, and orchestral instruments per course) | |
| 3. Room and Board (14 meals per week) average cost* | \$4,895 |
| Unlimited meals per week is \$320 more per semester | |
| Unlimited platinum per week is \$545 more per semester | |
| Apartment housing is \$350 more per semester | |

Total Tuition, Fees, Room/Board (semester) \$23,865

Total Tuition, Fees, Room/Board for a School Year (two semesters) \$47,730

** contact Office of Student Development for meal plan specifics*

Special Fees

| | |
|---|------------|
| ACT Test Fee | \$50 |
| Background Check | \$50 |
| Credit Per Hour Resulting from Audit, Proficiency and Petitioned Credit | \$50 |
| ID Card Replacement Charge | \$20 |
| International Student Insurance (per semester, Subject to Change) | est. \$675 |
| Key Replacement | \$30 |
| Late Health Forms (required by Illinois state law) | \$25 |
| Late Registration (one day late) | \$20 |
| Second Day and After, Per-Day Additional | \$5 |
| Lockers, Per Semester | \$5 |
| Proficiency Examination, per test | \$35 |
| Returned Check Fee | \$20 |
| Student Teaching Fee | \$300 |
| Textbook Rental Program (\$25/credit hour, per semester) | est. \$425 |
| Tuition Deposit | \$200 |
| Vehicle Registration Fee - Residential | \$75 |
| Vehicle Registration Fee - Commuter | \$50 |

****Additional course fees may apply - please refer to Self Service for section course fee details****

Methods of Payment

1. A student is required to pay an enrollment deposit of \$200 when applying for admission. The enrollment deposit is applied to the student's account and will be refunded if the application for admission is not approved or if a refund is requested before May 1.
2. Students assume the responsibility for all resulting tuition charges when classes are selected. Students are responsible for any late payment charges or collection costs that may be incurred if the student account is not paid as agreed. Students may cancel registration without penalty for an upcoming semester by submitting a notice of cancellation in writing to the Registrar's Office prior to the first day of classes. All

charges are due and payable at the time of registration at the beginning of each semester or term. Checks should be made payable to Olivet Nazarene University. It is helpful if the student ID number is on the check. An itemized statement will be made available online. Students may authorize parents or others to access their online account information.

3. Where financial aid has been awarded, the percentage of down payment and payment of balance is calculated after deducting such awards. College work-study is not deducted, since it must be earned by hourly work. Acceptable methods of payment are as follows:
 1. Payment in full.
 2. Four installments of 25 percent (August 1st through November 1st for Fall and December 1st through March 1st for Spring). A late payment charge will be made to any remaining balance following the final payment date of each semester.
4. Any financial arrangements between the University and its students will be binding only if such agreement is in printed or written form. Any arrangements concerning finances should be made with Student Financial Services only.
5. A 1 percent late payment charge will be added to any balance on a student account after the final payment date of the semester. Late payment charges will be reversed on financial aid once that aid is received on the student's account. No one may participate in graduation, no degree will be conferred, nor credits transferred, until all accounts are paid in full. When clearing a student account for graduation or to receive a transcript, payment must be made by cashier's check, certified check, credit card, or personal money order if immediate clearance is needed. If payment is made by personal check, a waiting period of 15 days is necessary for the check to clear the bank. Any student who has become delinquent through failure to make payment or proper arrangements may be disenrolled until such matters are satisfactorily taken care of with Student Financial Services.
6. Books and supplies must be paid for at the bookstore. The University accepts Visa, MasterCard, Discover Card, and American Express.
7. For further information concerning payment of student accounts, contact Student Financial Services in Miller Business Center, (815) 939-5245.

Room and Board

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

1. Rooms are rented for full semesters only. Students vacating a room will be refunded on a pro-rated basis.
2. For the convenience of students, telephone line service, which includes local calling (within an eight-mile radius), is available upon request in every student room. Students will be responsible to pay for all long-distance service and costs for calls outside the local calling area.
3. The University is not responsible for personal property in case of theft, damage, or loss by fire. In many cases, a family homeowner's insurance policy will provide some coverage for a student's property away from home.
4. Students are required to pay for any damage, other than ordinary usage, to room, furniture, or fixtures, including telephone equipment, during their occupancy of the room.
5. Damage in a residence hall for which responsibility cannot be determined will be charged on a pro-rated basis to all residents during the semester. Persons known to be responsible for vandalism will be personally responsible for the full amount. Such amounts will not then be charged directly as a fine to the student's account. Damage in a student's room is chargeable to the residents of that room, or to the person(s) known to have caused the damage.

Student Insurance Coverage

Individual needs for insurance coverage are so varied that Olivet Nazarene University does not carry any personal health, accident, or property insurance for domestic students. A school provided health insurance is required for all international students.

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

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

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

Withdrawals and Course Drops

If a student officially withdraws from the University, drops below 12 credit hours, or drops an overload, the following financial adjustments will apply.

1. Refunds on Tuition, general fees, and certain other special fees as follows: -
 - Week one - 100%
 - Week two - 90%
 - Week three - 75%
 - Week four - 50%
 - Week five - 25%
 - No refund of tuition or fees after week five of the semester.
2. Room & Board: Pro-rata adjustment/refund on the unused portion as of the end of the week in which the student moves from campus for the first 14 weeks of the semester.

Refunds From a Student's Account

When a student has a credit on his/her student account as a result of financial aid or overpayment, a refund of that credit may be requested. The student may request that refund in person by coming to the Cashier's window and requesting cash (\$200 daily limit) or check (direct deposit or paper). The student may also request a refund check online through the student portal. Credits greater than \$5.00 for former students (no longer enrolled) will be refunded. A service charge of up to \$5.00 will be made to close out a student account.

Student Financial Aid

Olivet Nazarene University believes that every qualified student should have an opportunity for a college education in a congenial Christian atmosphere. The University's financial aid program is designed to help students achieve these goals.

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

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

Need-based student aid is designed to provide monetary assistance to students who, without financial aid, would be unable to pursue a college degree. Educational institutions do not have unlimited funds to provide access and choice, and to ensure retention and academic success for all students facing economic barriers to post-secondary education.

Because of the limitation of funds, and given the social value of awarding aid based on need, the demonstrated financial need has become the primary criterion in the awarding of financial aid.

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

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

Key Assumptions Underlying Need-Based Student Aid

1. Parents have the primary obligation to finance the education of their dependent children.
2. The dependent student has a responsibility to help finance a college education since the student is the direct beneficiary of the education. Student contributions are derived from expected summer savings, earnings during the academic year, and other assets. ONU recommends that students save \$2,000 during the summer months for the following academic year. This will reduce the amount needed by the family. If a student cannot reach this goal, they should plan to increase the amount needed by the family to cover the additional balance, through the use of PLUS Loans, Private Educational Loans, or payment plans.
3. The independent student is responsible for financing his or her own education.
4. The responsibility for educational funding shifts to society only after the family's (both parent's and student's) resources have been determined to be insufficient to meet the costs of education. A measurement of a family's financial strength must take into account that family's income and assets, as well as its expenses and liabilities. Other factors, such as extraordinary expenses or the size of the family, may affect a family's ability to pay, and therefore must be considered.
5. To be consistent and equitable, the need analysis system must be an objective measurement of the family's present financial strength. It does not evaluate what the family used to be or what it may be in the future. It does not make value judgments about the spending patterns of families. It can only assess, as consistently as possible, the objective data of "what is."

The Office of Student Financial Services is located in Miller Business Center. Student Finance Coordinators are readily prepared to advise students and parents concerning application for financial aid. Correspondence regarding financial aid should be addressed to the Student Financial Services, Olivet Nazarene University, One University Avenue, Bourbonnais, IL 60914-2345.

Financial Aid Application and Award Process

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

ALL students seeking federal and/or Illinois State financial assistance by way of loan, grant, and work programs must complete the federal needs analysis application, the Free Application for Federal Student Aid (FAFSA). The FAFSA application can be completed online at: <https://studentaid.gov/h/apply-for-aid/fafsa>.

Dependent students applying for financial aid must have their parent(s) supply information on the FAFSA.

A student's initial eligibility for assistance rests largely on the basis of a satisfactory grade point average together with an analysis of the financial need. Future eligibility will also be affected by his or her academic standing and financial need. Refer to "Academic Regulations" for additional information on good standing, retention, eligibility, and satisfactory progress for financial aid.

A federal processor authorized by the federal government is utilized to determine the federal financial need from the FAFSA.

When it is determined the student qualifies for a federal grant or scholarship, the grant or scholarship is awarded and does not require repayment. Federal loans are awarded on the basis of repayment, in most cases after graduation or when the student ceases to be enrolled at least half-time. Federal work programs are available to assist students in earning money to pay for some educational costs and are awarded on the basis of financial need. The student must obtain employment and earn these funds.

The FAFSA should be filed in the year the student plans to enroll. *This form must be completed annually.* Since the FAFSA requires IRS information from the prior year (for example, the 2020 taxes for the 2022-23 academic year), the form may be filed beginning October 1st for the following fall academic year, but should be filed as early thereafter as possible.

Applications received by December 1st will receive priority consideration for federal campus based funds (Federal Work Study) *until the funds have been exhausted.* If requested, verification materials, including tax returns with schedules, and other required forms must be submitted before any federal funds will be applied to a student's account. Applications for financial aid will be accepted after the above date; however, funding may be limited for these applicants. Awards will be made as long as funds are available.

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

A student aid report will be sent to the student in about four weeks from the date it was received by the federal processor. This report should be reviewed by the family and submitted directly to the Olivet Office of Student Financial Services with any necessary corrections. Alternatively, FAFSA corrections can be made online at <https://studentaid.gov/h/apply-for-aid/fafsa>. The school aid code for Olivet is 001741.

Scholarships

Scholarships for students in Olivet's traditional undergraduate programs are awards offered on the basis of academic ability, special talents, or the personal interest of donors. These awards carry no obligation for repayment. All Olivet scholarships require a signed annual student agreement of Olivet's student financial policies and continuous full-time enrollment each semester in which they are received. A student dropping below full-time enrollment loses eligibility for ONU funding for that term. In addition, **a student must make satisfactory academic progress and avoid being placed on financial aid suspension, as described in the Academic Regulations section of this catalog, to receive any ONU funding. Any appeal of the loss of ONU funding may be made to the Director of Financial Aid, ONU Box 6007.**

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

A scholarship or grant involving ONU institutional or ONU Foundation funds offered by Olivet to an individual student is not transferable to any other school or educational program or to any other student enrolled at Olivet. This includes awards such as departmental scholarships, athletic scholarships, or any other scholarship or grant program that involves institutional or ONU Foundation funds.

Academic Scholarships:

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

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

The ONU Phi Theta Kappa Scholarship: Based on being a transfer student who is a member of Phi Theta Kappa and determined upon application to the University. The amount of the award varies based on the previous college academic performance, and is maintained per year by a minimum cumulative 2.0 GPA.

Scholarship Regulations

1. Only one academic scholarship may be awarded during any school year. The student's cumulative grade point average is reviewed at the end of each academic year to determine eligibility to retain the scholarship. Students who are not making satisfactory academic progress are evaluated at that point, not at the end of the academic year. The grade point average must be satisfied at the beginning of each academic year. Summer credits and grades will be applicable in calculating scholarship eligibility.
2. Freshmen need no formal scholarship application, as the award is made on the basis of high school transcripts or test scores. The highest composite score from any test taken before enrollment will be used. It is not permissible to combine the highest scores from several test sittings.
3. Transfer students are awarded scholarships on the basis of previous college academic performance. Transfer students should send college transcripts to the Office of Admissions. Academic scholarships and GPA for transfer students are reviewed at the beginning of each academic year.
4. If a scholarship is upgraded on the basis of ACT/SAT scores, the lesser scholarship is dropped.
5. These awards are applied to Direct Cost (tuition, general fee, room/board) for full-time undergraduate students only (maximum four years). Grants and other scholarships are applied to the school bill first. The annual amounts are subject to adjustment, with prior notification.
6. **The total of all grants and scholarships may not exceed the student's Direct Cost (tuition, general fees room/board). If the total exceeds the Direct Cost, Institutional funds will be reduced to bring the total back to the Direct Cost. Olivet funds may never generate a credit balance on a student's account and may not be used for off-campus living expenses or textbooks. Any reduction in student Direct Costs may trigger a reduction of Institutional funds by the corresponding percent.**

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

The ONU Nazarene Advantage Scholarship: Beginning with the Fall 2019 semester, a student attending a Nazarene church is eligible for an additional \$2,000 per year (\$1,000 per semester) for each term the student is enrolled full-time.

The ONU Nazarene Promise Scholarship: The University will make every attempt to award a student attending a Nazarene church a total amount of grants/scholarships equal to 50% of the published tuition for the entering year.

Nazarene Senior Pastors and Full-time Associate Pastors: The ONU Pastor's Children Scholarship is awarded in special recognition that a pastor's family deserves. The student must be a dependent, living at home, and have never been married, and the parent must be a full-time pastor or full-time associate pastor of a Church of the Nazarene.

District Scholarships: The Nazarene Youth International organizations of 11 districts of the Central Education Region of the Church of the Nazarene offer several scholarships each to students from their district attending Olivet Nazarene University. Conditions under which these scholarships are granted may be obtained by corresponding with the District NYI presidents. Additionally, some districts have other scholarships which are offered under varying criteria. Information regarding these other scholarships offered should be obtained by corresponding with the district office. Many District Scholarships are matched by ONU, up to a total of \$250 per semester, per student.

The Olivet Nazarene University Prize for Bible Knowledge (Bible Quizzing): Olivet Nazarene University awards an annual prize of up to \$500 in tuition credit to the Nazarene high school student on each of the districts of the Central Educational Zone who best demonstrates his or her knowledge of an assigned portion of the Bible as a Bible quizzier, provided the district will add an equal or greater amount to the prize. The student is nominated by the district NYI council. This scholarship is not transferable to another student from the district. Olivet also gives a scholarship of \$1,000 to the top quizzier at the Olivet Regional Quiz each year.

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

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

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

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

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

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

Students will receive the notice from the ONU Office of Student Financial Services when these scholarships are open for application.

Grants-in-Aid

Federal Pell Grants: Awarded by the U.S. Department of Education to all students who qualify on the basis of need. The Free Application for Federal Student Aid (FAFSA) used to determine eligibility for this grant may be filed online at: <https://studentaid.ed.gov/sa/afsa>. Pell grant awards normally range from \$692 to \$6,895 per year.

Federal Supplemental Educational Opportunity Grant (SEOG): Awarded to students with exceptional financial need with an EFC of Zero. The SEOG is awarded through the University from funds allocated to the school by the federal government. Awards are typically \$1000 per year (\$500 per semester).

Illinois Student Assistance Commission Monetary Award Program (MAP): The state of Illinois provides financial assistance to all residents of the state who show a need for college assistance. This grant may cover tuition and fees only. The current maximum yearly award is \$5,496. The FAFSA form used to apply for federal aid applies to the Illinois state assistance as well. **The award amounts are contingent upon legislative action and funding each year, and each year the State determines the deadline. Olivet recommends getting the FAFSA in by December 1st to increase the chance of receiving these funds.**

Other State Grants: Residents outside the state of Illinois should inquire into the availability of state grants for college education which may be applied toward their education at Olivet.

Loan Funds

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

Loans at the freshman level (0-29 credit hours completed) are limited to \$5,500 per year, with no more than \$3,500 of that amount subsidized. Loans at the sophomore level (30-59 credit hours completed) are limited to \$6,500, with no more than \$4,500 of that amount subsidized. Loans in the junior and senior years (60 or more credit hours completed) may be up to \$7,500 per year, with no more than \$5,500 of that amount subsidized. Neither the subsidized, unsubsidized, or a combination of the two may exceed these yearly limits for dependent students. Independent students may borrow at increased limits under the *unsubsidized* Stafford Loan program.

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

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

Student Employment

ONU recommends that students save \$2,000 during the summer months for the following academic year. This will reduce the amount needed by the family. If a student cannot reach this goal, he/she should plan accordingly, through the use of PLUS Loans, Private Educational Loans, or payment plans.

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

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

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

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

Federal Work Study: Campus work through the Federal Work-Study Program is available to students who qualify by way of the FAFSA. Awards are \$2,000 per year. However, an eligible student could earn up to a maximum of \$4,000 (gross) per academic year. This would require an average of 10-15 hours of work per week.

Veterans Benefits

Veterans Benefits (including the GI Bill®) "GI Bill®" is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>.

To assist students who qualify for benefits from the Veteran's Administration, Olivet has a counselor in the Office of Student Financial Services who specializes in these programs. In addition, ONU is part of the federal Yellow Ribbon Program, which helps to fund the tuition for veterans in certain circumstances. The VA counselor can help determine eligibility.

Beginning August 1, 2019, and despite any policy to the contrary, Olivet Nazarene University will not take any of the four following actions toward any student using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while their payment from the United States Department of Veterans Affairs is pending to the educational institution:

- Prevent their enrollment;
- Assess a late penalty fee to;
- Require they secure alternative or additional funding;
- Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA's Certificate of Eligibility by the first day of class;
- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

Academic Regulations

Olivet's academic regulations constitute a readable map for students, counselors, professors, and general readers. Each member of the academic community should become familiar with the directions, for it is the official guide to each of the educational destinations offered by the university.

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

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

The general education requirements provide a foundation of study which may be helpful to a student selecting or confirming a career decision.

Registration

All students eligible to register (students enrolled in the preceding regular session and new or reentering students who have completed application and have been accepted) will be supplied by the Registrar with directions for registration. Students are advised by members of the faculty and must file properly approved study lists with the Registrar's Office. Registrations not completed by the close of the listed registration days (see calendar) will require a fee of \$20 to cover the additional expenses of late registration procedure. An additional late fee of \$5 per day will be charged beginning the second day after registration day.

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

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

The normal residential undergraduate student load is 15 hours of class work in a week. No student will be permitted to register for more than 18 hours, inclusive of physical education, without the special permission of the Academic Standards Committee. An extra charge is made for each hour or fraction of an hour taken in excess of the 18-hour maximum load.

For graduate and continuing studies term-based programs, except ABSN and graduate religion programs, full-time enrollment is defined as 6 credit hours or more within a term. Full-time enrollment in the ABSN program is defined as 12 or more credit hours in a term. Full-time enrollment in graduate religion programs is defined as 9 or more credit hours in a term. For all other, nonterm-based programs, a student is considered full-time if he or she carries the number of hours called for in a packaged program during a given term.

Registration Changes

All changes in registration become official when made through the registrar's office, with approval by the student's advisor and the faculty members whose classes are involved. A course may be dropped without grade or notation on the transcript when official changes are processed during the 100% refund period. After that, a grade of "W" will be assigned when courses are dropped prior to the deadlines, which are published in the University calendar. Permission to drop individual courses after the published deadlines will normally be granted by the Vice President for

Academic Affairs only because of extended illness, serious physical disability, death in the family or other emergency circumstances. Permission to withdraw from individual courses after the deadlines will not be granted merely because of unsatisfactory academic performance, whether caused by the student's inability, lack of application or preparation; dissatisfaction with the subject matter offered in the course(s); failure to attend class; or a change in the student's major or academic plans. A grade of "WP"- withdrawn passing or "WF"- withdrawn failing will be assigned by the Vice President for Academic Affairs in cases where official drops are approved after the published deadlines. Unofficial withdrawal from courses will be treated as failure and indicated on the permanent record by a grade of "F."

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

Cancellation of Registration: A student's registration for a semester may be canceled for failure to meet financial obligations to the university. Normally, cancellation would only occur during the first two weeks of a semester.

Transfer of Credit Policy

Courses accepted for transfer must be comparable to those taught at ONU and/or recognized by the Registrar as generally applicable toward a baccalaureate degree. The university reserves the right to exercise judgment in determining the transferability of all prior coursework. Similarly, the university's recognition of such credit does not guarantee that institutions to which the student may subsequently transfer will make similar determinations.

The university generally accepts credit from the institutional accreditors† listed at the end of this policy. It also awards transfer credit on a case-by-case basis from other institutions accredited by organizations recognized by the Council for Higher Education Accreditation and for prior learning on the basis of recommendations made by the American Council on Education (ACE). A maximum of 48 hours may be earned through the combination of proficiency credit via CLEP, Advanced Placement, International Baccalaureate, departmental proficiency exams, and credit awarded through prior learning assessment. Regardless of the source, as a general rule, courses that are vocational or technical in nature or are designed specifically for occupational programs are not transferable into any program other than Bachelor of Applied Science (BAS) programs; a maximum of 64 applied hours may be accepted as block credit toward a BAS degree program.

There is no maximum number of credit hours accepted in transfer. However, students must meet all minimum requirements for graduation, including 120 total hours and 30 upper-division (300-400 level) hours. Students must also fulfill the residency requirements by completing either the last year (30 semester hours) at Olivet Nazarene University or 15 of the last 30 semester hours in residence with no less than 45 semester hours of credit from Olivet Nazarene University. Included in the hours offered to satisfy the residency requirement must be at least one-half of the major and/or sufficient hours to complete a major satisfactory to the chair of the major department and the Registrar. For further information about general education requirements for transfer students, consult with the Office of the Registrar.

Courses with a grade of F are not accepted in transfer credit. However, they may be calculated in the grade point average to determine admission status, initial financial aid eligibility, and initial athletic eligibility. After one term of attendance, only grades of courses that were accepted in transfer will apply toward the cumulative grade point average used in determining academic standing, graduation, graduation honors, financial aid, and athletic eligibility.

Graduate Credit: Transfer work is normally not considered for graduate and certificate programs. With the exception of the M.Div. program (a 72-credit hour program), up to two courses (6 credit hours) of graduate credit with a grade of B or higher may be accepted as a substitute for comparable core courses in programs that permit transfer credit if work was completed within five years of a student's Olivet matriculation. The M.Div. program allows up to 36 credit hours to be transferred from another institution, and up to 36 credit hours (no more than half) from certain M.A. degrees in the School of Theology and Christian Ministry at Olivet may be transferred toward this program. All students must submit a "Request to Transfer Credit" form, the course description(s), and a copy of the catalog cover, and the course syllabus to the program director/coordinator prior to beginning a graduate program. To determine transferability of credit, please contact the appropriate program director to receive a recommendation for transfer.

Note: Education courses that include clinical/practicum hours and/or research projects are not eligible for transfer. For MSN programs, only NRSG 626 and NRSG 653 are eligible for transfer.

Prior Learning Credits

Students in specific programs may be eligible to earn credit for prior learning through multiple forms of prior learning assessment, including through military and professional training, licenses, and certifications, through certain proficiency exams, and through the analysis of life experience by portfolio development and submission. A maximum of 48 hours may be earned through the combination of proficiency credit via CLEP, AP, and departmental proficiency exams; credit awarded through prior learning assessment; and/or credit earned on the basis of recommendations made by the American Council on Education.

Mapped Assessment

One form of prior learning at Olivet Nazarene University is Mapped Assessment. Mapped Assessment credits are earned for completion of an Olivet Nazarene University Professional Development program along with evidence of learning based on predetermined outcomes. The student then documents learning through the following: a summary of concepts; identifying key learning; application; observations and reflection.

Military or Professional Training, Licenses, and Certifications

Students who have military or other professional experience that involved non-college sponsored training, licensing, certification, or other learning experiences may be awarded college credit for those experiences when applicable to their degree programs. Students interested in submitting professional experiences for review should be aware of the following guidelines:

1. While the university may use American Council on Education (ACE) recommendations as a guide where applicable, ONU academic departments determine whether the certifications/licenses in question are equivalent to college learning. A maximum of six ACE recommended credit hours are accepted, excluding military credit.
2. Official documentation of the learning experiences will need to be provided as evidence of completion.

Withdrawal from the University

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

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

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

Student Withdrawal/Change in Status and Readmission - GCS

Withdrawals from graduate and continuing studies programs may be one of the following: a leave of absence, a program withdrawal, a course withdrawal, or an administrative withdrawal. See program-specific guidelines for academic withdrawals.

Leave of Absence Policy

A leave of absence may be processed if, for example, a student is required to travel for his or her company for an extended period, in the case of illness, or other unexpected emergencies that would cause the student to miss several classes in succession. A leave of absence would allow the student to re-enter the program at a later date. If financial aid is involved, the maximum leave of absence from the program is 180 days without having to return loan monies to the lender. Any additional break in attendance is considered a program withdrawal, and unused loan monies are returned to the lender, and re-application for additional monies is necessary upon re-entering.

In order for a leave of absence to qualify as an approved leave of absence:

1. All requests for leaves of absence must be submitted on a leave of absence form and include the reason for the student's request.
2. The student must be enrolled and attending class at the time the request for a leave of absence is made.
3. There must be a reasonable expectation that the student will return from the leave of absence to continue his or her education.
4. The institution may not assess the student any additional institutional charges, the student's financial need may not increase, and the student is not eligible for any additional federal or state financial assistance.

To process a leave of absence, students should contact their advisor or the Advising Team at onlineadvising@olivet.edu or 877.4.OLIVET to request the necessary form. The form must be returned promptly, because the balance on the student's account is determined according to when the signed request form is received. Informing a course faculty of intentions to take a leave of absence does not mean a student has officially been granted a leave.

Program Withdrawal

A program withdrawal is to withdraw completely from the program. Should it be necessary to withdraw from a program, students should request a withdrawal from their advisor or the Advising team at onlineadvising@olivet.edu or 877.4.OLIVET. A program withdrawal must be filed to initiate a tuition refund, and the balance on the student's account is determined according to when the withdrawal request is received by the Advising team. The refund is processed according to the graduate program refund policy.

Course Withdrawal

A student may change registrations for individual courses before the first night of class without charge. A course may be dropped without grade or notation on the transcript when official changes are processed prior to the second night of class. If a student attends more than one session, a grade of W is issued.

Once a student has attended 50% of the course or more, the grade posting will be either WP (withdrawn passing) or WF (withdrawn failing).

NOTE: In matters relating to withdrawing from graduate courses and programs, students must notify their advisor or the Advising Team at onlineadvising@olivet.edu or 877.4.OLIVET. Failure to notify of course withdrawal may result in an "F" for that course.

Administrative Withdrawal

If a student is absent more than 29 days in either an online or on-ground course without contacting their advisor or the Advising Team at onlineadvising@olivet.edu or 877.4.OLIVET, he or she may be withdrawn by the Program Director. This is considered an administrative withdrawal, with a grade of W. If an administrative withdrawal occurs, the date of withdrawal is the date the withdrawal notification is received.

Note: In the case of a withdrawal for any reason, the Office of Financial Aid is notified immediately upon withdrawal.

Readmission

A student who has been withdrawn from a program may file a petition for readmission with the Advising Team. Readmission is allowed or disallowed on the merits of the petition and may require a personal interview with the Program Director/Coordinator. A non-refundable charge of \$50 will be required for each readmission petition. Readmission does not guarantee a place in the student's previous group and is contingent upon an available group. See program-specific guidelines for academic withdrawals.

Military Leave Policy

This policy applies to students called to active military duty for a period of more than 30 days under a call or order to active duty of more than 30 days. As used in this policy, "active military duty" means service (whether voluntary or involuntary) on active duty in the U.S. Armed Forces, including such service by a member of the National Guard or Reserve under a call or order to active duty. The goal is to prevent, to the extent possible, any financial or academic hardship and to simplify a student's withdrawal from, and subsequent reentry to, the university. This policy may also apply to students whose spouse is called to active military duty.

Procedures: Students called to active military duty should submit advance written or verbal notice of a request for educational leave due to active military duty and submit it to the Office of the Registrar along with a copy of the active duty paperwork, if such paperwork is available. If circumstances are such that the student is unable to provide notice prior to leaving campus, they or their designated representative must contact the Office of the Registrar at their first opportunity, but not later than four weeks after leaving campus or the conclusion of that semester, whichever comes first.

Grades: The student may elect to withdraw from the term and all record of their enrollment in the term will be removed. Under no circumstances will a student be eligible to receive a letter grade without completing the course(s).

The student may choose to receive incomplete grades if up to 66% of the semester has elapsed and the student is currently passing the course. Students are responsible to work out reasonable accommodations for course completion with each instructor.

Tuition Charges and Refunds: If a student elects to cancel enrollment, tuition and fees will be refunded to the student; resident students will be responsible for a pro-rated amount for room and board. During the cancellation process, students must work with the Office of Financial Aid to ensure all aid is properly accounted for.

If a student is passing their courses and within the final 33% of the semester, the student may request incompletes. In that case, tuition and fees will not be refunded. Room and board charges will be pro-rated.

Deposits: Any deposit for future academic terms (specifically the housing deposit) will be completely refunded.

Textbooks: Textbooks, whether new, used, or rental, may be returned for full credit to the campus bookstore if the following criteria are met:

- Books were purchased or rented for the current semester at the campus bookstore. A receipt will be required.
- Books are in the same condition they were purchased and are in resalable condition. Example: workbooks cannot be written in; new books must be in new condition (no highlighting, etc.)
 - If the book was purchased new, but does not meet these criteria, used credit may be given if the book is in resalable condition

Please note if returns are made outside of the bookstores regular return policy window a bookstore gift card will be given instead of the original form of payment.

Reinstatement/Readmission:

The university complies with all federal regulations applicable to readmission for individuals called to active military duty as noted in 34 CFR 668.18.

NOTE: There are no provisions for refunds for individuals who choose to enter the service after the term has begun.

Classification of Students

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

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

Sophomore Standing: 30 hours

Junior Standing: 60 hours

Senior Standing: 90 hours or above

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

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

Program Time Limits

Most graduate and continuing studies programs at Olivet are planned for a two- to three-year sequence. A student is allowed 1 ½ times the expected timeframe for completion of the core program. For example, if a student's core program is expected to take 24 months, they will be allowed 36 months in which to complete it. Coursework beyond 1 ½ times the expected program timeframe will be evaluated by the program director. In addition, students may be expected to meet current program requirements, which may mean retaking one or more courses.

Class Attendance Policy

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

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

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

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

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

To be considered present in online classes, the student must log in and post at least one substantive forum post or assignment during the week.

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

Inclement Weather Policy

When the University closes due to inclement weather, faculty may require additional out-of-class work to make up for missing content or assignments at their discretion. Instructors will use the Learning Management System or other means to inform students of their expectations.

Military Duty Educational Leave Policy: Under certain circumstances, a student who is required to participate in active military duty is excused from scheduled classes or other required activities and will be allowed to complete assignments or exams within a reasonable time following the absence. In such circumstances, instructors may assign additional activities to make up for missed course work. The excused absence is permitted only if the student will be absent fewer than seven (7) calendar days. Students must request military leave through the Office of the Registrar, providing military orders to support the request. If an instructor has a policy allowing unexcused absences, military leave will count towards such absences.

Grading/Course Repeat Policy

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

The alphabetical system of grading, with +/- added at the discretion of the instructor, is used [i.e., "A" for superior; "B" for above average; "C" for average; "D" for below average, but passing; "F" for failure; "H" for audit; "S" for satisfactory work (credit toward graduation); "U" for unsatisfactory work (no credit toward graduation); "X" for deferred work; "W" for withdrawn before quality of work can be determined; "WP" for withdrawn passing; "WF" for withdrawn failing; and "I" for incomplete]. A student may be marked "incomplete" only in case of serious illness or other unavoidable cause of delay occurring near the end of the course. Instructors may specify the length of time a student has to complete the course up to a maximum of 60 days. Incompletes that are not resolved within 60 days automatically lapse into an "F" grade.

Grade Points: In order to graduate, the student must have earned twice as many grade points as he or she has semester hours of work attempted. Grade points are based on quality of work performed, and are determined as follows: "A" = 4.0 points per credit hour, "A-" = 3.7, "B+" = 3.3, "B" = 3.0, "B-" = 2.7, "C+" = 2.3, "C" = 2.0, "C-" = 1.7, "D+" = 1.3, "D" = 1.0, "D-" = .70, "F" = 0. The grades of "H," "S," "U," "X," "W," "WP," and "WF" are neutral. A minimum grade point average of 2.0 ("C") is required for graduation.

Course Repeating Policy:

1. In case a course is retaken subsequent to the student's receiving a course grade of "F," only the highest grade is counted in determining his or her cumulative grade point average.
2. With the consent of the Chair of the department in which the course is offered, a student is permitted to retake once a course in which a grade of "C-," "D+," "D," or "D-" was earned, with the higher of the two grades to count in determining the cumulative grade point average.
3. Similarly, a course, in which a grade of "C-," "D+," "D," or "D-" was earned may be repeated at another institution to fulfill degree requirements, with the higher of the two grades to count in determining the cumulative grade point average.

Pass-Fail ("S" or "U"): is used for student teaching, field experiences, and certain other courses. In these courses, the alphabetical system of grading is never used. In addition, an individual student who has attained Junior standing may also be permitted to enroll in one elective course per semester in the last four semesters on the basis of pass-fail grading. Specifically excluded from this provision are courses in the major field, minor field, required supporting courses, and courses offered to fulfill general education requirements. A passing grade means "C" quality or better.

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

Directed/Independent Study

Directed Study: Directed Study is the study of a course listed in the catalog on a tutorial basis. With the approval of the program director/area dean and the Registrar, students may apply for a directed study under the following circumstances:

1. A course required for a program has no reasonable substitute and is not scheduled before a student plans to graduate.
2. A student is unable to take a course required for a program requirement at its regularly scheduled time because it conflicts with another required course
3. A course is rarely offered due to insufficient demand.

Students must have a minimum of 60 credit hours completed prior of the beginning of the term in which the directed study is proposed.

Independent Study: An independent study is a one-on-one instruction directly supervised by an ONU faculty member and not a part of a regular course listed in the catalog. Independent study is intended to be a unique academic project for advanced students created for several possible functions - to give students a chance to design the study of an area not offered at ONU or to allow study of a highly specialized area in which the student has developed a curiosity.

An independent study course requires the same amount of work and carries the same amount of credit as a regular course. Grading standards established for regular courses are applied to independent study courses.

1. While independent study is valuable and sometimes necessary, no more than six semester hours of independent study are permitted for the entire degree program.
2. An independent study is considered only if all previous coursework is complete, as demonstrated by the student's Olivet transcript.
3. Upon receipt of the registration form from the student, the Office of the Registrar will contact the department chair or the Program Director/Coordinator secure a faculty member to supervise the independent study.
4. In order to receive credit for an independent study, the student, in consultation with the course faculty, must submit appropriate documentation of the plan of the study to the Program Director/Coordinator. The independent study form should provide a thorough description of the project or coursework to be undertaken, including an indication of papers, assignments, test dates, conferences, and completion date. The proposal must be approved by the course faculty, the Program Director, and the Associate Dean.
5. Independent study forms are to be completed and the independent study approved before the student begins working on the project.

6. An independent study course must be completed within the term length of the regular course (e.g. 6 weeks for a 6-week course). Weekly attendance (as defined by the independent study agreement) will be required.
7. While independent studies may begin at any time, financial aid covering independent study costs will only be available to students who are enrolled in a program that is eligible for financial aid, and that start and end the independent study within the program term structure. Independent studies may be completed outside of the program schedule/term structure, but all associated costs would be the responsibility of the student.

Course Audit

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

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

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

A full-time student, paying the normal tuition fee, is not charged a tuition fee for an audited course, provided his or her total load, including the audited course, does not exceed 18 hours. If the total load exceeds 18 hours, a tuition fee of \$50 per hour is charged for the excess hours which are audited. Part-time students are charged a tuition fee of \$50 per hour for an audited course. Any additional fees (such as laboratory fee) in an audited course are charged to the student.

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

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

Grade Appeals

An appeal of a grade occurs at the conclusion of a course and is based on a student's belief that their final grade is incorrect. Students may not appeal grades for individual assignments while a course is in progress, but should contact the instructor if they believe a grade for any assignment is incorrect.

Grade appeal process

1. If a student believes their final grade is incorrect, they must contact the instructor in writing within 30 calendar days of the official posting of the grade to the transcript. Students must provide a written rationale and provide any appropriate documentation.
2. The instructor will review the student's concern and determine if the grade was correct as originally reported within five business days upon receipt.
 1. If the grade was incorrect due to a simple error in calculation, the instructor will submit a grade change request to the Office of the Registrar.
 2. If the grade was incorrect due to any other error on the part of the instructor, the grade change must be approved by the relevant department chair or program director/coordinator or dean. The chair or program director/coordinator's responsibility is twofold: to ensure that all students in the class are evaluated consistently and to protect the instructor from undue pressure or outside influence. The chair or program director will submit a grade change request to the Office of the Registrar signed by both the instructor and chair or program director/coordinator.

1. Note: Grades will not be changed on the basis of a reevaluation of the quality of a student's work or completing additional work after the semester is over.
3. If the instructor determines the original grade is correct, he or she will provide the student's written rationale and documentation to the department chair or program director/coordinator, along with a brief explanation of the decision to maintain the original grade. If the chair or program director/coordinator has any concerns about the decision, they will notify the instructor within one business day. The instructor will then make a final decision and notify the student.
3. Students may appeal the instructor's decision by writing to the dean of the school or college for the specific discipline within five business days of the decision. All relevant documentation must be provided by the student.
 1. The dean may request to meet with the student and/or instructor to resolve the issue. Both parties may bring a third party as witness, but as these are not legal proceedings, legal representation is not permitted.
 2. The dean will communicate the final decision to the Registrar within five business days, regardless of the outcome, so the decision can be recorded.
 3. The dean's decision is final, and may not be appealed to the Vice President for Academic Affairs, the President, or the Board of Trustees.
 4. Note: In rare instances, the dean may be the instructor. In such cases, the Vice President for Academic Affairs will appoint a dean from another school or college to oversee the appeal process.

Academic Integrity

Statement of Academic Integrity

Seeking after truth is at the heart of an education at a Christian university like Olivet. ONU expects students to be truthful in all areas of life, including the academic arena. Those who engage in any form of academic dishonesty value their own gain more than their desire to seek truth; consequently, their behavior is incompatible with the goals and objectives of the university. Such dishonesty takes the form of cheating, plagiarism, or falsification. Specific examples include, but are not limited to:

1. Submitting another's work as one's own or allowing others to submit one's work as though it were theirs.
2. Failing to properly acknowledge authorities quoted, cited, or consulted in the preparation of oral or written work. All work submitted by students must represent their original work. Outside sources used as references should reveal the name and source and the extent to which the source is used.
3. Tampering with experimental data to obtain a "desired" result or creating results for experiments not conducted.
4. Lying or otherwise deceiving university personnel about academic matters.
5. Falsifying college records, forms, or other documents.
6. Students who knowingly assist another in dishonest behavior are held equally responsible.

An instructor who has a more detailed definition of academic dishonesty than the policy above has the responsibility and obligation to so inform students, in writing, at the beginning of the course.

Sanctions

Consistent with the university's mission, the sanctions are progressive in nature. In every case, the incident is first reported to the department chair or program director/coordinator, area dean, and the University Registrar. The University Registrar will indicate if the student has a prior history of academic integrity violations in any other class, even a minor infraction, so an appropriate sanction can be issued. The seriousness of the offense is also taken into consideration when determining an appropriate sanction. A minor infraction is defined as an obvious and unintentional mistake.

Any student engaging in academic dishonesty is subject to the following consequences:

1. For the first infraction at the university, the professor may choose one of the following:

1. Send a written reprimand to the student (only suitable for a minor infraction); or
2. Require the student to resubmit the test, project, or assignment, which may include a loss of points at the instructor's discretion; or
3. Require the student to take a new test or turn in a different project or assignment, which may include a loss of points at the instructor's discretion; or
4. Assign a lower grade or grade of zero on the test, project, or assignment.
2. For the second and third infraction at the university, the professor may choose to:
 1. Assign a lower grade or grade of zero on the test, project, or assignment, or
 2. Lower the final course grade by one full letter grade (e.g., B+ to C+), or
 3. Submit a grade of "F" for the course (when the infraction is of major proportion).
3. Upon any further infractions of the academic integrity policy OR if any infraction represents an egregious, flagrant violation of the policy, the area dean and University Registrar will issue one of the following administrative sanctions at their discretion:
 1. An administrative grade of "F" in the course, or
 2. Dismissal from the University, or
 3. Permanent expulsion from the university.

Due process

1. Any charge of academic dishonesty should be quickly investigated (typically within five business days of discovering the incident) by the instructor in consultation with the department chair or program director/coordinator in such a way that the student's confidentiality is protected. The instructor will copy the chair or program director/coordinator, the area dean, and the University Registrar so they may determine if the student has a prior history of violations.
2. Instructors will notify students in writing of the facts and evidence, and should provide a clear statement regarding how the student's action violated academic integrity and offer a determination and explanation of any planned sanction.
3. Students have five business days to respond to the instructor.
 1. Failure to respond within five business days indicates acceptance of the instructor's determination and sanction.
 2. If the student responds to the instructor, the instructor will review the response and make a final decision in consultation with the chair or program director/coordinator within an additional five business days.
4. The final decision will be communicated in writing to the student, the chair or program director/coordinator, the area dean, and the University Registrar.
5. Students may appeal an instructor's sanction imposed under this policy:
 1. The student must write to the dean of the school or college for the specific discipline within five business days of the instructor's final decision. All relevant documentation must be provided by the student.
 2. The dean may request to meet with the student and/or instructor to resolve the issue. Both parties may bring a third party as witness, but as these are not legal proceedings, legal representation is not permitted.
 3. The dean will communicate the final decision, regardless of the outcome, to the student and the instructor, within five business days. The chair or program director/coordinator and the University Registrar will be copied, so the decision can be recorded.
 4. The dean's decision is final, and may not be appealed.
 5. Note: In rare instances, the dean may be the instructor. In such cases, the Vice President for Academic Affairs will appoint a dean from another school or college to oversee the appeal process through the regular channels as established by the grade appeal process.
6. In cases where an administrative sanction is issued, the area dean and University Registrar will communicate the final decision. Such sanctions may not be appealed, because they are issued only when there are multiple prior violations of the academic integrity policy, or when a violation is egregious and flagrant.

Special Cases:

For students who engage in academic dishonesty outside of instructional activity (e.g., lying or otherwise deceiving University personnel about academic matters, or falsifying college records, forms, or other documents) the University Registrar will investigate and determine the appropriate sanction. Sanctions include, but are not limited to, written reprimand, academic probation, suspension, or permanent expulsion. The university reserves the right to invalidate and remove all academic credit earned at ONU for students who provide falsified documents to gain admission or obtain credit. These sanctions are made in consultation with the Vice President for Academic Affairs and may not be appealed.

Note:

Minor infractions are recorded, but the first two are not taken into consideration when responding to external questions regarding any academic disciplinary action.

Scholarship Requirements

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

Semester Hours Attempted *Minimum Cumulative GPA*

| | |
|------------|-----|
| 1-18 | 1.5 |
| 19-29 | 1.7 |
| 30-45 | 1.8 |
| 46-59 | 1.9 |
| 60 or more | 2.0 |

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

In addition, students may be considered to be on academic probation for failure to attain a 1.00 grade point average in any given semester, or for failure to pass at least 50 percent of the credits registered at the end of the initial drop/add period (second week of the semester).

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

If after one semester on probation the cumulative grade point average is not improved, or after two successive semesters on probation the grade point average does not meet minimum standards for satisfactory progress (as outlined above), or at any time it falls below a 1.00 average, a student may be academically suspended by the Vice President for Academic Affairs. In addition, a student placed on probation for failure to meet the 1.00 semester grade point requirement or 50 percent progress requirement may be suspended if significant progress is not made during the probationary semester. In such a case the student has the right to appeal to the Committee on Academic Standards for a review of such a decision.

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

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

Eligibility: A student on probation is also ineligible. Ineligibility means that the student cannot participate in any public event, program or service away from the campus as a member of any ensemble, missions team, or extramural group. Ineligibility excludes a student from participation in any intercollegiate athletic contest. In order to be eligible for intercollegiate athletic competition, students must adhere to the standards adopted by the National Association of Intercollegiate Athletics (NAIA), including, but not limited to, the following:

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

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

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

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

Cumulative Hours Attempted *GPA Required*

| | |
|------------|-----|
| 1-18 | 1.5 |
| 19-29 | 1.7 |
| 30-45 | 1.8 |
| 46-59 | 1.9 |
| 60 or more | 2.0 |

2. Students must satisfactorily complete 67 percent of the cumulative hours attempted, including repeated courses; developmental/remedial credits; and/or courses that were recorded as W - Withdrawn.

Financial Aid Warning: A student will be placed on financial aid warning for failing to meet any of the above standards of progress. A student placed on financial aid warning may continue to receive institutional scholarships, federal, and/or state aid during the following semester.

Financial Aid Suspension: Financial aid suspension will result in the loss of all institutional scholarships, federal, and/or state financial aid. A student's financial aid will be suspended when any of the following occur:

1. When a student on financial aid warning the previous semester fails to meet the satisfactory progress requirements the following semester.
2. When, having attempted 64 or more semester hours (including CLEP, Advance Placement, or proficiency credits; transfer credits; repeated courses; developmental/remedial credits; and/or courses that were recorded as W - Withdrawn), the cumulative grade point average falls below 2.00.
3. When a student has attempted 192 semester hours (including CLEP, Advance Placement, or proficiency credits; transfer credits; repeated courses; developmental/remedial credits; and/or courses that were recorded as W - Withdrawn.)

Appeals: In the event that extenuating circumstances are experienced, appeals for exceptions to the above requirements will be considered by the Financial Aid Committee. Such appeals must be submitted in writing to the

Financial Aid committee no later than the first day of classes of the semester. If exceptions are granted by the Financial Aid committee, the student is put on financial aid probation for that semester and must meet all progress requirements upon completion of the probationary semester in order to continue receiving aid.

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

Graduate and Continuing Studies Programs: A student is placed on academic probation if the GPA falls below 2.00 for undergraduates, 2.75 for the Bachelor of Science in Nursing programs, or 3.00 for graduate programs. Once on academic probation, the student is given up to two consecutive courses to satisfactorily raise his or her GPA. A student who does not satisfactorily raise his or her GPA after the two consecutive courses will be required to meet with the program director to be placed on a personalized Academic Improvement Plan (AIP). Failure to adhere to the AIP may result in program dismissal.

Learning Support Services

Olivet Nazarene University welcomes students with disabilities and is committed to complying with laws regarding equal opportunity for students with disabilities. Qualified individuals who have a disability will not be excluded from participation in, denied the benefits of, or be subjected to discrimination in connection with the services, programs, or activities offered by ONU. These prohibitions against discrimination apply not only to the university's academic programs but also to other programs and services at the university such as financial aid, housing, student employment, athletics, counseling and placement services, and extracurricular opportunities.

The Office of Learning Support Services at Olivet Nazarene University is dedicated to supporting the university's efforts toward accessibility and inclusion for students with disabilities. This is accomplished through collaboration, advocacy, education, and accommodation. The Office of Learning Support Services works with students on an individual, case-by-case basis determining appropriate, reasonable accommodations to promote the student's learning, growth, development, and success. Those with questions should contact the office of Learning Support Services at lss@olivet.edu.

Recognition for Academic Achievement

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

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

Graduation with Departmental Honors is granted to a senior who shows independent and creative work of high quality in his or her major field. The study may cover material of individual courses, cut across course lines, or include subject matter and procedures not offered in the usual courses of the department. When recommended by the head of the department in which the student wishes to do honors work, a plan of the work to be pursued shall be forwarded, with the recommendation, for the approval of the Dean of the College/School of the student's major field of study. If a project cuts across a College/School, departmental chairs from each area should make the

recommendation to the Dean of each College/School. Deans from all areas involved in the project should approve the project. To be eligible for consideration for honors work, a student should have a 3.5 grade point average in his major field. If the senior's work is of high quality, he or she will be granted four hours of credit toward graduation. If the student passes a comprehensive examination in his or her major field with special emphasis on the honors project, the student will be graduated with departmental honors - this to be indicated on the Commencement program. Students who complete Departmental Honors projects will make a public presentation of the project during a Research/Performance Honors Symposium to be held in the spring of the student's senior year. The student must apply to the head of the department by October 15 in the academic year of graduation. Honors coursework will be indicated by the department name and the number 500.

Assistantships: A limited number of assistantships are available to high scholarship students of advanced standing. These assistantships are open to those who have spent two or more semesters at Olivet Nazarene University. They are awarded on the basis of scholarship, character, leadership ability, educational promise, and need. Holders of these appointments will assist in reading papers, laboratory service, or other work required in the department to which they are assigned.

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

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

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

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

Graduation Honors: Graduation with highest honors (*summa cum laude*) requires a grade point average of 3.90. Graduation with high honors (*magna cum laude*) requires a grade point average of 3.70. Graduation with honors (*cum laude*) requires a grade point average of 3.50.

In case a student has taken part of his or her college work at another institution or institutions, the student's grade point average will be calculated on the basis of the total work accepted toward the degree.

Commencement Marshals: Each year the students in the junior class having the highest cumulative grade point averages are designated as Commencement Marshals and lead the Commencement procession.

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

General Requirements for Graduation

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

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

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

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

Candidates for graduation are expected to meet the requirements for graduation of the catalog in force at the time of entry. Students may also elect to follow a later catalog for all degree requirements. If a student leaves the institution for two or more consecutive semesters (six or more calendar months for non-traditional students) they will be required to follow the catalog in force at the time of reentry.

Degrees for Graduate and Continuing Studies programs are conferred in January, March, May, June, July, August, September, and November, but Commencement exercises are held only in May. Graduating students are encouraged to participate in the Commencement activities. All requirements must be successfully completed, with grades, transcripts, and credits received by the Office of the Registrar by established deadlines in order to participate in graduation ceremonies and/or for degree conferral.

Graduate and Continuing Studies degree candidates are required to file an "Intent to Graduate" form, which is provided to prospective graduates. This form must be received at least one month prior to the expected date of graduation for January, March, May, June, July, September, and November conferrals, and six months before August conferral.

Students who completed an "Intent to Graduate" form for a specific graduation date, but did not graduate on that date, must complete a new "Intent to Graduate" form prior to the anticipated graduation date.

Additional requirements for graduation that are program-specific are discussed in the program descriptions.

Some programs with external accreditation may require students to follow new or changed requirements. Every attempt will be made to allow reasonable substitutions; however, in some cases the university must comply with mandates by accrediting agencies within a set time frame that will require students to adjust their educational plan.

For all academic programs, the university reserves the right to change degree or program requirements as it deems necessary. In cases of hardship caused by curricular changes, an appeal may be made to the Academic Standards Committee.

Graduate Programs: Additional specific program requirements for graduation can be found in the section relating to that program.

Grade Point Requirements: All master's degree candidates must have a grade point average of 3.0 or higher. All doctoral candidates must have a cumulative grade point average of 3.0 or higher.

Graduate candidates (masters-level only) may participate in Commencement as August graduates only if they are within 6 hours of graduation before the May ceremony, and have filed a plan of studies with the Office of the Registrar by April 1.

Residency Requirements: A candidate for a bachelor's degree must take either the last year (30 semester hours) at Olivet Nazarene University, or must take 15 of the last 30 semester hours in residence and offer no less than 45 semester hours of residence credit from Olivet Nazarene University. Included in the hours offered to satisfy the

residency requirement must be at least one-half of the major and/or sufficient hours to complete a major satisfactory to the chair or program director/coordinator of the major department and the Registrar.

Transfer Credit Limitations: Any course with a grade of F will not be accepted as transfer credit, but will be calculated in the grade average for considering admission, initial financial aid, and initial athletic eligibility.

Second Bachelor's Degree: Some students desire to take a second bachelor's degree. It is often possible to complete the requirement for the second degree in one additional year. To receive a second degree, the student must complete at least 36 hours of work in addition to the 120 hours required for the first degree and must meet all of the requirements set forth in the curriculum for the second degree including general education requirements. No more than one degree will be conferred upon a candidate at any one commencement. At least 30 hours of the additional 36 hours required for a second degree must be taken in residence at Olivet.

Additional Major/Minor: Upon graduation from the university some students choose not to complete requirements for an additional major or minor. This differs from the completion of a second bachelor's degree (as outlined in the catalog) as the student wishes to simply have this completion of these additional requirements listed on the transcript, an additional degree is not awarded. An individual is permitted to make a request to add an additional major or minor to their previous degree program within one year of graduation from the university. The student would then have up to one additional year to fulfill all stated requirements (completion of requirements must be within two years of original graduation date).

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

Proficiency Examinations

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

Proficiency examinations are given under the following restrictions: (1) they may be taken only by persons who are in residence, or who are candidates for degrees at Olivet; (2) they may not be taken by students who have received credit for more than one semester of work in the subject in advance of the course in which the examination is requested; (3) they may not be taken to raise grades or to establish credit in a course in which the student has received a failing grade; (4) the privilege of establishing credit by this method is not to be used to accelerate one's program, but to make possible the recognition of work already done, or an achievement already attained for which no academic credit has been established; (5) not more than 10 semester hours credit can be earned by departmental proficiency examinations for any degree; (6) applications for the examination must be approved in advance by the Vice President for Academic Affairs; and (7) all such examinations shall be conducted by a committee of three, which shall be appointed by the Vice President for Academic Affairs. The signatures of all three examiners are required. Academic credit for such work will not be granted until the student has completed successfully at least one semester of work at Olivet Nazarene University. A maximum of 48 hours may be earned through the combination of proficiency credit via CLEP, AP, and departmental proficiency exams; credit awarded through prior learning assessment; and/or credit earned on the basis of recommendations made by the American Council on Education (ACE). A maximum of six ACE recommended credit hours are accepted, excluding military credit. See also "Waivers and Advanced Placement".

Summer School

Olivet offers summer sessions, offering full college credit, operating on an accelerated schedule of classes. During summer sessions, it is generally possible to earn four to nine semester hours of credit. Dates of the summer sessions are listed in the University calendar. All new students apply through the Director of Admissions by the deadline

indicated. Registration for summer school may be completed prior to or immediately following the first meeting of the class.

Transcripts

Students or former students who desire an official transcript of their academic record at Olivet Nazarene University can order their transcripts online from Credentials, Inc., the designated agent for processing and sending official transcripts on behalf of Olivet Nazarene University. The website for ordering is <https://www.parchment.com/u/registration/32711/institution>. If you cannot request your transcripts online, you may contact the Office of the Registrar by phone at (815) 939-5201 or by email at transcripts@olivet.edu. Normally, requests are processed within two to three business days of receipt, though the time may be extended near the beginning or end of a semester. A fee is assessed for each official transcript requested. Official transcripts will not be issued to or for students or alumni who are indebted to the university or whose repayment of loans is not in good standing. Information about obtaining unofficial transcripts can be found at <http://www.olivet.edu/transcript-requests/>, or by emailing transcripts@olivet.edu.

Academic Policy Appeals

Students have the right to petition for exceptions to any academic policy. The Academic Standards Committee is chaired by the University Registrar and includes four faculty appointed by the Steering Committee and one student appointed by the Associated Student Council. Most requests for exception are institutional in nature such as requests to overload, requests for substitutions, and similar items. The committee's responsibility is to balance the academic integrity of the institution with legitimate hardships students face. All requests for exceptions to institutional policy are made in writing at the Office of the Registrar.

In some cases, departments have internal policies unique to their programs. Students may request an exception to those policies through whatever internal process is in place in that department. If those requests are not approved, students may appeal to the Academic Standards Committee. In reviewing such cases it is essential to have faculty from the department involved in making decisions about exceptions; it is also necessary to have faculty from outside the department to ensure consistency across the university and to prevent conflicts of interest.

Departmental policy appeal process

1. Students who have been denied an exception to a departmental policy, and have compelling evidence demonstrating extenuating circumstance, may appeal that decision. They must submit a petition in writing to the Academic Standards Committee with all relevant documentation attached.
 1. Note: Students should be aware that departmental policies are typically critical to the success of the program, and exceptions are rarely granted. In some cases, external accrediting bodies may have standards that actually prohibit an exception.
2. Within ten business days, the University Registrar contacts the relevant dean, and an ad hoc sub-committee of the Academic Standards Committee is appointed. Co-chaired by the University Registrar and the department chair or program director/coordinator, additional members include one additional faculty from the department and two of the four faculty representatives of the Academic Standards Committee, who must be outside of the relevant department.
3. Within the next 10 business days, the sub-committee reviews the specific policy, the student's written rationale, and all relevant documentation provided by the student and the department.
4. After review and consideration, the sub-committee makes a final decision which is communicated to the student in writing.
5. The sub-committee's decision is final, and may not be appealed to the dean of the school or college, the Vice President for Academic Affairs, the President, or the Board of Trustees.

Grievance Policy

Students may file a grievance when they believe their student rights, as outlined in written university policy, were violated or there was a lack of due process as defined by university policy. Students must file their written grievance within 30 calendar days of the alleged incident. If the concern is regarding a final grade, the student should follow the grade appeal process. If the student is requesting an exception, they should follow the process for exceptions to departmental policy. If the student is alleging sexual discrimination or harassment, they should file an incident report with the Title IX coordinator.

Grievance process

1. Often a student's concern is based on a simple miscommunication or misperception. Students should contact the faculty member and seek to resolve the issue informally within 10 business days of the alleged issue.
2. If the issue is not resolved, the student should contact the department chair or program director/coordinator within seven days to attempt to resolve the issue informally.
3. If the issue remains unresolved, the student may file a formal written grievance with the dean of the school or college for the specific discipline.
 1. Upon receipt, the dean will respond to the student within two business days to acknowledge the grievance has been received.
 2. Within five business days the dean will appoint an ad hoc committee, to include at least two members of the department (excluding the named instructor) and three faculty from outside the department.
 3. The University's HLC Ombudsman or other designated individual will provide oversight and counsel to ensure due process is followed.
 4. The members of the committee will collectively elect a chair from among the three outside members.
 5. Within five business days of their initial appointment the committee will convene and will call witnesses as needed on behalf of the student or the university. Any member of the campus community called as a witness is expected to respond openly and candidly, either in person or in writing.
 6. Both student and the faculty member have the right, but are not obligated, to meet the committee individually. Since this a non-judicial process, legal representation is not permitted.
 7. The committee is responsible to maintain minutes of their meetings and all supporting documentation.
 8. The committee will review all the evidence, including witness testimony, and make a decision within 10 business days of being appointed. That decision is communicated to the dean, along with copies of all minutes and supporting documentation with 48 hours of the decision.
 9. The dean will notify the student and faculty member of the final decision (and possible remedies as appropriate) along with the department chair or program director/coordinator within 48 hours of receiving the decision.
10. This decision is final. If either party believes that due process was not followed, they may appeal, in writing, to the dean of the school or college for the specific discipline within seven business days.
 1. The dean will review all relevant documentation, including the committee's minutes, to determine if both parties were provided due process within five business days.
 2. If the dean determines that due process was not violated, the committee's decision stands. The decision may not be appealed to the Vice President for Academic Affairs, the President, or the Board of Trustees.
 3. If the dean determines that due process was violated, a new committee will be appointed within 48 hours of the determination.
11. Note: In rare instances, the dean may be the faculty member involved. In such cases, the Vice President for Academic Affairs will appoint a dean from another school or college to oversee the appeal process.

Student Complaints

If a student has a serious complaint, please see <http://www.olivet.edu/federal-disclosures/> to view our student complaint policy. Per federal and state regulations, if you have exhausted all attempts to resolve the matter with the university, you may register a formal complaint with the Illinois Board of Higher Education (IBHE) at <https://complaints.ibhe.org/>.

Residential Undergraduate Programs

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

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

Bachelor of Fine Arts (BFA) - Offered for degree programs in the Art Department that prepare students for professional careers or advanced study.

Bachelor of Music (BMus) - Offered for music programs in which the orientation is toward advanced development of general musicianship allied with competence in an area of specialization. The standards follow those set forth by the National Association of Schools of Music.

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

Accelerated Bachelor's/Master's Degree Programs

The Accelerated Bachelor's/Master's Degree Programs allow a student enrolled at Olivet Nazarene University (ONU) an opportunity to complete the requirements for both the bachelor's and master's degrees at an accelerated pace.

Colleges and Schools

The residential undergraduate courses of study in the University are grouped into the College of Arts and Sciences, the College of Professional Studies, and School of Theology and Christian Ministry. See Residential Academic Departments for an alphabetical list of all of the academic departments. In addition, the Graduate and Continuing Studies programs and courses are described in Graduate and Continuing Studies and Course Descriptions-GCS. Graduate programs offered through the School of Theology and Christian Ministry are listed within the GCS sections of this catalog.

College of Arts and Sciences

Kent Olney, Ph.D., Dean

The College of Arts and Sciences represents Olivet Nazarene University's ongoing commitment to the disciplines of study generally associated with a classic liberal arts approach to learning. The College includes the School of Music and the Martin D. Walker School of Science, Technology, Engineering, and Mathematics, containing the Departments of Biological Sciences, Chemistry and Geosciences, Engineering, and Mathematics and Computer Science; the College also includes the Departments of Art and Digital Media, Behavioral Sciences, Communication, English, History and Political Science, and Modern Languages.

The departments in the College of Arts and Sciences provide the majority of general education course offerings required of all Olivet undergraduate students. All arts and sciences courses in this core are designed to challenge

students with a comprehensive education and Christian world view, as well as to sharpen one's writing, analytical, and critical thinking skills.

College of Professional Studies

Amber Residori, Ed.D., Dean

The College of Professional Studies represents Olivet Nazarene University's ongoing commitment to professional programs, scientific study and educational development. The College includes the Center for Academic Excellence, which houses the Department of General Studies; the McGraw School of Business; the School of Education; the School of Nursing; and the following departments: Exercise and Sports Science, Family and Consumer Sciences, Military Science, and Social Work & Criminal Justice. The College is focused on the ecological perspective (a holistic way of viewing life, health and the human experience) which includes biological, physiological, and social areas of study. The College uniquely joins together key areas of discipline in order to create stronger relationships and additional academic opportunities for students. The College also includes several accredited programs:

- Commission on Collegiate Nursing Education (CCNE) for the Nursing Programs, and
- Council on Social Work Education (CSWE) for the Social Work Program
- Accreditation Council for Education in Nutrition and Dietetics (ACEND) for the Dietetics Program
- Commission on Accreditation of Athletic Training Education (CaATE) for the Athletic Training Program

The departments in the College of Professional Studies seek to create stimulating learning environments that shape students into future professionals who live out their faith while also impacting the world through strong academic and professional endeavors.

School of Theology and Christian Ministry

Charles Perabeau, Ph.D., Dean

The mission of the School of Theology and Christian Ministry is to educate for ministry within the Wesleyan-Arminian tradition, preparing clergy and laity for service to church and community, and facilitating their personal spiritual development.

The School contributes to the general education of all students by providing a basic understanding of how to interpret the Bible and to think through the theology of Christian faith in order to provide an adequate intellectual basis for spiritual growth and ethical decision making, seeking to provide opportunities for spiritual formation and practical expressions of Christian commitment.

Within the School, the departments of Christian Ministry and Theology and Philosophy enable those desiring to prepare for professional ministry or graduate studies to gain entry-level knowledge and skills in the areas of Biblical studies, theology, philosophy, history of Christianity, and practices, including Christian education and spiritual formation. While students of other ecclesiastical backgrounds are welcomed, Olivet is an educational institution of the Church of the Nazarene, and the School of Theology and Christian Ministry intentionally designs programs to meet the ordination requirements of that denomination.

The School provides graduate programs to enable those who are preparing for professional ministry or further graduate study and ministers who wish to continue their education, to engage in advanced study of religion and ministry.

The objectives are practical as well as theoretical in scope and relate to the mission of both the School and the University. Students will:

1. Be able to engage in interpretation and exegesis of the foundational documents of the Christian faith.

2. Engage in inquiry into the significance of the Christian faith, particularly of the Wesleyan-Arminian tradition, probing the ways Christian doctrines relate to and involve one another and take shape in the life of the Church and of the particular Christian.
3. Be able to communicate their faith so as to serve both their local church and contemporary society.
4. Be able to make informed ethical decisions, applying Christian values to contemporary issues.
5. Gain an informed awareness of the identity and function of religious institutions and movements through the study of the history of Christianity and world religions.
6. Have opportunity for spiritual growth and be provided with the foundations for continued growth following college.
7. Be exposed to the major figures and movements of the history of philosophy, the enduring concerns of the discipline of philosophy, and their relationship to Christian thought.

College of Arts and Sciences

Kent Olney, Ph.D., Dean

The College of Arts and Sciences represents Olivet Nazarene University's ongoing commitment to the disciplines of study generally associated with a classic liberal arts approach to learning. Embedded in the college's ten departments and two schools are academic programs of study in the humanities including literature, art, music and history; the natural sciences including chemistry and earth & space sciences, biology, engineering, mathematics and computer science; the behavioral sciences; along with modern languages, communication, and political science.

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

School of Music

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

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

Faculty

DON REDDICK (1997)

Professor of Music; Associate Dean, School of Music
B.S., 1979, Olivet Nazarene University
M.S., 1988, University of Illinois
Ed.D., 2006, University of Illinois

JEFFERY BELL (1997)

Professor of Music
B.S., 1981, Olivet Nazarene University
M.Mus., 1983, University of Illinois
D.A., 1996, Ball State University

NEAL W. WOODRUFF (2000)

Professor of Music
B.A., 1991, Olivet Nazarene University
M.M., 1995, Stephen F. Austin State University
D.M.A., 2002, University of Oklahoma

PAUL KENYON (2014)

Professor of Music
B.Mus., 1983, Mansfield University of PA
M.Mus., 1985, Bowling Green State University
D.M.A., 1990, Michigan State University

MATTHEW STRATTON (2014)

Professor of Music
B.Mus., 1999, State University of New York, College at Fredonia
M.Mus., 2001, Indiana University
D.M., 2014, Indiana University

MATTHEW JACKLIN (2017)

Associate Professor of Music
B.M., 2004, University of Arizona
M.M., 2006, University of Akron
D.M.A., 2011, University of Illinois

MARVIN JONES (2017)

Associate Professor of Music
B.S., 2002, Trevecca Nazarene University
M.A., 2009, Trevecca Nazarene University
Ed.D., 2015, Trevecca Nazarene University

SONYA COMER (2019)

Assistant Professor of Music
B.S., 1995, Olivet Nazarene University
M.A., 2013, Kent State University

FREDDIE FRANKEN (2019)

Assistant Professor of Music
B.A., 2001, Governors State University
M.M., 2019, University of Illinois

Adjunct Faculty

ZACHARY BOWERS - *Percussion*
M.M., University of Illinois

KEVIN BROWN - *Guitar*
M.M., DePaul University

JAKOBE HENRY - *Trumpet*
M.S., University of Illinois

REBECCA COPE - *Violin*
M.M., Northwestern University

KELSIE DAVIS - *Choreography*
M.B.A., Olivet Nazarene University

KATHY EVANS - *Clarinet*
M.M., Michigan State University

ROBERT EVANS - *Clarinet*
M.M., Northwestern University

ANDREY GONÇALVES - *Bass*
D.M.A., University of Illinois

JUSTIN GUND - *Trombone*
M.M., Northwestern University

DARIYAN HARRIS - *Marching Band*
M.B.A., Olivet Nazarene University

GALINA KEIP - *Bassoon*
M.M., Rice University

ZACH KOHLMEIER - *Music Composition*
B.Mus., Olivet Nazarene University
M.F.A., Vermont College of Fine Arts

NATHAN LAIN - *Choral*
B.M., Olivet Nazarene University

STEPHANIE LUPO - *Flute*
D.M.A., University of Iowa

JERRY LUZENIECKI - *Saxophone*
M.A., Governors State University

STEVE PEARSON - *Piano Technician*
M.A., California State University

JOSHUA RING - *Piano*
D.M.A., University of Iowa

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

DIANE STEDMAN-CONRAD - *Horn*
M.M., DePaul University

PATRICIA WHITE - *Cello*
M.M., The Julliard School

HEATHER WILLIAMS - *Violin/Viola*
B.S., Olivet Nazarene University

School of Music Mission Statement

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

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

School of Music General Regulations

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

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

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

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

An Applied Music emphasis is required of all those concentrating in Music. Placement is required prior to registration for any level course in Applied Music. Placement and registration are to be initiated in Larsen Fine Arts Center Music Office. As Music majors advance through their applied course of study, course numbers should reflect their current status.

Four semesters of lower division (111) and successful completion of the Upper-Division hearing are required before advancing to Upper-Division (311). Content and literature will be determined by the individual professor as appropriate to the ability level of each student. Similarly, music minors are required four semesters of lower division applied study before advancing to the 311 level. Students enrolled in applied lessons will also attend a weekly, one-hour studio class.

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

Students enrolled in the 111/115/311/315 sections of applied study will perform on one School of Music recital each semester. Students failing to meet this requirement will have their applied lesson grade reduced. In addition, a performance exam is required at the end of each semester of 111/115/311/315 applied study.

All music majors and minors are required to enroll in MUAP 200 - Recital Lab each semester of enrollment. Majors are required to attend 12 recitals per semester during each semester of enrollment and minors are required to attend six recitals per semester for four semesters.

All music majors are required to participate in at least one ensemble each semester of enrollment. Music minors are required to participate in an ensemble for at least four semesters. Only one ensemble per semester may be applied to this requirement. Students may enroll by audition in one or more of the numerous ensembles offered (see MULT 167 - MULT 398 in Course Descriptions - Traditional Undergraduate section). Most, but not all ensembles, are offered each semester. Not all ensembles offered fulfill the major/minor requirement.

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

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

All those majoring in music are required to present a senior recital/project that includes music from the major style periods. Students wishing to complete multiple music majors must complete the recital/project requirement for each concentration. All recitals must be approved by a pre-recital hearing, and will be graded by a committee of three faculty members from the applied area. Those with a Music Performance major are required to present a junior recital project (MUAP 395) in addition. Memorization requirements differ according to the Applied area. Refer to Music Handbook for degree-specific instructions. Although students will register for the course MUAP 395/MUAP 495, it will be transcribed to reflect the student's area of study (MUV0 - voice, MUPN - piano, etc.).

All music majors should complete ENGL 210 - College Writing II (APA) in meeting institutional general education requirements.

Music Proficiencies

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

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

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

Entrance Requirements:

- Instrument/voice placement audition
- Piano placement audition
- Music theory placement exam (optional)

Basic Music Skills Exam:

- Comprised of the Final Exams for MUTH 120 and MUTH 130.
- Exam consists of written theory, sight singing, and dictation.
- Exam must be passed before taking the Upper-Division Hearing.

Upper-Division Hearing:

- Applied Audition Recital (to be performed during the fourth semester of college-level applied study)
- Completed application for the Teacher Education program (Music Education majors only)
- Composition portfolio (Music Composition majors only)
- Interview with Music faculty (refer to School of Music handbook)
- Upper-Division Prerequisites:
 - Successful completion of the Basic Music Skills Exam
 - Cumulative GPA of 2.5
 - GPA of 2.75 in music courses
 - Grades of "C-" or higher in all required Music courses
 - Completion of the Piano Proficiency Exam, or enrolled in MUPN 108 in the semester of the Upper-Division Hearing

Students may declare a Music concentration only upon successful completion of the Upper-Division Hearing. This evaluation will be completed at the end of the fourth semester of college-level applied study. Transfer students with freshman or sophomore standing will complete the Upper-Division Hearing at the end of the fourth semester of college-level applied study. Students who transfer with junior standing must complete the Upper-Division Hearing at the end of their first semester of enrollment. Students who are unsuccessful in meeting the prerequisites and prescribed criteria will not be permitted to register for required upper-division Music courses and will be eligible for re-evaluation after one additional semester of study.

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

Piano Proficiency Exam: Students pursuing any Music major must pass the Piano Proficiency Exam. Students may complete the exam as part of the class sequence ending with MUPN 108, or by scheduling an exam with the permission of the Applied Piano instructor. Students must pass Piano Proficiency prior to Upper-Division Hearing, or be enrolled in MUPN 108 with a passing grade during the semester of the Upper-Division Hearing.

Music Education Major, B.Mus.

53.5 - 66.5 hours

Note: This program will require more than eight (8) semesters to complete. At least one summer session or an additional semester of study may be required to complete the program.

It is the objective of the School of Music to provide training and experiences to properly qualify students for positions as teachers or supervisors of music in the public schools. The program meets the requirements of the Illinois State Board of Education for the Standard Special Certificate, which qualifies the holder to teach and supervise music in grades K-12.

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

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

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

The Piano Proficiency Exam must be satisfied before, or in the same semester as the Upper Division Hearing.

Required Before Teacher Education Program Entry:

- EDUC 140 - Foundations of Multicultural Education
- EDUC 195 - Teacher Education Seminar I: Teachers and Technologies in the 21st Century

Required After Teacher Education Program Entry, before Student Teaching:

- EDUC 376 - Inclusion of Exceptional Students
- EDUC 392 - Teacher Education Seminar II: Classroom Management

Required After Teacher Education Program Entry, during Student Teaching:

- EDUC 485 - Supervised Student Teaching: All Grades
- EDUC 493 - Teacher Education Seminar III

Required Field Experience Hours:

- EDUC 175 - Field Experience I
- EDUC 275 - Field Experience II
- EDUC 375 - Field Experience III

Required:

- MUED 276 - Beginning Conducting
- MULT 100 - Music Appreciation
- MULT 295 - Music History I
- MULT 395 - Music History II
- MUTH 120 - Musicianship I
- MUTH 130 - Harmony I
- MUTH 131 - Musicianship II
- MUTH 230 - Harmony II
- MUAP 200 - Recital Lab (all semesters)
- MUAP 225 - Upper-Division Hearing
- MUAP 490 - Senior Seminar
- Ensembles (all semesters)
- Piano Proficiency Exam (0-8 hours)
- Applied Music Emphasis (6 hours)

ADDITIONAL MUSIC REQUIREMENTS

8 additional hours from the following:

- MUTH 135 - Musicianship III
- MUTH 232 - Harmony III
- MUTH 260 - Contemporary Music Theory I
- MUTH 300 - Form and Analysis
- MUTH 320 - Counterpoint
- MUTH 360 - Contemporary Music Theory II
- MUTH 494 - Instrumentation

AND 2 hours of Applied Music Emphasis

AND Required Music Courses

- MUED 292 - Choral/Instrumental Literature & Conducting
- MUED 450 - Elementary General Music Methods
- MUED 465 - Middle/Secondary Methods
- MULT 301 - World Musics

AND 2 additional hours from the following:

- MUAP 495 - Senior Recital
- MUAP 496 - Senior Composition Project

And completion of one of the following:

Vocal Emphasis Required:

- MUED 200 - Introduction to Instrumental Music for Voice Majors
- MULT 370 - Vocal Literature and Pedagogy

Instrumental/Keyboard Emphasis Required:

- MUED 180 - Percussion Instruments Class
- MUED 280 - String Instruments Class
- MUED 380 - Woodwind Instruments Class
- MUED 381 - Brass Instruments Class

Required Supporting Course:

- ENGL 335 - Reading in the Content Areas

Recommended Supporting Courses:

- CDEV 365 - Child, Family and Community Relations
- EDUC 214 - Early Adolescent Development
- SPED 321 - Emotional and Behavioral Supports

Plus:

The required professional education courses and general education courses as described in the School of Education information for all Teacher Education programs. All professional education, general education courses for teachers, major, endorsement, and supporting courses require a grade of "C-" or better for teacher licensure and graduation.

Preparatory applied course credit does not count toward the Applied Music emphasis. It is strongly recommended for students with a piano emphasis that MULT 305 - Piano Pedagogy be substituted for two hours of the Applied Music upper-division requirement.

Music Major w/ Composition Conc., B.A.

52.5 - 65.5 hours

The Bachelor of Arts in Music is offered as a Liberal Arts degree in music comprised of general education, the core music curriculum, and electives. This degree allows students flexibility in enrolling in elective courses to fit a wide variety of interests. It is not uncommon to combine the B.A. in Music with another major.

Required:

- MUED 276 - Beginning Conducting
- MULT 100 - Music Appreciation
- MULT 295 - Music History I
- MULT 395 - Music History II

- MUTH 120 - Musicianship I
- MUTH 130 - Harmony I
- MUTH 131 - Musicianship II
- MUTH 230 - Harmony II
- MUAP 200 - Recital Lab (all semesters)
- MUAP 225 - Upper-Division Hearing
- MUAP 490 - Senior Seminar
- Ensembles (all semesters)
- Piano Proficiency (0-8 hrs)
- Applied Music Emphasis (6 hrs) - 6 hours of MUTH 250 - Composition I will meet requirement

Plus - Instrumental and Keyboard Majors

- MUVO 101 - Preparatory Voice or equivalent

COMPOSITION CONCENTRATION (14 hours)

Required:

- MUTH 232 - Harmony III
- MUTH 494 - Instrumentation

AND 3 additional unique hours from:

- MULT 301 - World Musics
- MUTH 135 - Musicianship III
- MUTH 260 - Contemporary Music Theory I
- MUTH 300 - Form and Analysis
- MUTH 320 - Counterpoint
- MUTH 360 - Contemporary Music Theory II
- MUTH 401 - Practices in Contemporary Music

AND 6 hours of the following:

- MUTH 420 - Composition II

ADDITIONAL MUSIC REQUIREMENTS (12 hours)

4 additional hours from the following:

- MUTH 135 - Musicianship III
- MUTH 260 - Contemporary Music Theory I
- MUTH 300 - Form and Analysis
- MUTH 320 - Counterpoint
- MUTH 360 - Contemporary Music Theory II

AND 2 additional hours REQUIRED:

- MUAP 496 - Senior Composition Project

AND 4 hours of electives from remaining music courses

Music Major w/ Jazz Studies Conc., B.A.

52.5 - 65.5 hours

The Bachelor of Arts in Music is offered as a Liberal Arts degree in music comprised of general education, the core music curriculum, and electives. This degree allows students flexibility in enrolling in elective courses to fit a wide variety of interests. It is not uncommon to combine the B.A. in Music with another major.

Required:

- MUED 276 - Beginning Conducting
- MULT 100 - Music Appreciation
- MULT 295 - Music History I
- MULT 395 - Music History II
- MUTH 120 - Musicianship I
- MUTH 130 - Harmony I
- MUTH 131 - Musicianship II
- MUTH 230 - Harmony II
- MUAP 200 - Recital Lab (all semesters)
- MUAP 225 - Upper-Division Hearing
- MUAP 490 - Senior Seminar
- Ensembles (all semesters)
- Applied Music Emphasis (6 hours)
- Piano Proficiency (0-8 hours)

Plus - Instrumental and Keyboard Majors

- MUVO 101 - Preparatory Voice or equivalent

JAZZ STUDIES CONCENTRATION (14 hours)

Required:

- MULT 265 - Jazz History & Literature
- MUPN 165 - Jazz Piano
- MUTH 135 - Musicianship III
- MUTH 265 - Jazz Improv I
- MUTH 365 - Jazz Improv II
- MUTH 465 - Jazz Composition & Arranging
- 2 additional hours of Applied Music emphasis

ADDITIONAL MUSIC REQUIREMENTS (12 hours)

4 additional hours from the following:

- MUTH 232 - Harmony III
- MUTH 260 - Contemporary Music Theory I
- MUTH 300 - Form and Analysis
- MUTH 320 - Counterpoint
- MUTH 360 - Contemporary Music Theory II
- MUTH 494 - Instrumentation

AND 2 additional hours of applied music:

AND 2 additional hours from the following:

- MUAP 495 - Senior Recital
- MUAP 496 - Senior Composition Project

AND 4 hours of electives from remaining music courses

Music Major w/ Performance Conc., B.A.

52.5 - 65.5 hours

The Bachelor of Arts in Music is offered as a Liberal Arts degree in music comprised of general education, the core music curriculum, and electives. This degree allows students flexibility in enrolling in elective courses to fit a wide variety of interests. It is not uncommon to combine the B.A. in Music with another major.

Required:

- MUED 276 - Beginning Conducting
- MULT 100 - Music Appreciation
- MULT 295 - Music History I
- MULT 395 - Music History II
- MUTH 120 - Musicianship I
- MUTH 130 - Harmony I
- MUTH 131 - Musicianship II
- MUTH 230 - Harmony II
- MUAP 200 - Recital Lab (all semesters)
- MUAP 225 - Upper-Division Hearing
- MUAP 490 - Senior Seminar
- Ensembles (all semesters)
- Piano Proficiency (0-8 hours)
- Applied Music Emphasis (6 hours)

Plus - Instrumental and Keyboard Majors

- MUVO 101 - Preparatory Voice or equivalent

PERFORMANCE CONCENTRATION (14 hours)

Required:

- MUAP 395 - Junior Recital
- MULT 304 - Piano Literature *or*
- MULT 335 - Brass, Woodwind, String, and Percussion Instrument Pedagogy and Literature *or*
- MULT 370 - Vocal Literature and Pedagogy

**Plus: 10 additional hours of Applied
Music Emphasis**

ADDITIONAL MUSIC REQUIREMENTS (12 hours)

4 additional hours from the following:

- MUTH 135 - Musicianship III
- MUTH 232 - Harmony III
- MUTH 260 - Contemporary Music Theory I
- MUTH 300 - Form and Analysis
- MUTH 320 - Counterpoint
- MUTH 360 - Contemporary Music Theory II
- MUTH 494 - Instrumentation

AND 2 additional hours of applied music

AND 2 additional hours from the following:

- MUAP 495 - Senior Recital
- MUAP 496 - Senior Composition Project

AND 4 hours of electives from remaining music courses

Music Major w/ Recording Arts Conc., B.A.

52.5 - 65.5 hours

The Bachelor of Arts in Music is offered as a Liberal Arts degree in music comprised of general education, the core music curriculum, and electives. This degree allows students flexibility in enrolling in elective courses to fit a wide variety of interests. It is not uncommon to combine the B.A. in Music with another major.

Required:

- MUED 276 - Beginning Conducting

- MULT 100 - Music Appreciation
- MULT 295 - Music History I
- MULT 395 - Music History II
- MUTH 120 - Musicianship I
- MUTH 130 - Harmony I
- MUTH 131 - Musicianship II
- MUTH 230 - Harmony II
- MUAP 200 - Recital Lab (all semesters)
- MUAP 225 - Upper-Division Hearing
- MUAP 490 - Senior Seminar
- Ensembles (all semesters)
- Piano Proficiency (0-8 hours)
- Applied Music Emphasis (6 hours)

Plus - Instrumental and Keyboard Majors

- MUVO 101 - Preparatory Voice or equivalent

RECORDING ARTS CONCENTRATION (14 hours)

Required:

- MUED 240 - Introduction to Music Technology
- MUED 290 - Recording Technology I
- MUED 330 - Advanced Music Technology
- MUED 390 - Recording Technology II
- MUED 490 - Recording Practicum (2 semesters required)
- 2 additional hours of Applied Music Emphasis

ADDITIONAL MUSIC REQUIREMENTS (12 hours)

4 additional hours from the following:

- MUTH 232 - Harmony III
- MUTH 260 - Contemporary Music Theory I
- MUTH 300 - Form and Analysis
- MUTH 320 - Counterpoint
- MUTH 360 - Contemporary Music Theory II
- MUTH 494 - Instrumentation

AND 2 additional hours of Applied Music Emphasis

AND 2 additional hours from the following:

- MUAP 495 - Senior Recital
- MUAP 496 - Senior Composition Project

AND 4 hours of electives from remaining music courses

Music Major, B.A.

38.5-51.5 hours

The Bachelor of Arts in Music is offered as a Liberal Arts degree in music comprised of general education, the core music curriculum, and electives. This degree allows students flexibility in enrolling in elective courses to fit a wide variety of interests. It is not uncommon to combine the B.A. in Music with another major.

Required:

- MUED 276 - Beginning Conducting
- MULT 100 - Music Appreciation
- MULT 295 - Music History I
- MULT 395 - Music History II
- MUTH 120 - Musicianship I
- MUTH 130 - Harmony I
- MUTH 131 - Musicianship II
- MUTH 230 - Harmony II
- MUAP 200 - Recital Lab (all semesters)
- MUAP 225 - Upper-Division Hearing
- MUAP 490 - Senior Seminar
- Ensembles (all semesters)
- Applied Music Emphasis - 6 hours
- Piano Proficiency - 0-8 hours

Plus - Instrumental and Keyboard Majors

- MUVO 101 - Preparatory Voice or equivalent

ADDITIONAL MUSIC REQUIREMENTS (12 hours)

4 additional hours from the following:

- MUTH 135 - Musicianship III
- MUTH 232 - Harmony III
- MUTH 260 - Contemporary Music Theory I
- MUTH 300 - Form and Analysis
- MUTH 320 - Counterpoint
- MUTH 360 - Contemporary Music Theory II
- MUTH 494 - Instrumentation

AND 2 additional hours of applied music

AND 2 additional hours from the following:

- MUAP 495 - Senior Recital
- MUAP 496 - Senior Composition Project

AND 4 hours of electives from remaining music courses

Music Ministry Major, B.Mus.

46.5 - 59.5 hours

For students who expect to be full-time church musicians, the School of Music offers a program intended to give a comprehensive and thorough technical training along with the deeply spiritual emphasis of the University.

Believing that spiritual fervency and technical proficiency can be combined, Olivet presents a Music Ministry program that will enable the graduate to serve the local church.

The Piano Proficiency Exam must be satisfied prior to, or with, the upper division hearing.

Required:

- MUED 276 - Beginning Conducting
- MULT 100 - Music Appreciation
- MULT 295 - Music History I
- MULT 395 - Music History II
- MUTH 120 - Musicianship I
- MUTH 130 - Harmony I
- MUTH 131 - Musicianship II
- MUTH 230 - Harmony II
- MUAP 200 - Recital Lab (all semesters)
- MUAP 225 - Upper-Division Hearing
- MUAP 490 - Senior Seminar
- Ensembles (all semesters)
- Piano Proficiency (0-8 hours)
- Applied Music Emphasis (6 hours)

Plus - Instrumental and Keyboard Majors

- MUVO 101 - Preparatory Voice or equivalent

Required International Culture:

- CMIN 306 - Cross-Cultural Ministry
- PHIL 325 - World Religions

ADDITIONAL MUSIC REQUIREMENTS (20 hours)

8 additional hours from the following:

- MUTH 135 - Musicianship III
- MUTH 232 - Harmony III
- MUTH 260 - Contemporary Music Theory I
- MUTH 300 - Form and Analysis
- MUTH 320 - Counterpoint
- MUTH 360 - Contemporary Music Theory II
- MUTH 494 - Instrumentation

AND 2 additional hours of Applied Music Emphasis

AND 8 HOURS OF REQUIRED MUSIC COURSES

- MUCH 350 - Church Music Administration
- MUCH 377 - Music in Worship
- MUCH 379 - Music in the Church Service
- MUCH 487 - Supervised Music Ministry Internship

AND 2 additional hours from the following:

- MUAP 495 - Senior Recital
- MUAP 496 - Senior Composition Project

Required Supporting Courses:

- CHED 241 - Spiritual Formation and Leadership Development
or CHED 115 - Foundations of Christian Education
- CMIN 394 - Pastoral Care and Counseling
- THEO 310 - Christian Theology I
- THEO 320 - Christian Theology II

Plus 9 unique hours selected from the following:

(other music courses may be substituted with the approval of the Associate Dean of the School of Music)

- ACCT 110 - Financial Accounting
- ART 200 - Introduction to Graphics
- CMIN 116 - Fundamentals of Christian Ministry
- COMM 120 - Introduction to Theatre
- CMIN 405 - Preaching and Worship as Congregational Formation
- MUED 376 - Advanced Conducting
- MUTH 250 - Composition I
- MUTH 494 - Instrumentation
- THEO 482 - Wesleyan-Holiness Theology

Music Minor

22-30 hours

A Music minor is offered for students who desire musical training to augment the requirements of another major.

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

Required:

- MUTH 120 - Musicianship I
- MUTH 130 - Harmony I
- MUTH 131 - Musicianship II
- MUTH 230 - Harmony II
- MUAP 200 - Recital Lab (4 semesters)
- Eight hours of Applied Music Emphasis
- Music Ensembles (4 semesters)
- Music elective courses (4 hours)
- Piano Proficiency

Musical Theatre Minor

20-26 hours

Required:

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

Note:

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

*Piano requirement depends on piano skill level.

Martin D. Walker School of Science, Technology, Engineering and Mathematics

Dale Hathaway, Ph.D., Associate Dean

The Martin D. Walker School of Science, Technology, Engineering and Mathematics (STEM) contains Olivet Nazarene University's academic departments of Biological Sciences, Chemistry and Geosciences, Engineering, and Mathematics and Computer Science. These programs offer innovative and relevant skill development preparing graduates for professional and technical careers.

Department of Biological Sciences

Faculty

GREGORY LONG (1995)

Professor of Biology

B.S., 1984, Olivet Nazarene University
Ph.D., 1989, University of Arkansas for Medical
Sciences

AGGIE VELD (2005)

Associate Professor of Biology

B.S., 1982, University of Florida
M.Ed., 1988, University of Florida
Ph.D., 2012, Capella University

DANIEL SHARDA (2012)

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

B.S., 2002, Calvin College
Ph.D., 2010, The Pennsylvania State University

RYAN HIMES (2015)

Associate Professor of Biology

B.S., 2006, Wheaton College
Ph.D., 2015, Loyola University Chicago

DEREK ROSENBERGER (2016)

Associate Professor of Biology

B.S., 2006, Messiah College
M.A., 2009, Taylor University
Ph.D., 2016, University of Minnesota

NICHOLAS TROENDLE (2019)

Associate Professor of Biology

B.S., 2009, Pepperdine University
M.S., 2012, Texas A & M University
Ph.D., 2016, University of Georgia

NICOLE VANDER SCHAAF (2020)

Assistant Professor of Biology

B.S., 2013, Indiana Wesleyan University
Ph.D., 2020, Van Andel Institute Graduate School

DAVID HOEKMAN (2022)

Associate Professor of Biology

B.S., 2002, Wheaton College
Ph.D., 2008, University of Notre Dame

The Department of Biological Sciences encompasses three distinct areas of study; Biology (BA and BS), Zoology (BS) and Environmental Science (BS).

Biology degree candidates engage the field across a broad spectrum, from molecules to ecosystems. They enjoy exceptional success entering professional programs in medicine, dentistry, pharmacy, optometry, physician assistant, physical therapy and occupational therapy. Others go on to graduate studies; research; forensics; industrial or healthcare laboratory positions; teaching in primary and secondary schools; field biology; applied ecology; and various areas of creation care.

The Zoology degree prepares students for various forms of animal care and study, including veterinary school, graduate school, animal field studies and management, animal and pet care, and animal outreach and education.

The Environmental Science degree is rigorous and provides strong preparation for graduate school in related fields as well as employment by industry and government.

Finally, the Department of Biological Sciences curriculum provides training for students fulfilling the general education requirements of the University and

for students who desire to expand their knowledge and understanding of biological principles.

Biological knowledge arranges itself naturally according to levels of organization. Each level (molecular, cellular, individual, and ecological) has its own principles, techniques, and language. Biologists, zoologists and environmental scientists need experience with each level for the wealth of understanding that such training brings to the person's own academic specialty. Therefore, all majors in the Department of Biological Sciences take a sequence of courses designed to convey the body of knowledge which is essential to the undergraduate training of biologists regardless of their ultimate specialization.

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

Biology Major, B.A.

38 hours

Required:

- BIOL 125 - Biology I
- BIOL 126 - Biology II
- BIOL 296 - Seminar in Biology
- BIOL 319 - Genetics
- BIOL 356 - Microbiology
- BIOL 370 - Ecology
- BIOL 396 - Seminar in Biology
- BIOL 497 - Senior Capstone

Plus 16 hours of Biology selected from the following:

- BIOL 246 - Human Anatomy and Physiology I
- and BIOL 247 - Human Anatomy and Physiology II
- or
- BIOL 455 - Physiology
- **or** BIOL 368 - Vertebrate Natural History and Anatomy
- and**

- BIOL 369 - Human Anatomy
- **or** BIOL 448 - Comparative Vertebrate Anatomy
- BIOL 330 - Pathophysiology
- BIOL 331 - Conservation Biology
- BIOL 335 - Biochemistry
- BIOL 352 - Advanced Botany
- BIOL 354 - Developmental Biology
- BIOL 359 - Immunology
- BIOL 360 - Invertebrate Zoology
- BIOL 367 - Animal Behavior
- BIOL 380 - Toxicology
- BIOL 430 - Neurobiology
- BIOL 440 - Advanced Genetics
- BIOL 484 - Molecular and Cell Biology
- BIOL 490 - Research in Biology

Required Supporting Courses:

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

Recommended Supporting Courses:

- CHEM 311 - Organic Chemistry I
- MATH 131 - Algebra and Trigonometry
- Physics (2 semesters)

Biology Major, B.S.

52 hours*

Required:

- BIOL 125 - Biology I
- BIOL 126 - Biology II
- BIOL 296 - Seminar in Biology
- BIOL 319 - Genetics
- BIOL 335 - Biochemistry
- BIOL 356 - Microbiology
- BIOL 369 - Human Anatomy
- BIOL 370 - Ecology
- BIOL 396 - Seminar in Biology
- BIOL 455 - Physiology

- BIOL 484 - Molecular and Cell Biology
- BIOL 490 - Research in Biology
- BIOL 497 - Senior Capstone

Plus 12 hours selected from the following:

- BIOL 332 - Exploring Neurobiology
- BIOL 352 - Advanced Botany
- BIOL 354 - Developmental Biology
- BIOL 359 - Immunology
- BIOL 360 - Invertebrate Zoology
- BIOL 367 - Animal Behavior
- BIOL 380 - Toxicology
- BIOL 440 - Advanced Genetics
- BIOL 490 - Research in Biology

To be supported by the following:

- CHEM 103 - General Chemistry I
- CHEM 104 - General Chemistry II
- CHEM 311 - Organic Chemistry I
- MATH 147 - Calculus I
or MATH 241 - Statistics
and
2 semesters of Physics

Recommended Supporting Courses:

- CHEM 301 - Quantitative Analysis
- CHEM 312 - Organic Chemistry II
- MATH 137 - Applied Calculus
or MATH 147 - Calculus I
- MATH 148 - Calculus II
- MATH 241 - Statistics

Note:

***Exception:** 51 hours if Field Studies if selected to meet Ecology requirement.

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

55-61 hours

Required:

- BIOL 125 - Biology I
- BIOL 126 - Biology II
- BIOL 370 - Ecology
- BIOL 380 - Toxicology
- CHEM 103 - General Chemistry I
- CHEM 104 - General Chemistry II
- ENVI 215 - Environmental Science and Society
- ENVI 450 - Internship in Environmental Science
- ENVI 480 - Topics in Environmental Science - Environmental Law
- ENVI 482 - Topics in Environmental Science - Environmental Ethics
- ESS 105 - The Dynamic Earth
- ESS 332 - Water Resource Issues
- ESS 360 - Geographic Information Systems and Global Positioning Systems
- ESS 385 - Earth & Environmental Chemistry

In addition, four of the following courses must be selected:

(maximum of two courses from any one department)

- BIOL 305 - Ornithology
- BIOL 331 - Conservation Biology
- BIOL 352 - Advanced Botany
- BIOL 356 - Microbiology
- BIOL 367 - Animal Behavior
- BIOL 368 - Vertebrate Natural History and Anatomy
- BIOL 379 - Tropical Field Study
- BIOL 487 - Field Experience
- CHEM 301 - Quantitative Analysis
- CHEM 311 - Organic Chemistry I
- CHEM 312 - Organic Chemistry II
- CHEM 410 - Instrumental Methods of Analysis
- ESS 200 - Earth's Natural History
- ESS 222 - Earth's Landscapes and Natural Hazards
- ESS 302 - Mineral Science

- ESS 340 - Natural Resources & Environmental Issues
- ESS 366 - Geologic Structures and Tectonics
- ESS 394 - Physics of the Earth

- EDUC 376 - Inclusion of Exceptional Students
- EDUC 383 - Science Methods for Middle and Secondary School
- EDUC 392 - Teacher Education Seminar II: Classroom Management

Required Supporting Courses:

- MATH 147 - Calculus I
- MATH 241 - Statistics
- Physics (2 semesters)

Recommended Supporting Courses:

- ECON 110 - Principles of Economics
- MATH 148 - Calculus II
- PSCI 223 - American Government

Science Education Major, B.S.

59-66 hours

Note: This program may require more than eight (8) semesters to complete.

Required Before Teacher Education Program entry:

- EDUC 140 - Foundations of Multicultural Education
- EDUC 195 - Teacher Education Seminar I: Teachers and Technologies in the 21st Century
- EDUC 200 - Human Development & Education
- EDUC 280 - General Methods & Assessment

Required After Teacher Education Program entry, before Student Teaching

Required After Teacher Education Program entry, during Student Teaching:

- EDUC 486 - Supervised Student Teaching in the Secondary School
- EDUC 493 - Teacher Education Seminar III

Required Supporting Course for Teacher Education:

- ENGL 335 - Reading in the Content Areas

Required Field Experience Hours:

- EDUC 175 - Field Experience I
- EDUC 275 - Field Experience II
- EDUC 375 - Field Experience III

Recommended Supporting Courses for Teacher Education:

- CDEV 365 - Child, Family and Community Relations
- EDUC 214 - Early Adolescent Development
- EDUC 333 - Multicultural Classroom
- SPED 321 - Emotional and Behavioral Supports

Required:

- BIOL 125 - Biology I
- BIOL 126 - Biology II
- CHEM 103 - General Chemistry I
- CHEM 104 - General Chemistry II
- ESS 105 - The Dynamic Earth
- ESS 340 - Natural Resources & Environmental Issues

- MATH 120 - Introduction to Statistics
or MATH 241 - Statistics
- PHYS 121 - College Physics I
or PHYS 201 - General Physics I

or ESS 151 - Stellar and Galactic
Astronomy

Plus one of the following
concentrations:

A. Biology Concentration

- BIOL 246 - Human Anatomy and Physiology I
- BIOL 247 - Human Anatomy and Physiology II
- BIOL 319 - Genetics
- ENVI 215 - Environmental Science and Society
or BIOL 215 - Environmental Science and Society
- MATH 131 - Algebra and Trigonometry
or MATH 147 - Calculus I

Choose 1 course from:

- BIOL 352 - Advanced Botany
- BIOL 367 - Animal Behavior
- BIOL 368 - Vertebrate Natural History and Anatomy
- BIOL 370 - Ecology

Choose 1 course from:

- ESS 150 - Planetary Astronomy
- ESS 151 - Stellar and Galactic Astronomy
- PHYS 122 - College Physics II
- PHYS 202 - General Physics II

B. Chemistry Concentration

- CHEM 311 - Organic Chemistry I
- CHEM 312 - Organic Chemistry II
- CHEM 335 - Biochemistry
- CHEM 495 - Seminar in Chemistry
- MATH 147 - Calculus I
- PHYS 122 - College Physics II
or PHYS 202 - General Physics II
- ESS 150 - Planetary Astronomy

Choose 1 course from:

- CHEM 301 - Quantitative Analysis
- CHEM 320 - Inorganic Chemistry
- CHEM 482 - Physical Chemistry Survey

C. Earth/Space Concentration

- ESS 109 - Earth's Oceans & Atmosphere
- ESS 150 - Planetary Astronomy
- ESS 151 - Stellar and Galactic Astronomy
- ESS 200 - Earth's Natural History
- ESS 222 - Earth's Landscapes and Natural Hazards
- ESS 366 - Geologic Structures and Tectonics
- ESS 385 - Earth & Environmental Chemistry
- MATH 131 - Algebra and Trigonometry
or MATH 147 - Calculus I
- PHYS 122 - College Physics II
or PHYS 202 - General Physics II

Recommended Supporting Courses:

- MATH 147 - Calculus I
- MATH 148 - Calculus II

Note:

All professional education, general education courses for teachers, major, endorsement, and supporting courses require a grade of "C-" or better for teacher licensure and graduation. A GPA of 2.75 is required in all Major courses.

Zoology Major, B.S.

46 hours

Required:

- BIOL 125 - Biology I
- BIOL 126 - Biology II

- BIOL 296 - Seminar in Biology
- BIOL 319 - Genetics
- BIOL 360 - Invertebrate Zoology
- BIOL 370 - Ecology
- BIOL 396 - Seminar in Biology
- BIOL 490 - Research in Biology
AND BIOL 494 - Internship in Zoology **OR**
an approved off campus field course
- BIOL 497 - Senior Capstone

8 hours of Vertebrate Biology,
selected from:

- BIOL 368 - Vertebrate Natural History and Anatomy
- BIOL 448 - Comparative Vertebrate Anatomy
- BIOL 455 - Physiology

4 hours of Organismal Biology,
selected from:

- BIOL 305 - Ornithology
- BIOL 352 - Advanced Botany
- BIOL 356 - Microbiology

8 hours selected from:

- BIOL 305 - Ornithology
- BIOL 331 - Conservation Biology
- BIOL 332 - Exploring Neurobiology
- BIOL 335 - Biochemistry
- BIOL 352 - Advanced Botany
- BIOL 354 - Developmental Biology
- BIOL 356 - Microbiology
- BIOL 367 - Animal Behavior
- BIOL 484 - Molecular and Cell Biology
- BIOL 490 - Research in Biology (2-4 hours)

Required Supporting Courses:

- CHEM 103 - General Chemistry I
- CHEM 104 - General Chemistry II
- CHEM 311 - Organic Chemistry I
- MATH 147 - Calculus I
or MATH 241 - Statistics
- Physics (1 semester)

Recommended Supporting
Courses:

- BIOL 487 - Field Experience (In addition to the required 4 hours)
- CHEM 301 - Quantitative Analysis
- CHEM 312 - Organic Chemistry II
- MATH 137 - Applied Calculus
or MATH 147 - Calculus I
- MATH 148 - Calculus II
- MATH 241 - Statistics
Physics II

Biology Minor

20 hours

Required:

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

Additional Courses:

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

**Environmental Science
Minor**

18 hours minimum

Required:

- BIOL 126 - Biology II
- ENVI 215 - Environmental Science and Society
or BIOL 215 - Environmental Science and Society

- ENVI 480 - Topics in Environmental Science
- Environmental Law
or ENVI 482 - Topics in Environmental
Science - Environmental Ethics

Choose 1 course from Ecological Science:

- BIOL 331 - Conservation Biology
- BIOL 370 - Ecology
- BIOL 379 - Tropical Field Study
BIOL 499 - Arctic Field Studies
or approved ecological course at a partner
field program (i.e. Au Sable)

Choose 2 from the Physical Sciences

- ESS 105 - The Dynamic Earth
- ESS 109 - Earth's Oceans & Atmosphere
- ESS 340 - Natural Resources &
Environmental Issues
- ESS 332 - Water Resource Issues
or approved aquatic/resource management
course at a partner field program (i.e. Au
Sable)

Zoology Minor

19-20 hours

Required:

- BIOL 125 - Biology I
- BIOL 126 - Biology II
- BIOL 360 - Invertebrate Zoology
- BIOL 368 - Vertebrate Natural History and
Anatomy
- or BIOL 448 - Comparative Vertebrate
Anatomy

Plus:

- One additional approved course in Zoology.

Department of Chemistry and Geosciences

Faculty

BRUCE HEYEN (2016)

*Professor of Chemistry; Chair, Department of
Chemistry and Geosciences*
B.S., 1986, Abilene Christian University
M.S., 1988, Northwestern University
Ph.D., 1991, Northwestern University

CHARLES CARRIGAN (2004)

Professor of Geology and Chemistry
B.S., 1996, Olivet Nazarene University
M.S., 2000, Vanderbilt University
Ph.D., 2005, University of Michigan

WILLA HARPER (2005)

Professor of Chemistry
B.S., 1991, Olivet Nazarene University
Ph.D., 2002, Northern Illinois University

STEPHEN CASE (2008)

Associate Professor of Astronomy
B.S., 2005, Olivet Nazarene University
M.A., 2007, University of Mississippi
Ph.D., 2014, University of Notre Dame

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

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

Chemistry graduates find success in chemical industry, medical fields, as well as education. Many graduates have gone on to earn a Ph.D. or a health professional degree. Chemistry majors have access to many instrumental techniques such as infrared, ultraviolet-visible, NMR, GC-MS, chromatography, microwave plasma atomic emission, fluorescence, and electrochemistry. Geology graduates enter a variety of fields, including consulting, environmental, water resources, engineering, government agencies, petroleum and mineral industries, service industries,

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

The Department of Chemistry and Geosciences serves several groups of students:

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

Chemistry Major, B.A.

36 hours

Required Core Courses:

- CHEM 103 - General Chemistry I
- CHEM 104 - General Chemistry II
- CHEM 301 - Quantitative Analysis
- CHEM 311 - Organic Chemistry I
- CHEM 312 - Organic Chemistry II
- CHEM 320 - Inorganic Chemistry

- CHEM 482 - Physical Chemistry Survey
- or CHEM 493 - Advanced Physical Chemistry
- CHEM 495 - Seminar in Chemistry (each year)
- Plus completion of six additional hours of upper-division Chemistry including no more than two hours of CHEM 390.

To be supported by the following:

- MATH 147 - Calculus I
- MATH 148 - Calculus II
- MATH 241 - Statistics
- or MATH 261 - Calculus III
- or MATH 351 - Linear Algebra
- Physics (two semesters)

Highly Recommended:

- CHEM 335 - Biochemistry

Chemistry Major, B.S.

47-55 hours

Required Core Courses:

- BIOL 125 - Biology I
- CHEM 103 - General Chemistry I
- CHEM 104 - General Chemistry II
- CHEM 301 - Quantitative Analysis
- CHEM 311 - Organic Chemistry I
- CHEM 312 - Organic Chemistry II
- CHEM 482 - Physical Chemistry Survey
- CHEM 495 - Seminar in Chemistry (each year)
- CHEM 498 - Research in Chemistry

Plus completion of one of the following concentrations:

A. General Concentration

- CHEM 320 - Inorganic Chemistry
- CHEM 335 - Biochemistry
- CHEM 410 - Instrumental Methods of Analysis
- CHEM 493 - Advanced Physical Chemistry

To be supported by the following:

- MATH 147 - Calculus I
- MATH 148 - Calculus II
- MATH 261 - Calculus III

- MATH 241 - Statistics
- or MATH 351 - Linear Algebra
- or MATH 357 - Differential Equations

- PHYS 201 - General Physics I
- PHYS 202 - General Physics II

B. Biochemistry Concentration

- BIOL 319 - Genetics
- BIOL 484 - Molecular and Cell Biology
- CHEM 335 - Biochemistry
- CHEM 436 - Advanced Biochemistry

And one of the following courses:

- BIOL 356 - Microbiology
- CHEM 410 - Instrumental Methods of Analysis
- CHEM 493 - Advanced Physical Chemistry

To be supported by the following:

- MATH 147 - Calculus I
- MATH 241 - Statistics
- One year of physics

Recommended Supporting Course:

- MATH 148 - Calculus II

C. Forensics Concentration

- BIOL 380 - Toxicology
- CHEM 335 - Biochemistry
- CHEM 340 - Drug Chemistry
- CHEM 410 - Instrumental Methods of Analysis

To be supported by the following:

- CJUS 243 - Introduction to Criminal Justice
- CJUS 343 - Criminal Law
- CJUS 360 - Criminal Procedure
- CJUS 410 - Crime Scene Investigation
- MATH 147 - Calculus I
- MATH 241 - Statistics
- PHYS 201 - General Physics I
- PHYS 202 - General Physics II

Recommended Supporting Course:

- MATH 148 - Calculus II

D. Earth & Environmental Chemistry Concentration

- CHEM 320 - Inorganic Chemistry
- CHEM 410 - Instrumental Methods of Analysis
- ESS 105 - The Dynamic Earth
- ESS 302 - Mineral Science
- ESS 385 - Earth & Environmental Chemistry

Choose 2 of the following:

- ESS 109 - Earth's Oceans & Atmosphere
- ESS 332 - Water Resource Issues
- Au Sable Institute: CHEM 332 (Environ. Chem)

Required Supporting Courses:

- MATH 147 - Calculus I
- MATH 241 - Statistics
- One year of Physics

Recommended Supporting Courses:

- BIOL 380 - Toxicology
- ENVI 395 - Seminar in Environmental Science (Env. Law)

Earth and Space Sciences Major, B.A.

30 hours

Required:

- ESS 105 - The Dynamic Earth
- ESS 150 - Planetary Astronomy
- ESS 200 - Earth's Natural History
- ESS 390 - Seminar in Earth & Space Science (each year in program)

Select Additional Credits From:

- ESS 106 - Geology & Geography of North American Regions
- ESS 109 - Earth's Oceans & Atmosphere
- ESS 151 - Stellar and Galactic Astronomy
- ESS 222 - Earth's Landscapes and Natural Hazards
- ESS 302 - Mineral Science
- ESS 332 - Water Resource Issues
- ESS 340 - Natural Resources & Environmental Issues
- ESS 357 - The Rock Cycle and Ore Deposits
- ESS 360 - Geographic Information Systems and Global Positioning Systems
- ESS 366 - Geologic Structures and Tectonics
- ESS 370 - Science in Society
- ESS 380 - Science in Dialogue with Theology
- ESS 385 - Earth & Environmental Chemistry

Recommended Supporting Courses:

- CHEM 103 - General Chemistry I
- ECON 110 - Principles of Economics
- MATH 120 - Introduction to Statistics
- MATH 131 - Algebra and Trigonometry

- SSCI 302 - World Regional Geography

Career Interests:

Recommended courses for specific careers are listed below.

Creation Care

- BIOL 125 - Biology I
- BIOL 126 - Biology II
- ECON 311 - Intermediate Microeconomics
- ECON 312 - Intermediate Macroeconomics
- ENVI 395 - Seminar in Environmental Science
- PSCI 101 - Introduction to Political Science
- PSCI 220 - Introduction to Law
- PSCI 344 - American Public Policy
- THEO 330 - Introduction to Christian Ethics

Planetarium & Museum Studies

- ACCT 110 - Financial Accounting
- ART 160 - Introduction to Media Arts
- ART 362 - Video Design
- ART 364 - 3D Graphics and Animation
- BSNS 160 - Principles of Management
- BSNS 171 - Business Computer Applications and Communication
- BSNS 253 - Principles of Marketing
- BSNS 385 - Fundraising and Grant Writing
- COMM 102 - Performance Studies
- COMM 175 - Nonlinear Editing
- COMM 305 - Professional Communication
- COMM 340 - Multimedia Storytelling
- COMP 227 - System Administration
- ENGL 306 - Advanced Writing
- ENGL 311 - Business Communications and Technical Writing
- ENGL 329 - Writing Fiction and Poetry

Science Outreach and Communication

- ART 123 - Design Studio I

- ART 200 - Introduction to Graphics
- ART 410 - Web Design
- ART 412 - Motion Graphics and Animation
- COMM 175 - Nonlinear Editing
- COMM 305 - Professional Communication
- COMM 340 - Multimedia Storytelling
- EDUC 140 - Foundations of Multicultural Education
- EDUC 200 - Human Development & Education
- ENGL 306 - Advanced Writing
- ENGL 311 - Business Communications and Technical Writing
- ENGL 329 - Writing Fiction and Poetry

Environmental Science Major, B.S.

55-61 hours

Required:

- BIOL 125 - Biology I
- BIOL 126 - Biology II
- BIOL 370 - Ecology
- BIOL 380 - Toxicology
- CHEM 103 - General Chemistry I
- CHEM 104 - General Chemistry II
- ENVI 215 - Environmental Science and Society
- ENVI 450 - Internship in Environmental Science
- ENVI 480 - Topics in Environmental Science - Environmental Law
- ENVI 482 - Topics in Environmental Science - Environmental Ethics
- ESS 105 - The Dynamic Earth
- ESS 332 - Water Resource Issues
- ESS 360 - Geographic Information Systems and Global Positioning Systems
- ESS 385 - Earth & Environmental Chemistry

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

- BIOL 305 - Ornithology
- BIOL 331 - Conservation Biology
- BIOL 352 - Advanced Botany
- BIOL 356 - Microbiology
- BIOL 367 - Animal Behavior
- BIOL 368 - Vertebrate Natural History and Anatomy
- BIOL 379 - Tropical Field Study
- BIOL 487 - Field Experience
- CHEM 301 - Quantitative Analysis
- CHEM 311 - Organic Chemistry I
- CHEM 312 - Organic Chemistry II
- CHEM 410 - Instrumental Methods of Analysis
- ESS 200 - Earth's Natural History
- ESS 222 - Earth's Landscapes and Natural Hazards
- ESS 302 - Mineral Science
- ESS 340 - Natural Resources & Environmental Issues
- ESS 366 - Geologic Structures and Tectonics
- ESS 394 - Physics of the Earth

Required Supporting Courses:

- MATH 147 - Calculus I
- MATH 241 - Statistics
- Physics (2 semesters)

Recommended Supporting Courses:

- ECON 110 - Principles of Economics
- MATH 148 - Calculus II
- PSCI 223 - American Government

Geography Major, B.A.

46 hours

Required:

- ECON 308 - Comparative Economic Systems
- ESS 105 - The Dynamic Earth

- ESS 109 - Earth's Oceans & Atmosphere
- ESS 222 - Earth's Landscapes and Natural Hazards
- ESS 340 - Natural Resources & Environmental Issues
- ESS 360 - Geographic Information Systems and Global Positioning Systems
- SOCY 320 - Urban/Rural Sociology
- SOCY 366 - Global Issues
- SOCY 368 - Cultural Anthropology
- SSCI 302 - World Regional Geography

Plus three hours from:

- GEOG 480 - Research in Geography
- GEOG 490 - Internship in Geography

And select six hours from:

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

And select six hours from:

- ECON 345 - Economics of the Public Sector
- ENVI 395 - Seminar in Environmental Science
- ESS 399 - Topics in Earth & Space Science
- HIST 232 - American Civilization II

Required Supporting Courses:

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

**Geological Sciences Major,
B.S.**

37.5-53 hours

Required:

- ESS 105 - The Dynamic Earth
- ESS 200 - Earth's Natural History
- ESS 302 - Mineral Science
- ESS 357 - The Rock Cycle and Ore Deposits
- ESS 366 - Geologic Structures and Tectonics
- ESS 390 - Seminar in Earth & Space Science
(4x - taken every Spring in the ESS program)

Plus completion of one concentration

A. General Concentration

- ESS 109 - Earth's Oceans & Atmosphere
- ESS 222 - Earth's Landscapes and Natural Hazards
- ESS 332 - Water Resource Issues
- ESS 340 - Natural Resources & Environmental Issues
- ESS 360 - Geographic Information Systems and Global Positioning Systems
- ESS 385 - Earth & Environmental Chemistry
or ESS 394 - Physics of the Earth

B. Geochemistry Concentration

- CHEM 104 - General Chemistry II
- ESS 109 - Earth's Oceans & Atmosphere
- ESS 332 - Water Resource Issues
- ESS 385 - Earth & Environmental Chemistry

Complete 3 of the following:

- CHEM 301 - Quantitative Analysis
- CHEM 311 - Organic Chemistry I
- CHEM 312 - Organic Chemistry II
- CHEM 320 - Inorganic Chemistry
- CHEM 410 - Instrumental Methods of Analysis
- CHEM 482 - Physical Chemistry Survey

C. Geotechnical Concentration

- ESS 394 - Physics of the Earth
- PHYS 201 - General Physics I
- PHYS 202 - General Physics II

Complete 2 of the following:

- ESS 222 - Earth's Landscapes and Natural Hazards
- ESS 332 - Water Resource Issues
- ESS 340 - Natural Resources & Environmental Issues
- ESS 360 - Geographic Information Systems and Global Positioning Systems

Complete 4 of the following:

- ENGR 210 - Thermo-Fluids Engineering
- ENGR 212 - Engineering Mechanics
or ENGR 213 - Statics and
ENGR 216 - Mechanics of Materials
- ENGR 235 - Introduction to Environmental Engineering
- ENGR 354 - Introduction to Soil Mechanics
- ENGR 451 - Storm Water
Hydraulics/Hydrology

D. Life Science Concentration

- BIOL 126 - Biology II
- ESS 109 - Earth's Oceans & Atmosphere
- ESS 332 - Water Resource Issues
- ESS 360 - Geographic Information Systems and Global Positioning Systems

Complete 3 of the following:

- BIOL 331 - Conservation Biology
- BIOL 352 - Advanced Botany
- BIOL 360 - Invertebrate Zoology
- BIOL 368 - Vertebrate Natural History and Anatomy
- BIOL 370 - Ecology
- BIOL 448 - Comparative Vertebrate Anatomy

Required Supporting Courses All Concentrations:

- CHEM 103 - General Chemistry I
- MATH 120 - Introduction to Statistics
or MATH 241 - Statistics
- MATH 147 - Calculus I
- PHYS 121 - College Physics I
or PHYS 201 - General Physics I

Recommended Supporting Courses:

- CHEM 104 - General Chemistry II
- ECON 110 - Principles of Economics
- MATH 148 - Calculus II
- PHYS 122 - College Physics II
or PHYS 202 - General Physics II

Physical Sciences Major, B.S.

64 hours

Required:

- CHEM 103 - General Chemistry I
- CHEM 104 - General Chemistry II
- ESS 105 - The Dynamic Earth
- ESS 150 - Planetary Astronomy
or ESS 151 - Stellar and Galactic Astronomy
- MATH 147 - Calculus I
- MATH 241 - Statistics
- PHYS 121 - College Physics I
or PHYS 201 - General Physics I
- PHYS 122 - College Physics II
or PHYS 202 - General Physics II

Plus:

An additional 32 hours in natural sciences, math, or computer science, to be determined by committee. A minimum of 20 hours in Chemistry or Earth and Space Science is required.

Strongly Recommended:

- MATH 148 - Calculus II

- A computer programming course, such as COMP 120, COMP 150, or ENGR 107

Science Education Major, B.S.

59-66 hours

Note: This program may require more than eight (8) semesters to complete.

Required Before Teacher Education Program entry:

- EDUC 140 - Foundations of Multicultural Education
- EDUC 195 - Teacher Education Seminar I: Teachers and Technologies in the 21st Century
- EDUC 200 - Human Development & Education
- EDUC 280 - General Methods & Assessment

Required After Teacher Education Program entry, before Student Teaching

- EDUC 376 - Inclusion of Exceptional Students
- EDUC 383 - Science Methods for Middle and Secondary School
- EDUC 392 - Teacher Education Seminar II: Classroom Management

Required After Teacher Education Program entry, during Student Teaching:

- EDUC 486 - Supervised Student Teaching in the Secondary School
- EDUC 493 - Teacher Education Seminar III

Required Supporting Course for Teacher Education:

- ENGL 335 - Reading in the Content Areas

Required Field Experience Hours:

- EDUC 175 - Field Experience I
- EDUC 275 - Field Experience II
- EDUC 375 - Field Experience III

Recommended Supporting Courses for Teacher Education:

- CDEV 365 - Child, Family and Community Relations
- EDUC 214 - Early Adolescent Development
- EDUC 333 - Multicultural Classroom
- SPED 321 - Emotional and Behavioral Supports

Required:

- BIOL 125 - Biology I
- BIOL 126 - Biology II
- CHEM 103 - General Chemistry I
- CHEM 104 - General Chemistry II
- ESS 105 - The Dynamic Earth
- ESS 340 - Natural Resources & Environmental Issues
- MATH 120 - Introduction to Statistics
or MATH 241 - Statistics
- PHYS 121 - College Physics I
or PHYS 201 - General Physics I

Plus one of the following concentrations:

A. Biology Concentration

- BIOL 246 - Human Anatomy and Physiology I
- BIOL 247 - Human Anatomy and Physiology II
- BIOL 319 - Genetics

- ENVI 215 - Environmental Science and Society
or BIOL 215 - Environmental Science and Society
- MATH 131 - Algebra and Trigonometry
or MATH 147 - Calculus I

Choose 1 course from:

- BIOL 352 - Advanced Botany
- BIOL 367 - Animal Behavior
- BIOL 368 - Vertebrate Natural History and Anatomy
- BIOL 370 - Ecology

Choose 1 course from:

- ESS 150 - Planetary Astronomy
- ESS 151 - Stellar and Galactic Astronomy
- PHYS 122 - College Physics II
- PHYS 202 - General Physics II

B. Chemistry Concentration

- CHEM 311 - Organic Chemistry I
- CHEM 312 - Organic Chemistry II
- CHEM 335 - Biochemistry
- CHEM 495 - Seminar in Chemistry
- MATH 147 - Calculus I
- ESS 150 - Planetary Astronomy
or ESS 151 - Stellar and Galactic Astronomy
- PHYS 122 - College Physics II
or PHYS 202 - General Physics II

Choose 1 course from:

- CHEM 301 - Quantitative Analysis
- CHEM 320 - Inorganic Chemistry
- CHEM 482 - Physical Chemistry Survey

C. Earth/Space Concentration

- ESS 109 - Earth's Oceans & Atmosphere
- ESS 150 - Planetary Astronomy
- ESS 151 - Stellar and Galactic Astronomy
- ESS 200 - Earth's Natural History

- ESS 222 - Earth's Landscapes and Natural Hazards
- ESS 366 - Geologic Structures and Tectonics
- ESS 385 - Earth & Environmental Chemistry
- MATH 131 - Algebra and Trigonometry
or MATH 147 - Calculus I
- PHYS 122 - College Physics II
or PHYS 202 - General Physics II

Recommended Supporting Courses:

- MATH 147 - Calculus I
- MATH 148 - Calculus II

Note:

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

Chemistry Minor

16 hours

Required:

- CHEM 103 - General Chemistry I
- CHEM 104 - General Chemistry II
- Plus completion of eight additional hours of upper-division Chemistry including no more than two hours of CHEM 390.

Geography Minor

22 hours

Required:

- ECON 308 - Comparative Economic Systems
- ESS 105 - The Dynamic Earth
- ESS 340 - Natural Resources & Environmental Issues
- ESS 360 - Geographic Information Systems and Global Positioning Systems

- SOCY 368 - Cultural Anthropology
- SSCI 302 - World Regional Geography

Plus three hours of electives from:

- ECON 345 - Economics of the Public Sector
- ESS 109 - Earth's Oceans & Atmosphere
- ESS 222 - Earth's Landscapes and Natural Hazards
- ESS 399 - Topics in Earth & Space Science
- ENVI 395 - Seminar in Environmental Science
- HIST 232 - American Civilization II
- HIST 360 - History of Russia
- HIST 379 - The Developing World
- SOCY 320 - Urban/Rural Sociology
- SOCY 366 - Global Issues

Geological Sciences Minor

16 hours

Required:

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

Department of Engineering

Faculty

JOSEPH B. SCHROEDER (2001)

Professor of Engineering; Chair, Department of Engineering

B.S.M.E., 1991, University of Illinois
M.S.M.E., 1994, Michigan State University
Ph.D., 2006, Michigan State University

SEOK LEW (2016)

Associate Professor of Engineering
B.S., 1990, Yonsei University, Seoul, Republic of Korea
M.S.E., 1992, University of Michigan
M.A., 1997, Wheaton College
Ph.D., 2008, University of Utah

STEPHEN ARAM AGAJANIAN (2018)

Associate Professor of Engineering
B.S., 1974, University of Rochester
M.S., 1983, Syracuse University
Ph.D., 2005, Colorado State University

QUENTIN S. RAGAN, SE. PE (2019)

Associate Professor of Engineering
B.S.Cv.E., 1993, University of Tennessee
M.S.S.E., 1999, University of Tennessee
Ph.D., (ABD), University of Arkansas

JOSE MANJARRES (2020)

Assistant Professor of Engineering
B.S., Universidad del Norte, Columbia
Ph.D., 2020, Universidad del Norte, Columbia

KEITH SCHIMMEL, PE (2021)

Professor of Engineering
B.S.ChE., 1984, Purdue University
M.S.E., 1986, Northwestern University
Ph.D., 1990, Northwestern University

The Department of Engineering at Olivet Nazarene University exists to provide high quality engineering instruction in a Christian environment that prepares our graduates for a variety of professional careers and advanced studies in engineering. The Bachelor of Science in Engineering (B.S.E.) degree is awarded to graduates of the Engineering program. The baccalaureate program in Engineering is accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>.

Students must complete all required engineering and supporting math and science courses with a grade of "C" or better. As part of the requirements for ENGR 402, seniors in Engineering are required to register and take the NCEES *Fundamentals of Engineering* exam prior to graduation.

All 300 and 400 level engineering courses transferred into Olivet must have been completed through an engineering program accredited by the Engineering Accreditation Commission (EAC) of ABET. Courses, even with the same title or description, from a non-EAC ABET accredited program will not be approved as meeting Olivet's engineering curriculum requirements.

The engineering program offers two options for completion: 1) a traditional four-year B.S.E. degree; 2) a five-year Co-Op option. The Co-Op option is

typically a paid engineering work experience with an industry partner while earning a degree. Students in the Co-Op program must complete at least 3 work semesters (1 fall, 1 summer, 1 spring), typically taking 5 calendar years to complete the B.S.E. The Department of Engineering assists with Co-Op placement. Students in the traditional four-year track are encouraged to complete industry internship experiences in summers and during the academic year.

Engineering Student Outcomes

Graduates from the Olivet Nazarene University Engineering Program (with an engineering major) must demonstrate:

1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
3. An ability to communicate effectively with a range of audiences
4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.
8. A solid Christian character expressed in service to church, campus, and community.

Program Educational Objectives

Within three to five years after graduation, Olivet expects our engineering alumni to:

1. Exemplify Christian service and leadership in their families, churches, businesses, and communities.
2. Employ engineering science principles and design methods in a variety of engineering and professional assignments.
3. Express professional communication skills with peers, clients, management, and the public.
4. Expand their knowledge and capabilities through continuous learning and professional development.
5. Encourage the advancement of the Olivet Engineering program.

Engineering Major, B.S.E.

57-64 hours

Note: This program may require more than eight (8) semesters to complete.

Required:

- ENGR 101 - Engineering Design I
- ENGR 401 - Senior Design Project I and Tech Communication
- ENGR 402 - Senior Design Project II
- ENGR 403 - Engineering Economics

And one of the following concentrations:

A. Architectural Concentration

- ENGR 102 - Engineering Design II
- ENGR 107 - Computational Engineering **or** COMP 150 - Programming: Control Structures
- ENGR 210 - Thermo-Fluids Engineering
- ENGR 213 - Statics
- ENGR 215 - Dynamics
- ENGR 220 - Electrical Circuits & Systems
- ENGR 255 - Introduction to Architectural Engineering
- ENGR 216 - Mechanics of Materials
- ENGR 351 - Structural Analysis
- ENGR 352 - Structural Steel Design

- ENGR 353 - Reinforced Concrete Design
- ENGR 355 - Building Information Modeling
- ENGR 455 - Construction Management
- ENGR 456 - Electrical Building Systems
- ENGR 457 - Mechanical Building Systems
- ESS 360 - Geographic Information Systems and Global Positioning Systems

B. Chemical Concentration

- CHEM 311 - Organic Chemistry I
- CHEM 312 - Organic Chemistry II
- ENGR 102 - Engineering Design II
- ENGR 107 - Computational Engineering
or COMP 150 - Programming: Control Structures
- ENGR 212 - Engineering Mechanics
OR
- ENGR 213 - Statics
and either
 - ENGR 215 - Dynamics or
 - ENGR 216 - Mechanics of Materials
- ENGR 220 - Electrical Circuits & Systems
- ENGR 323 - Automatic Controls
- ENGR 361 - Material and Energy Balances
- ENGR 362 - Chemical Engineering Thermodynamics
- ENGR 363 - Transport Phenomena
- ENGR 461 - Mass Transfer & Staging Operations
- ENGR 462 - Kinetics & Reactor Design

C. Civil Concentration

- ENGR 102 - Engineering Design II
- ENGR 107 - Computational Engineering
or COMP 150 - Programming: Control Structures
- ENGR 210 - Thermo-Fluids Engineering
- ENGR 213 - Statics
- ENGR 215 - Dynamics
- ENGR 220 - Electrical Circuits & Systems
- ENGR 235 - Introduction to Environmental Engineering
- ENGR 251 - Transportation Planning & Analysis
- ENGR 216 - Mechanics of Materials
- ENGR 351 - Structural Analysis

- ENGR 352 - Structural Steel Design
- ENGR 353 - Reinforced Concrete Design
- ENGR 354 - Introduction to Soil Mechanics
- ENGR 356 - Collection & Pumping of Water & Wastewater
- ENGR 451 - Storm Water Hydraulics/Hydrology
- ENGR 452 - Site Design
- ENGR 455 - Construction Management

D. Computer Concentration

- COMP 150 - Programming: Control Structures
- COMP 237 - Network Technologies
- COMP 250 - Programming: Data Structures
- COMP 311 - Discrete Mathematics
- COMP 338 - Wireless Technologies and RF
- ENGR 102 - Engineering Design II
- ENGR 210 - Thermo-Fluids Engineering
- ENGR 212 - Engineering Mechanics
OR
- ENGR 213 - Statics
and either
 - ENGR 215 - Dynamics or
 - ENGR 216 - Mechanics of Materials
- ENGR 221 - Digital Systems
- ENGR 222 - Electric Circuit Analysis
- ENGR 321 - Digital Electronics
or ENGR 322 - Analog Electronics
- ENGR 341 - Embedded Systems
- ENGR 421 - Circuits and Signal Processing
or ENGR 422 - Communication Systems
- ENGR 441 - Computer Architecture

Plus:

1 additional upper division (300/400 level) ENGR course to be approved by the Department of Engineering

E. Electrical Concentration

- COMP 237 - Network Technologies
- COMP 338 - Wireless Technologies and RF
- ENGR 102 - Engineering Design II
- ENGR 107 - Computational Engineering

- or COMP 150 - Programming: Control Structures
- ENGR 210 - Thermo-Fluids Engineering
- ENGR 212 - Engineering Mechanics
- OR**
- ENGR 213 - Statics and either
 - ENGR 215 - Dynamics or
 - ENGR 216 - Mechanics of Materials
- ENGR 221 - Digital Systems
- ENGR 222 - Electric Circuit Analysis
- ENGR 322 - Analog Electronics
- ENGR 323 - Automatic Controls
- ENGR 341 - Embedded Systems
- ENGR 421 - Circuits and Signal Processing or ENGR 422 - Communication Systems

Plus:

1 additional upper division (300/400 level) ENGR course to be approved by the Department of Engineering

F. Mechanical Concentration

- ENGR 102 - Engineering Design II
- ENGR 107 - Computational Engineering or COMP 150 - Programming: Control Structures
- ENGR 213 - Statics
- ENGR 215 - Dynamics
- ENGR 220 - Electrical Circuits & Systems
- ENGR 311 - Material Science
- ENGR 312 - Thermodynamics
- ENGR 314 - Computer Aided Engineering
- ENGR 315 - Fluid Mechanics
- ENGR 216 - Mechanics of Materials
- ENGR 323 - Automatic Controls
- ENGR 412 - Machine Design and Dynamics

Plus:

Two additional upper division (300/400 level) ENGR courses to be approved by the Department of Engineering

Required Supporting Courses:

- CHEM 103 - General Chemistry I
- CHEM 104 - General Chemistry II (*Chemical only*)
- MATH 147 - Calculus I
- MATH 148 - Calculus II
- MATH 261 - Calculus III
- MATH 357 - Differential Equations
- PHYS 201 - General Physics I
- PHYS 202 - General Physics II

Additional Math Requirement:

- MATH 241 - Statistics or MATH 351 - Linear Algebra (*Mechanical, Electrical, Computer, Civil, and Architectural concentrations*)

Note:

All required Engineering and supporting Math and Science courses must be completed with a grade of C or better.

Department of Mathematics and Computer Science

Faculty

DALE HATHAWAY (1989)

Professor of Mathematics; Associate Dean, Martin D. Walker School of Science, Technology, Engineering, and Mathematics
 B.S., 1983, Eastern Nazarene College
 M.A., 1986, Boston University
 Ph.D., 1989, Boston University

DANIEL L. GREEN (1993)

Professor of Mathematics
 B.A., 1986, Kalamazoo College
 M.A., 1989, Western Michigan University
 Ph.D., 1997, Bowling Green State University

JUSTIN A. BROWN (2009)

Professor of Mathematics; Chair, Department of Mathematics and Computer Science
 B.A., 2003, Point Loma Nazarene University

M.S., 2005, Northeastern University
Ph.D., 2009, Northeastern University

NICHOLAS BOROS (2012)

Professor of Mathematics

B.A., 2003, University of Michigan-Flint
Ph.D., 2012, Michigan State University

JEREMY LYLE (2015)

Associate Professor of Mathematics

B.A., 2002, MidAmerica Nazarene University
M.S., 2004, Clemson University
Ph.D., 2008, Clemson University

DARL RASSI (2015)

Associate Professor of Mathematics

B.S., 2004, University of Illinois
M.S., 2008, Illinois State University
Ph.D., 2020, Illinois State University

JEFFREY RICE, CISSP, CEH, CPT/CEPT, ACE (2018)

Associate Professor of Computer Science

B.S., 1999, Olivet Nazarene University
M.B.A., 2003, Olivet Nazarene University
Ph.D., 2021, Colorado Technical University

DANIEL KENDER (2021)

Assistant Professor of Computer Science

B.S., 2008, Purdue University, Calumet
M.S., 2013, Purdue University, Calumet

The mission of the mathematics courses at Olivet Nazarene University is to develop in its students the characteristics of logical and analytical thinking, an appreciation of the beauty of mathematical structures, and problem solving skills needed for career and personal development. This mission includes instruction in mathematics for the liberal arts, instruction in mathematics in support of other disciplines, and in advanced mathematics for departmental majors.

The department offers mathematics majors leading to either bachelor of arts or bachelor of science degrees, along with bachelor of science degrees in either mathematics teaching, actuarial science, or data science. Minors in mathematics, both teaching and non-teaching are also offered, as are minors in statistics or data science.

The skills developed through a degree in mathematics will open the career door to almost any profession. Jobs related to mathematics are near the top of most

ratings of professions. Actuarial Science in particular is often the top rated profession and comes with a zero unemployment rate. Actuaries work in the insurance and financial planning fields.

Data Science is a new program, created because of the demand in this technological society we live in to effectively analyze the huge amounts of data that are readily available. It is a natural combination of computing ability along with statistical knowledge. It has been recently called the "Hottest job in America" and is applicable to almost any academic area.

One area within the department that has been particularly strong, is the B.S. in Mathematics Teaching. These graduates go on to become mathematics teachers in junior or senior high schools. Our graduates have an exceptionally high rate of obtaining jobs upon completion of their degree.

For students who wish to further their studies, graduate teaching fellowships in mathematics are readily available at major universities; cost is therefore typically not a factor for students who go to graduate school in mathematics.

The computer science courses at Olivet Nazarene University exist to prepare students for a life of learning and for professional careers in computer science and technology-related fields. The department believes the Lord has given us "Minds for Computing and Hearts for Serving". Through project-based learning, critical thinking and problem-solving skills are developed. Many courses offer the opportunity for earning professional certifications, giving students a strategic advantage in the marketplace.

Dedicated to the hands-on practical application of technology, the department places a high value on emerging technologies. With the rapid changes in technology, it is critical that the most current technologies are taught in the classroom.

One of the strengths of the department rests in a core set of specific courses that every student takes regardless of computer science major or concentration. This core provides learners with a strong foundation across a range of computer science and technology disciplines. The department offers a B.S. in Cybersecurity, a B.S. in Computer Science (with concentrations in software development, software entrepreneurship and network and data communications), and a B.A. in Computing Technology. Students are encouraged to pursue more

than one degree or concentration in the department. Courses are offered both on-ground and online to assist students with scheduling. Labs, including Computing Labs, Cyber Labs, Networking Lab, Robotics Lab, and the Technology Center are accessible to students to enhance hands-on learning. Students are encouraged to complete industry internship experiences in summers and during the academic year.

The B.S. degrees require more hours in the department for increased depth and technical focus. Students completing a B.S degree must complete all required core, major specific, concentration, and supporting courses with a grade of "C" or better. The B.A. degree requires fewer hours in the department. A 2.0 grade point average is required in all core, major and required supporting courses for the B.A..

The department helps support the B.S. degree in Management Information Systems in the School of Business. Minors in Computer Science and Cybersecurity Defense provide a range of options to support a variety of student goals. Education students should also investigate the education endorsements in programming and technology found in the School of Education.

Actuarial Science Major, B.S.

58 hours

Required:

- MATH 147 - Calculus I
- MATH 148 - Calculus II
- MATH 151 - Freshman Seminar in Mathematics
- MATH 241 - Statistics
- MATH 261 - Calculus III
- MATH 330 - Regression and Time Series
- MATH 340 - Financial Mathematics
- MATH 351 - Linear Algebra
- MATH 450 - Senior Seminar in Mathematics
- MATH 465 - Probability
- MATH 466 - Mathematical Statistics
- ACCT 110 - Financial Accounting

- BSNS 171 - Business Computer Applications and Communication
- BSNS 271 - Business Computations and Management Support
- BSNS 302 - Personal Finance and Stewardship
- BSNS 355 - Intermediate Finance
- ECON 110 - Principles of Economics
- ECON 311 - Intermediate Microeconomics
- ECON 312 - Intermediate Macroeconomics

Required Supporting Course:

- BSNS 160 - Principles of Management

Recommended courses:

- BSNS 473 - Investments
- COMP 107 - Computational Engineering or COMP 150 - Programming: Control Structures
- COMP 246 - Database Programming
- MATH 354 - Numerical Analysis

Computer Science Major, B.S.

50-60 hours

COMP Core Requirements:

- COMP 120 - Introduction to Programming
- COMP 150 - Programming: Control Structures
- COMP 227 - System Administration
- COMP 237 - Network Technologies
- COMP 246 - Database Programming
- COMP 247 - Database Design and Administration
- COMP 334 - Digital Law and Ethics
- COMP 337 - Digital Systems Security
- COMP 355 - Agile Methodologies

Plus Completion of One Concentration:

A: Networking and Data Communications Concentration

- COMP 125 - Cloud Foundations
- COMP 141 - End User Systems I: Computer Hardware
- COMP 142 - End User Systems II: Software
- COMP 230 - ServerOps
- COMP 238 - Packet Switching and Routing
- COMP 260 - Shell Programming
- COMP 332 - Linux System Administration
- COMP 333 - Windows Server Management
- COMP 338 - Wireless Technologies and RF
- COMP 345 - Cloud Architecture
- COMP 348 - Packet Analysis and Inspection
- COMP 360 - Cryptography and Blockchain
- COMP 420 - Risk Management and Business Continuity Planning

Recommended Supporting Courses:

- COMP 493 - Software Research and Development Project
- COMP 494 - Internship
- ENGL 311 - Business Communications and Technical Writing
- FACS 312 - Professional Image and Dress

B: Software Development Concentration

- COMP 125 - Cloud Foundations
- COMP 250 - Programming: Data Structures
- COMP 340 - Human Computer Interface
- COMP 350 - Programming: Object Oriented
- COMP 360 - Cryptography and Blockchain
- COMP 381 - Systems Programming
- COMP 445 - Big Data
- COMP 475 - Theory of Computation

Choose 2 courses from:

- COMP 322 - Mobile Application Development
- COMP 325 - Cloud Development
- COMP 330 - Web Development

- COMP 347 - Machine Learning and Artificial Intelligence

Required Supporting Courses:

- MATH 137 - Applied Calculus
or MATH 147 - Calculus I
- MATH 311 - Discrete Mathematics

Recommended Supporting Courses:

- COMP 493 - Software Research and Development Project
- COMP 494 - Internship
- ENGL 311 - Business Communications and Technical Writing
- FACS 312 - Professional Image and Dress
- MATH 241 - Statistics

C. Software Entrepreneurship Concentration

- COMP 125 - Cloud Foundations
- COMP 250 - Programming: Data Structures
- COMP 340 - Human Computer Interface
- COMP 350 - Programming: Object Oriented
- COMP 360 - Cryptography and Blockchain
- COMP 381 - Systems Programming
- COMP 493 - Software Research and Development Project

Choose 2 courses from:

- COMP 322 - Mobile Application Development
- COMP 325 - Cloud Development
- COMP 330 - Web Development
- COMP 347 - Machine Learning and Artificial Intelligence
- COMP 445 - Big Data
- COMP 475 - Theory of Computation

Required Supporting Courses:

- ACCT 110 - Financial Accounting
- BSNS 160 - Principles of Management
- BSNS 253 - Principles of Marketing

- MATH 117 - Finite Mathematics with Business Applications
or MATH 137 - Applied Calculus
or MATH 147 - Calculus I

Recommended supporting to earn Business minor:

- BSNS 171 - Business Computer Applications and Communication
- BSNS 302 - Personal Finance and Stewardship
or BSNS 355 - Intermediate Finance
- BSNS 450 - Entrepreneurship and Small Business Management
- ECON 110 - Principles of Economics

Recommended Supporting Courses:

- COMP 494 - Internship
- ENGL 311 - Business Communications and Technical Writing
- FACS 312 - Professional Image and Dress
- MATH 241 - Statistics

Note:

All required Computer Science courses and all required supporting courses must be completed with a grade of C or better.

Computing Technology Major, B.A.

39 hours

COMP Core Requirements:

- COMP 120 - Introduction to Programming
- COMP 150 - Programming: Control Structures
- COMP 227 - System Administration
- COMP 237 - Network Technologies
- COMP 246 - Database Programming
- COMP 247 - Database Design and Administration

- COMP 334 - Digital Law and Ethics
- COMP 337 - Digital Systems Security
- COMP 355 - Agile Methodologies

Plus:

- 12 Additional COMP hours

Plus 3 hours from the following:

- Additional COMP course (3 hours)
- ENGL 311 - Business Communications and Technical Writing
- MATH 137 - Applied Calculus
or MATH 147 - Calculus I
- MATH 120 - Introduction to Statistics
or MATH 241 - Statistics
- PHYS 121 - College Physics I

Recommended Supporting Course:

- FACS 312 - Professional Image and Dress

Cybersecurity Major, B.S.

59 hours

COMP Core Requirements:

- COMP 120 - Introduction to Programming
- COMP 150 - Programming: Control Structures
- COMP 227 - System Administration
- COMP 237 - Network Technologies
- COMP 246 - Database Programming
- COMP 247 - Database Design and Administration
- COMP 334 - Digital Law and Ethics
- COMP 337 - Digital Systems Security
- COMP 355 - Agile Methodologies

Major Required:

- COMP 130 - Introduction to Cybersecurity

- COMP 260 - Shell Programming
- COMP 332 - Linux System Administration
- COMP 333 - Windows Server Management
- COMP 335 - Incident Response
- COMP 348 - Packet Analysis and Inspection
- COMP 357 - Security Analyst I: Detection
- COMP 360 - Cryptography and Blockchain
- COMP 420 - Risk Management and Business Continuity Planning
- COMP 431 - Social Engineering
- COMP 432 - Ethical Hacking
- COMP 457 - Security Analyst II: Digital Forensics

Recommended Supporting Courses:

- COMP 493 - Software Research and Development Project
- COMP 494 - Internship
- ENGL 311 - Business Communications and Technical Writing
- FACS 312 - Professional Image and Dress

Note:

All required Computer Science courses and all required supporting courses must be completed with a grade of C or better.

Data Science Major, B.S.

46 hours

Required Courses:

- BSNS 171 - Business Computer Applications and Communication
- BSNS 271 - Business Computations and Management Support
- COMP 150 - Programming: Control Structures
- COMP 246 - Database Programming
- COMP 250 - Programming: Data Structures
- COMP 445 - Big Data
- MATH 147 - Calculus I
- MATH 148 - Calculus II

- MATH 241 - Statistics
- MATH 261 - Calculus III
- MATH 330 - Regression and Time Series
- MATH 351 - Linear Algebra
- MATH 450 - Senior Seminar in Mathematics
- MATH 465 - Probability
- MATH 466 - Mathematical Statistics

Plus:

A required minor or second major to represent an area of application

Recommended Supporting Courses:

- COMP 247 - Database Design and Administration
- MATH 311 - Discrete Mathematics
- MATH 435 - Biostatistics and Epidemiology

Mathematics Major, B.A.

36 hours

Required:

- MATH 147 - Calculus I
- MATH 148 - Calculus II
- MATH 151 - Freshman Seminar in Mathematics
- MATH 220 - Number Theory and Proof
- MATH 241 - Statistics
- MATH 261 - Calculus III
- MATH 351 - Linear Algebra
- MATH 410 - Introduction to Real Analysis or MATH 430 - Abstract Algebra
- MATH 450 - Senior Seminar in Mathematics
- Plus 9 hours of upper-division Mathematics, at least 3 hours of which must be 400-level coursework

Required Supporting Course:

- COMP 107 - Computational Engineering

or COMP 150 - Programming: Control Structures

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

Mathematics Major, B.S.

45 hours

Required:

- MATH 147 - Calculus I
- MATH 148 - Calculus II
- MATH 151 - Freshman Seminar in Mathematics
- MATH 220 - Number Theory and Proof
- MATH 241 - Statistics
- MATH 261 - Calculus III
- MATH 351 - Linear Algebra
- MATH 410 - Introduction to Real Analysis
- MATH 430 - Abstract Algebra
- MATH 450 - Senior Seminar in Mathematics
- **Plus** 15 hours of upper-division-mathematics, at least 3 hours of which must be 400-level coursework.

Required Supporting Course:

- COMP 107 - Computational Engineering or COMP 150 - Programming: Control Structures

Mathematics Teaching Major, B.S.

36 hours

Required Before Teacher Education Program entry:

- EDUC 140 - Foundations of Multicultural Education

- EDUC 195 - Teacher Education Seminar I: Teachers and Technologies in the 21st Century
- EDUC 200 - Human Development & Education
- EDUC 280 - General Methods & Assessment

Required After Teacher Education Program entry, before Student Teaching

- EDUC 376 - Inclusion of Exceptional Students
- EDUC 382 - Math Methods for Middle and Secondary School
- EDUC 392 - Teacher Education Seminar II: Classroom Management

Required After Teacher Education Program entry, during Student Teaching:

- EDUC 486 - Supervised Student Teaching in the Secondary School
- EDUC 493 - Teacher Education Seminar III

Required Supporting Course for Teacher Education:

- ENGL 335 - Reading in the Content Areas

Required:

- MATH 147 - Calculus I
- MATH 148 - Calculus II
- MATH 151 - Freshman Seminar in Mathematics
- MATH 220 - Number Theory and Proof
- MATH 241 - Statistics
- MATH 261 - Calculus III
- MATH 311 - Discrete Mathematics
- MATH 351 - Linear Algebra
- MATH 373 - Foundations of Mathematics
- MATH 430 - Abstract Algebra

- MATH 450 - Senior Seminar in Mathematics
- MATH 455 - Modern College Geometry

Required Field Experience Hours:

- EDUC 175 - Field Experience I
- EDUC 275 - Field Experience II
- EDUC 375 - Field Experience III

Required Supporting Course:

- COMP 107 - Computational Engineering or COMP 150 - Programming: Control Structures

Required for Middle School Math Endorsement:

- EDUC 214 - Early Adolescent Development

Recommended Supporting Courses:

- EDUC 333 - Multicultural Classroom
- SPED 321 - Emotional and Behavioral Supports

Note:

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

Computer Science Minor

24 hours

Required:

- COMP 120 - Introduction to Programming
- COMP 150 - Programming: Control Structures
- COMP 227 - System Administration
- COMP 237 - Network Technologies

- COMP 246 - Database Programming
- COMP 247 - Database Design and Administration
- COMP 334 - Digital Law and Ethics
- COMP 337 - Digital Systems Security
- COMP 355 - Agile Methodologies

Cybersecurity Defense Minor

22 hours

Required Courses:

- COMP 130 - Introduction to Cybersecurity
- COMP 227 - System Administration
- COMP 237 - Network Technologies
- COMP 246 - Database Programming
- COMP 334 - Digital Law and Ethics
- COMP 335 - Incident Response
- COMP 337 - Digital Systems Security
- COMP 431 - Social Engineering

Recommended for Criminal Justice majors:

- COMP 357 - Security Analyst I: Detection
- COMP 457 - Security Analyst II: Digital Forensics

Data Science Minor

21 hours

Required:

- BSNS 171 - Business Computer Applications and Communication
- BSNS 271 - Business Computations and Management Support
- COMP 150 - Programming: Control Structures
- COMP 246 - Database Programming
- COMP 445 - Big Data
- MATH 241 - Statistics

- MATH 330 - Regression and Time Series

Mathematics Minor

20 hours

Required:

- MATH 147 - Calculus I
- MATH 148 - Calculus II
- MATH 351 - Linear Algebra
- And nine additional hours above MATH 148

Statistics Minor

21 hours

Required:

- MATH 241 - Statistics
- PSYC 331 - Basic Research and Statistics

Required Supporting Course:

- MATH 147 - Calculus I

At least 3 courses (9 hours)
selected from the following list:

At least one course (3 hours) must be outside of the student's major.

- BSNS 440 - Marketing Research
- MATH 330 - Regression and Time Series
- MATH 435 - Biostatistics and Epidemiology
- MATH 465 - Probability
- PSYC 332 - Advanced Research and Statistics
- PSYC 433 - Quantitative Research Project

Note:

The combination of MATH 117 - Finite Mathematics with Business Applications and BSNS 241 - Business

Statistics can be used to replace MATH 241 - Statistics.

Department of Art and Digital Media

Faculty

JON SEALS (2018)

Associate Professor of Art; Chair, Department of Art
B.S., 2003, Olivet Nazarene University
M.F.A., 2012, Savannah College of Art and Design
M.A.R., 2015, Yale Divinity School

SCOTT DOMBROWSKI (2004)

Associate Professor of Art
B.F.A., 1998, Savannah College of Art and Design
M.F.A., 2003, Savannah College of Art and Design

MARY BETH KOSZUT (2012)

Associate Professor of Art
B.A., 2002, University of Denver
B.F.A., 2005, The School of the Art Institute of Chicago
M.F.A., 2011, Bradley University

The Department of Art and Digital Media at Olivet Nazarene University endeavors to provide a rigorous visual arts education that inspires and equips students to become lifelong practitioners of the visual arts. Rooted in a Christian worldview, we strive to prepare students for creative professional service, fostering collaborative thinking within our global society.

The Art curriculum is designed to provide both breadth (foundational study) and depth (specialization) within a Christian liberal arts program. The curriculum is structured to allow students flexibility in their search for concepts and art media most compatible with their career needs and interests.

Olivet's Art program includes a rich balance of studio work, techniques, job skills, and theory. The department provides academic guidance for students fulfilling general education requirements through advising and career preparation courses.

Career opportunities for the Olivet Department of Art and Digital Media graduates include illustrating for companies and publishers, graphic design promotional materials, graphic advertising, package

design, web animation, digital photography, and photojournalism with a B.F.A. degree (Bachelor of Fine Arts). Areas of employment include, but are not limited to, art education, advertising companies, photography studios and newspapers/magazines, corporations designing and marketing new products, as well as government agencies. Olivet also offers a B.F.A. degree in Art Education (K-12). Another area of study is Pre-Art Therapy (Art B.A. with recommended supporting Psychology courses). This program offers opportunities in counseling using art. Employment opportunities range from clinics, private practice hospitals and group homes to name a few.

The program now offers New Media areas of emphasis, such virtual reality, augmented reality, e-gaming, gaming programming, animation, beginning level coding for gaming to meet the needs of those wanting to study non-traditional forms of art and digital media.

The studio facilities in the Sims Education Center provide excellent resources for the Department of Art and Digital Media. The Department has six art galleries that exhibit student work. A seventh gallery, The Victorian House Gallery, is designed to display regional and professional artists' work to complement and support the art program with a Visiting Artist Program.

In the Department of Art and Digital Media, students are encouraged to get an internship from a variety of opportunities offered through the University and department. Students can find qualifying internships and use them for credit within the art program. Many students are taking the Chicago Semester Internship because of the many benefits afforded them through that program, which is in downtown Chicago. Those who apply and get accepted are guaranteed an internship.

The Department of Art and Digital Media uses MacBook and iPad in the courses. The graphics and photography concentrations are required to have their own MacBook and iPad. Drawing and painting concentrations required iPad only and highly recommend MacBooks.

The Department of Art and Digital Media is an Apple Distinguished school, part of the iLearn@Olivet Initiative alongside the School of Music and School of Education. Students and Faculty in these departments use an iPad in their learning and in teaching courses. All students and faculty are

required to have an iPad that meets or exceeds the below requirements.

Guidelines for the 2021-2022 School Year

- Incoming freshman and transfer students taking ART courses must have at minimum the latest iPad and Apple Pencil bundle available for purchase from the Department of Art and Digital Media. Device specifications will be made available prior to the beginning of Fall classes. Devices that exceed this requirement are also acceptable.
- Sophomore - Senior students taking ART courses that already own at minimum an iPad Air 3rd Gen, Mini 5th Gen, and all Pro models will work for all concentrations. Devices that exceed this requirement are also acceptable.

If you have any questions, please contact the Department of Art and Digital Media at 815-939-5229.

Art Education Major, B.F.A.

49.5 hours

Note: This program may require more than eight (8) semesters to complete.

Required Before Teacher Education Program entry:

- EDUC 140 - Foundations of Multicultural Education
- EDUC 195 - Teacher Education Seminar I: Teachers and Technologies in the 21st Century
- EDUC 200 - Human Development & Education
- EDUC 214 - Early Adolescent Development
- EDUC 280 - General Methods & Assessment

Required After Teacher Education Program entry, before Student Teaching

- EDUC 376 - Inclusion of Exceptional Students
- EDUC 388 - Art Methods for Elementary/Middle Schools
- EDUC 392 - Teacher Education Seminar II: Classroom Management
- EDUC 472 - Art Methods for Middle/Secondary Schools
- ENGL 335 - Reading in the Content Areas

Required After Teacher Education Program entry, during Student Teaching:

- EDUC 485 - Supervised Student Teaching: All Grades
- EDUC 493 - Teacher Education Seminar III

Required:

- ART 101 - Fundamentals of Drawing
- ART 115 - Technology for Artists
- ART 123 - Design Studio I
- ART 125 - 3-D Design
- ART 172 - Introduction to Photography
- ART 200 - Introduction to Graphics
- ART 201 - Ceramics: Hand Construction
- ART 206 - Figure Studies
- ART 236 - Composition and Color
- ART 250 - Portfolio Review
- ART 281 - History of Western Art I
- ART 282 - History of Western Art II
- ART 230 - Introduction to Painting *or* ART 334 - Beginning Watercolor
- ART 302 - Ceramics: Wheel Construction *or* ART 324 - Printmaking
- ART 360 - Contemporary Art History
- ART 375 - History of Non-Western Art
- ART 491 - Thesis

And one course from the following:

- ART 303 - Ceramics: Advanced Techniques
- ART 308 - Advanced Figure Studies
- ART 338 - Conceptual Practices in Painting
- ART 350 - Visual Storytelling

- ART 362 - Video Design
- ART 366 - Concept Art for Gaming and Animation
- ART 412 - Motion Graphics and Animation
- ART 476 - Advanced Photography

Required Field Experience Hours:

- EDUC 175 - Field Experience I
- EDUC 275 - Field Experience II
- EDUC 375 - Field Experience III

Recommended Supporting Courses:

- SPED 321 - Emotional and Behavioral Supports

Note:

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

Art Major, B.A.

46.5 hours

Required:

- ART 101 - Fundamentals of Drawing
- ART 115 - Technology for Artists
- ART 123 - Design Studio I
- ART 125 - 3-D Design
- ART 172 - Introduction to Photography
- ART 200 - Introduction to Graphics
- ART 201 - Ceramics: Hand Construction
- ART 206 - Figure Studies
- ART 215 - Introduction to Art Therapy
- ART 250 - Portfolio Review
- ART 281 - History of Western Art I
- ART 282 - History of Western Art II
- ART 302 - Ceramics: Wheel Construction
- ART 334 - Beginning Watercolor
- ART 360 - Contemporary Art History

- or ART 375 - History of Non-Western Art
- or ART 400 - Historical and Theoretical Approaches to Art Therapy
- or ART 471 - History of Modern Art

Required Supporting Course:

- PSYC 101 - Introduction to Psychology

Strongly Recommended for students who intend to pursue graduate study in Art Therapy:

- ART 400 - Historical and Theoretical Approaches to Art Therapy
- ENGL 210 - College Writing II (APA)
- PSYC 211 - Child Developmental Psychology
- PSYC 212 - Adolescent and Adult Developmental Psychology
- PSYC 331 - Basic Research and Statistics
- PSYC 361 - Theories of Personality
- PSYC 368 - Psychological Disorders

Studio Art Major, B.F.A.

61.5 hours

Required Core Courses:

- ART 101 - Fundamentals of Drawing
- ART 115 - Technology for Artists
- ART 123 - Design Studio I
- ART 125 - 3-D Design
- ART 201 - Ceramics: Hand Construction
- or ART 302 - Ceramics: Wheel Construction
- ART 206 - Figure Studies
- ART 236 - Composition and Color
- ART 250 - Portfolio Review
- ART 330 - Studio Practice and Personal Vision
- ART 491 - Thesis

- ART 492 - Business Practices in Art

Art History Component (12 hours required):

- ART 281 - History of Western Art I
- ART 282 - History of Western Art II
- ART 360 - Contemporary Art History
- ART 375 - History of Non-Western Art
- ART 390 - Rise of Technology in Art
- ART 471 - History of Modern Art

Choose 21 hours from:

Students may acquire an Emphasis/Concentration in an area by completing 15 credits in any given area. More than one emphasis may be attempted.

- ART 160 - Introduction to Media Arts
- ART 172 - Introduction to Photography
- ART 200 - Introduction to Graphics
- ART 230 - Introduction to Painting
- ART 270 - Basic Darkroom Techniques
- ART 272 - Studio Lighting & Illustration
- ART 275 - Photoshop
- ART 303 - Ceramics: Advanced Techniques
- ART 308 - Advanced Figure Studies
- ART 319 - Typography
- ART 320 - Package Designing
- ART 324 - Printmaking
- ART 334 - Beginning Watercolor
- ART 338 - Conceptual Practices in Painting
- ART 345 - Photographic Print
- ART 350 - Visual Storytelling
- ART 359 - Advertising and Publication
- ART 362 - Video Design
- ART 364 - 3D Graphics and Animation
- ART 365 - Programming for Artists
- ART 366 - Concept Art for Gaming and Animation
- ART 372 - Documentary Photography
- ART 399 - Special Topics
- ART 410 - Web Design
- ART 412 - Motion Graphics and Animation
- ART 466 - Game and VR Development
- ART 476 - Advanced Photography
- ART 489 - Art Internship

A. Drawing/Painting Emphasis

- ART 230 - Introduction to Painting
- ART 308 - Advanced Figure Studies
- ART 324 - Printmaking
- ART 334 - Beginning Watercolor
- ART 338 - Conceptual Practices in Painting
- ART 350 - Visual Storytelling

B. Photography Emphasis

- ART 172 - Introduction to Photography
- ART 270 - Basic Darkroom Techniques
- ART 272 - Studio Lighting & Illustration
- ART 275 - Photoshop
- ART 345 - Photographic Print
- ART 372 - Documentary Photography
- ART 476 - Advanced Photography

C. Graphic Design Emphasis

- ART 200 - Introduction to Graphics
- ART 275 - Photoshop
- ART 319 - Typography
- ART 320 - Package Designing
- ART 359 - Advertising and Publication
- ART 410 - Web Design
- ART 412 - Motion Graphics and Animation

D. Media Arts Emphasis

- ART 160 - Introduction to Media Arts
- ART 362 - Video Design
- ART 364 - 3D Graphics and Animation
- ART 365 - Programming for Artists
- ART 366 - Concept Art for Gaming and Animation
- ART 466 - Game and VR Development

Art History Minor

18 hours

Required:

- ART 101 - Fundamentals of Drawing
- ART 281 - History of Western Art I
- ART 282 - History of Western Art II
- ART 360 - Contemporary Art History
- ART 471 - History of Modern Art

Plus:

- **One additional upper division (300/400 level) Art History course**

Art Studio Minor

18 hours

Required:

- ART 101 - Fundamentals of Drawing
- ART 123 - Design Studio I
- ART 125 - 3-D Design
- ART 206 - Figure Studies

- ART 281 - History of Western Art I
- or ART 282 - History of Western Art II

Plus:

- **One additional ART course from any area**

Ceramics Minor

18 hours

Required:

- ART 123 - Design Studio I
- ART 125 - 3-D Design
- ART 201 - Ceramics: Hand Construction
- ART 281 - History of Western Art I
or ART 282 - History of Western Art II
- ART 302 - Ceramics: Wheel Construction

Plus:

- **One additional upper division (300/400 level) Ceramics course**

Drawing & Illustration Minor

18 hours

Required:

- ART 101 - Fundamentals of Drawing
- ART 123 - Design Studio I
- ART 206 - Figure Studies
- ART 282 - History of Western Art II
- ART 360 - Contemporary Art History

Plus:

- **One additional course from the Drawing & Illustration area**

Graphic Design Minor

18 hours

Required:

- ART 123 - Design Studio I
- ART 200 - Introduction to Graphics
- ART 281 - History of Western Art I
or ART 282 - History of Western Art II
- ART 390 - Rise of Technology in Art

Plus:

- **Two additional courses from the Graphics area**

Media Arts Minor

18 hours

Required:

- ART 101 - Fundamentals of Drawing

- ART 123 - Design Studio I
- ART 160 - Introduction to Media Arts
- ART 281 - History of Western Art I
or ART 282 - History of Western Art II

Plus:

- **Two additional courses from the Media Arts area**

Painting Minor

18 hours

Required:

- ART 101 - Fundamentals of Drawing
- ART 123 - Design Studio I
- ART 206 - Figure Studies
- ART 360 - Contemporary Art History

Plus:

- **Two additional courses from the Painting area**

Photography Minor

18 hours

Required:

- ART 123 - Design Studio I
- ART 172 - Introduction to Photography
- ART 281 - History of Western Art I
or ART 282 - History of Western Art II
- ART 390 - Rise of Technology in Art

Plus:

- **Two additional courses from the Photography area**

Department of Behavioral Sciences

Faculty

ELIZABETH GASSIN (1995)

Professor of Psychology; Chair, Department of Behavioral Sciences

B.S., 1988, University of California

M.S., 1990, Purdue University

Ph.D., 1995, University of Wisconsin

M.A., 2009, Governors State University

KRISTIAN VEIT (2007)

Professor of Psychology

B.A., 1998, University of Nebraska

M.A., 2003, Northern Illinois University

Ph.D., 2006, Northern Illinois University

DALE SMITH (2008)

Professor of Psychology

B.S., 2001, Olivet Nazarene University

M.S., 2006, Auburn University

Ph.D., 2008, Auburn University

M.S., 2017, University of Chicago

JOHN ADAMS (2019)

Assistant Professor of Psychology

B.S., 2010, Olivet Nazarene University

Ph.D., 2017, Northern Arizona University

DANIEL ALLEN (2021)

Assistant Professor of Sociology

B.A., 2010, Olivet Nazarene University

M.A., 2017, Trinity Evangelical Divinity School

M.A., 2019, Baylor University

Ph.D. (candidate), Baylor University

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

perspective that God has created human beings and is intimately interested in their development and patterns of behavior.

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

Sociology offers a B.A. degree consisting of 35 credit hours. Emphasis is placed on understanding the classical and historical foundations of sociology, including the major topics and methods used by sociologists. Patterns of social behavior, community life, and traditional social institutions - such as family and religion - are core elements of the sociology program. The major allows considerable flexibility in the choice of courses and culminates with a senior research project. Graduates with a degree in sociology are typically prepared to enter graduate school (pursuing advanced degrees in a variety of related social science disciplines) or to seek entry-level employment in a number of social, community, and business settings.

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

Psychology Major, B.A.

32 hours

Required:

- PSYC 101 - Introduction to Psychology

- PSYC 211 - Child Developmental Psychology
- PSYC 212 - Adolescent and Adult Developmental Psychology
- PSYC 303 - History & Systems of Psychology
- PSYC 331 - Basic Research and Statistics
- PSYC 398 - Career Paths in Psychology

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

- PSYC 321 - Social Psychology
- PSYC 332 - Advanced Research and Statistics
- PSYC 343 - Learning and Behavior Modification
- PSYC 345 - Physiological Psychology
- PSYC 346 - Cognitive Psychology
- PSYC 361 - Theories of Personality
- PSYC 362 - Psychological Testing
- PSYC 368 - Psychological Disorders
- PSYC 433 - Quantitative Research Project

Note:

We recommend students preparing for a master's degree in a mental health field, such as counseling, take the following courses:

- PSYC 361 - Theories of Personality
- PSYC 461 - Counseling Process and Technique
- PSYC 467 - Psychotherapy
- *and/or* PSYC 474 - Group Counseling
- PSYC 368 - Psychological Disorders

Psychology Major, B.S.

44 hours

Required:

- PSYC 101 - Introduction to Psychology

- PSYC 211 - Child Developmental Psychology
- PSYC 212 - Adolescent and Adult Developmental Psychology
- PSYC 303 - History & Systems of Psychology
- PSYC 331 - Basic Research and Statistics
- PSYC 398 - Career Paths in Psychology

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

- PSYC 332 - Advanced Research and Statistics
- PSYC 433 - Quantitative Research Project

And 5 courses selected from the following:

- PSYC 321 - Social Psychology
- PSYC 343 - Learning and Behavior Modification
- PSYC 345 - Physiological Psychology
- PSYC 346 - Cognitive Psychology
- PSYC 361 - Theories of Personality
- PSYC 362 - Psychological Testing
- PSYC 368 - Psychological Disorders

And 2 other upper-division psychology courses

Note:

We recommend students preparing for a master's degree in a mental health field, such as counseling, take the following courses:

- PSYC 361 - Theories of Personality
- PSYC 461 - Counseling Process and Technique
- PSYC 467 - Psychotherapy
- *and/or* PSYC 474 - Group Counseling
- PSYC 368 - Psychological Disorders

Sociology Major, B.A.

34 hours

Required:

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

And 15 hours selected from the following:

SOCY - Upper-division Sociology Elective(s), or sociology courses that are included in an approved study program, such as the American Studies Program, China Studies Program, Russian Studies Program, etc., may be applied toward the 15 hours.

- SSCI 315 - Federal Seminar

Note:

A maximum of 6 hours of study abroad coursework can be counted toward the 15 sociology elective hours.

Psychology Minor

21 hours

Required:

- PSYC 101 - Introduction to Psychology
- PSYC 303 - History & Systems of Psychology
- PSYC 200 - Lifespan Development
- or PSYC 211 - Child Developmental Psychology

- or PSYC 212 - Adolescent and Adult Developmental Psychology

Nine hours of upper division Psychology courses selected from:

- PSYC 321 - Social Psychology
- PSYC 331 - Basic Research and Statistics
- PSYC 345 - Physiological Psychology
- PSYC 346 - Cognitive Psychology
- PSYC 361 - Theories of Personality
- PSYC 362 - Psychological Testing
- PSYC 368 - Psychological Disorders
- PSYC 461 - Counseling Process and Technique
- Plus three additional hours of upper division Psychology courses.

Sociology Minor

18 hours

Required:

- SOCY 120 - Introduction to Sociology
- SOCY 280 - Ethnic Relations
- SOCY 351 - Sociology of the Family
- SOCY 483 - Social Theory
- And six additional hours from upper-division Sociology courses, SSCI 315 - Federal Seminar, or courses taken through participation in approved study programs such as American Studies program or China Studies program.

Note:

A maximum of 6 hours of approved study abroad coursework may count toward the sociology minor elective hours.

Department of Communication

Faculty

ELIZABETH PATRICK-TRIPPEL (1994)

Professor of Communication

B.A., 1986, Trevecca Nazarene University

M.A., 1987, Auburn University

Ed.D., 2004, Nova Southeastern University

HEATHER MCLAUGHLIN (2014)

*Associate Professor of Communication; Chair,
Department of Communication*

B.A., 2000, MidAmerica Nazarene University

M.S., 2003, University of Kansas

Ph.D., 2013, University of Kansas

MARK BISHOP (2014)

Associate Professor of Communication

B.A., 1993, Olivet Nazarene University

Broadcast Meteorology Certification, 1999,

Mississippi State University

M.A., 2004, Governors State University

ASHLEY SARVER (2020)

Assistant Professor of Communication

B.S., 2016, Olivet Nazarene University

M.B.A., 2018, Olivet Nazarene University

M.F.A., 2020, University of North Carolina

Greensboro

Communication plays a complex and profound role in shaping both individuals and society. This department seeks to promote an understanding of this process and an appreciation of both the art and science of communication. To this end, the department seeks to provide (1) an academic experience which teaches effective communication within the framework of Christian principles; and (2) opportunities to put theory into practice for the purpose of personal, professional and academic growth.

The Department of Communication offers a balance of our discipline's focus on speech (presentations and performances, groups/leadership, and relationships) as well as professional specialization within the areas of corporate communication, public relations and strategic communication, theatre production and performance, radio and audio media, film studies, television and video production, multimedia journalism, live event media management, and ministry media.

Communication Studies Major, B.A.

35-38 hours

Required:

- COMM 100 - Communication Foundations
- COMM 102 - Performance Studies
- COMM 203 - Interpersonal Communication
- COMM 221 - Mass Media and Society
- COMM 235 - Teambuilding and Leadership
- COMM 305 - Professional Communication
- COMM 312 - Inspired Strategies Agency (2 hours required)
- COMM 342 - Persuasion and Media Influence
- COMM 349 - Intercultural Communication
- COMM 450 - Senior Seminar
- COMM 466 - Communication Internship
- LEAD 200 - Introduction to Leadership Studies

Additional Hours:

And six hours from the Department of Communication, 300 level or higher.

Corporate Communication, B.S.

51-54 hours

Required:

- BSNS 160 - Principles of Management
- BSNS 253 - Principles of Marketing
- BSNS 390 - Fundamentals of Salesmanship and Sales Management
- COMM 100 - Communication Foundations
- COMM 102 - Performance Studies
- COMM 132 - Introduction to PR
- COMM 203 - Interpersonal Communication
- COMM 221 - Mass Media and Society
- COMM 235 - Teambuilding and Leadership

- COMM 305 - Professional Communication
- COMM 312 - Inspired Strategies Agency (3 hours required)
- COMM 325 - Event Planning
- COMM 342 - Persuasion and Media Influence
- COMM 352 - Communication Training & Development
- COMM 450 - Senior Seminar
- COMM 457 - Communication Theory
- COMM 460 - Philosophy of Human Communication
- COMM 466 - Communication Internship
- LEAD 200 - Introduction to Leadership Studies

- LEAD 200 - Introduction to Leadership Studies

And completion of one of these concentrations:

A: Film Studies Concentration*:

16 hours for participation in the Los Angeles Film Studies Program and the following courses

- COMM 260 - Film Studies
- COMM 290 - Basic Video Production
- COMM 380 - Documentary Production

Recommended Supporting Courses:

Foreign language I and II (8 hours)

Plus required supporting course:

- ART 172 - Introduction to Photography

*Note:

A cumulative grade point average of at least 2.75 is required for admission to the Film Studies concentration. Acceptance into the Los Angeles Film Studies Program is not guaranteed, but is determined by program directors. COMM 466 is satisfied by completion of the Film Studies Program.

Multimedia Communication Major w/Concentrations, B.S.

51-64 hours

Required:

- COMM 100 - Communication Foundations
- COMM 102 - Performance Studies
or COMM 110 - Introduction to Acting
- COMM 141 - Introduction to Journalism
- COMM 171 - Fundamentals of Radio/Beginning Announcing
- COMM 175 - Nonlinear Editing
- COMM 221 - Mass Media and Society
- COMM 240 - Scriptwriting for Multimedia
- COMM 305 - Professional Communication
- COMM 340 - Multimedia Storytelling
- COMM 450 - Senior Seminar
- COMM 457 - Communication Theory
or COMM 342 - Persuasion and Media Influence

B. Radio & Audio Media Concentration

- BSNS 253 - Principles of Marketing
- COMM 215 - Audio Production
- COMM 325 - Event Planning
- COMM 362 - Social Media Strategies
- COMM 375 - Radio Programming/Advanced Announcing
- COMM 390 - Multimedia Practicum (Radio)
- COMM 393 - College Media Practicum (4 hours required)
- COMM 399 - Special Topics in Communication (Radio/Record Industry)
- COMM 466 - Communication Internship (3 hours required)

C. Television and Video Production Concentration

- COMM 215 - Audio Production
- COMM 290 - Basic Video Production
- COMM 356 - Corporate Video Production
- COMM 371 - Studio Production
- COMM 380 - Documentary Production
- COMM 390 - Multimedia Practicum
- COMM 466 - Communication Internship

D. Journalism Concentration

- COMM 276 - Media News and Interviewing
- COMM 331 - Public Relations Writing
- COMM 393 - College Media Practicum (2 hours required)

Plus:

NYC Semester in Journalism *OR* 18 hour on-campus track:

- COMM 390 - Multimedia Practicum
- COMM 466 - Communication Internship (3 hours required)
Choose 12 hours from:
- ART 172 - Introduction to Photography
- ART 200 - Introduction to Graphics
- ART 275 - Photoshop
- ART 359 - Advertising and Publication
- ART 372 - Documentary Photography
- ART 410 - Web Design
- COMM 215 - Audio Production
- COMM 375 - Radio Programming/Advanced Announcing
- COMM 380 - Documentary Production
- COMM 399 - Special Topics in Communication (Sports Broadcasting)
- ENGL 311 - Business Communications and Technical Writing
- ENGL 330 - Visual Literacy

E. Live Event Media Management Concentration

- COMM 265 - Live Event Media Practicum
- COMM 290 - Basic Video Production
- COMM 325 - Event Planning

- COMM 356 - Corporate Video Production

Plus:

CMC - Technical Track *OR* 16 hour on-campus track:

- COMM 265 - Live Event Media Practicum
- COMM 466 - Communication Internship (3 hours required)
Choose 12 hours from:
- COMM 215 - Audio Production
- COMM 235 - Teambuilding and Leadership
- COMM 331 - Public Relations Writing
- COMM 362 - Social Media Strategies
- COMM 371 - Studio Production
- COMM 398 - Dramatic Practicum (1-6 hrs)

F. Ministry Media Concentration

- CHED 115 - Foundations of Christian Education
- CMIN 116 - Fundamentals of Christian Ministry
- COMM 290 - Basic Video Production
- COMM 390 - Multimedia Practicum
- COMM 466 - Communication Internship

Plus:

6 hours selected from:

- COMM 325 - Event Planning
- COMM 331 - Public Relations Writing
- COMM 356 - Corporate Video Production
- COMM 371 - Studio Production
- COMM 375 - Radio Programming/Advanced Announcing
- COMM 380 - Documentary Production

Strongly recommended supporting courses for all concentrations:

- Elementary Foreign Language I, II

Multimedia Communication Major, B.S.

37-40 hours

Required:

- COMM 100 - Communication Foundations
- COMM 102 - Performance Studies
or COMM 110 - Introduction to Acting
- COMM 141 - Introduction to Journalism
- COMM 171 - Fundamentals of Radio/Beginning Announcing
- COMM 175 - Nonlinear Editing
- COMM 221 - Mass Media and Society
- COMM 240 - Scriptwriting for Multimedia
- COMM 290 - Basic Video Production
- COMM 305 - Professional Communication
- COMM 340 - Multimedia Storytelling
- COMM 450 - Senior Seminar
- COMM 457 - Communication Theory
or COMM 342 - Persuasion and Media Influence
- COMM 466 - Communication Internship
- LEAD 200 - Introduction to Leadership Studies

Public Relations & Strategic Communication, B.S.

60 hours

Required:

- COMM 100 - Communication Foundations
- COMM 102 - Performance Studies
- COMM 132 - Introduction to PR
- COMM 141 - Introduction to Journalism
- COMM 203 - Interpersonal Communication
- COMM 221 - Mass Media and Society
- COMM 235 - Teambuilding and Leadership
- COMM 305 - Professional Communication
- COMM 312 - Inspired Strategies Agency
Must take 3 semesters.
- COMM 325 - Event Planning
- COMM 331 - Public Relations Writing
- COMM 332 - Public Relations Strategy and Implementation
- COMM 340 - Multimedia Storytelling

- COMM 342 - Persuasion and Media Influence
- COMM 352 - Communication Training & Development
- COMM 362 - Social Media Strategies
- COMM 430 - Public Relations Research Methods
- COMM 450 - Senior Seminar
- COMM 457 - Communication Theory
- COMM 460 - Philosophy of Human Communication
- COMM 466 - Communication Internship

Recommended Supporting Courses:

Foreign language I and II.

Theatre Production and Performance, B.S.

48-51 hours

Required:

- ART 200 - Introduction to Graphics
- COMM 100 - Communication Foundations
- COMM 102 - Performance Studies
- COMM 110 - Introduction to Acting
- COMM 120 - Introduction to Theatre
- COMM 171 - Fundamentals of Radio/Beginning Announcing
- COMM 175 - Nonlinear Editing
- COMM 198 - Dramatic Practicum (1 hour)
- COMM 235 - Teambuilding and Leadership
- COMM 240 - Scriptwriting for Multimedia
- COMM 305 - Professional Communication
- COMM 320 - Directing
- COMM 342 - Persuasion and Media Influence
or COMM 457 - Communication Theory
- COMM 364 - Dramatic Literature/History
- COMM 398 - Dramatic Practicum (2 hours)
- COMM 399 - Special Topics in Communication
(Theatre)

- COMM 450 - Senior Seminar
- COMM 466 - Communication Internship
- LIT 470 - Shakespeare

AND completion of one required support course (choose one):

- ART 101 - Fundamentals of Drawing
- CMIN 116 - Fundamentals of Christian Ministry
- COMM 215 - Audio Production
- COMM 260 - Film Studies
- COMM 290 - Basic Video Production
- FACS 111 - Textiles and Design
- FACS 140 - Interior Design
- MUAP 150 - Choreographic Stage Movement /MUAP 350 - Choreographic Stage Movement (4 hours)

Communication Studies Minor

15 hours

Required:

- COMM 102 - Performance Studies
- COMM 203 - Interpersonal Communication
- or COMM 235 - Teambuilding and Leadership
- COMM 221 - Mass Media and Society
- COMM 342 - Persuasion and Media Influence
- And three hours of electives in upper-division Communication courses.

Leadership Studies Minor

The leadership studies minor provides interdisciplinary academic training toward the development of students who will lead themselves and others in their families, churches, work places, communities, and the world. Oversight and assessment will be provided by the program director

working in collaboration with the Center for Student Success.

21 hours

Required:

- LEAD 200 - Introduction to Leadership Studies
- LEAD 235 - Teambuilding and Leadership
- LEAD 400 - Leadership Capstone

Plus 12 hours from the following, with at least 6 hours selected outside of the student's major and/or minor:

- ART 375 - History of Non-Western Art
- BSNS 315 - Federal Seminar
- BSNS 367 - Organizational Behavior
- BSNS 415 - Healthcare Quality Control Six Sigma
- BSNS 416 - Healthcare Lean Process Improvement
- BSNS 450 - Entrepreneurship and Small Business Management
- BSNS 485 - Enactus I
- BSNS 486 - Enactus II
- BSNS 497 - Seminar in Leadership and Business Ethics
- CHED 452 - The Minister as Leader and Administrator
- or CMIN 452 - The Minister as Leader and Administrator
- CMIN 306 - Cross-Cultural Ministry
- CMIN 390 - Cross-Cultural Field Experience
- CMIN 394 - Pastoral Care and Counseling
- CMIN 401 - Advanced Homiletics
- COMM 203 - Interpersonal Communication
- COMM 305 - Professional Communication
- COMM 342 - Persuasion and Media Influence
- COMM 349 - Intercultural Communication
- ECON 308 - Comparative Economic Systems
- ECON 345 - Economics of the Public Sector

- EDUC 376 - Inclusion of Exceptional Students
- ENGL 306 - Advanced Writing
- ENGL 311 - Business Communications and Technical Writing
- ENGR 401 - Senior Design Project I and Tech Communication
- ENGR 402 - Senior Design Project II
- ESL 380 - Cross-Cultural Studies for Teaching Limited-English Proficient Students
- EXSS 471 - Organization and Administration of Athletics
- FACS 335 - The World Food Problem
- GNST 300 - Academic Peer Leader
- HIST 232 - American Civilization II
- HIST 379 - The Developing World
- HIST 430 - American Social/Intellectual History
- LIT 315 - Multiethnic Literature
- MSCI 221 - Leadership and Problem-Solving
- MSCI 222 - Small Unit Leadership and Tactics
- MSCI 443 - American Military History
- MULT 301 - World Musics
- NURS 445 - Transcultural Nursing
- NURS 456 - Leadership and Trends in Nursing
- PHED 219 - Theory of Coaching
- PHIL 325 - World Religions
- PHIL 330 - Introduction to Christian Ethics
- or THEO 330 - Introduction to Christian Ethics
- PSCI 343 - American National Politics
- PSCI 344 - American Public Policy
- PSCI 352 - Christianity and Politics
- PSYC 321 - Social Psychology
- or SOCY 321 - Social Psychology
- PSYC 323 - Human Diversity
- or SOWK 323 - Human Diversity
- PSYC 324 - Industrial/Organizational Psychology
- PSYC 474 - Group Counseling
- SOCY 280 - Ethnic Relations
- SOCY 366 - Global Issues

- SOCY 368 - Cultural Anthropology
- SOWK 213 - Human Behavior and the Social Environment I
- SOWK 214 - Human Behavior and Social Environment II
- SPAN 321 - Spanish Culture and Civilization
- SPAN 322 - Latin American Culture and Civilization
- SSCI 302 - World Regional Geography
- THEO 350 - Christian Love

Musical Theatre Minor

20-26 hours

Required:

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

Note:

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

*Piano requirement depends on piano skill level.

Theatre Minor

20 hours

Required:

- COMM 102 - Performance Studies
- COMM 110 - Introduction to Acting
- COMM 120 - Introduction to Theatre
- COMM 198 - Dramatic Practicum (1 hour)
- COMM 320 - Directing
- COMM 364 - Dramatic Literature/History
- COMM 398 - Dramatic Practicum (1 hour)

- COMM 399 - Special Topics in Communication
- or LIT 470 - Shakespeare

Department of English

Faculty

ELIZABETH SCHURMAN (2007)

Professor of English; Chair, Department of English
B.A., 2003, Olivet Nazarene University
M.A.E., 2005, Olivet Nazarene University
Ph.D., 2013, Purdue University

KAREN KNUDSON (2001)

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

DAVID B. JOHNSON (2002)

Professor of English
B.A., 1995, Olivet Nazarene University
M.A., 2000, Southern Illinois University
Ph.D., 2013, Northern Illinois University

LISA MCGRADY (2011)

Associate Dean for Assessment and Faculty Development; Professor of English
B.A., 1989, Cedarville University
M.A., 1991, University of Illinois at Chicago
Ph.D., 2007, Purdue University

ELIZABETH LAMSZUS (2014)

Associate Professor of English
B.A., 2008, Trinity Christian College
M.A., 2011, Northern Illinois University
Ph.D., 2015, Northern Illinois University

ANDREW HOAG (2020)

Assistant Professor of English
B.A., 2006, Point Loma Nazarene University
M.A., 2008, San Diego State University
Ph.D., 2014, University of Texas at San Antonio

MARY LYNN DILL (2022)

Assistant Professor of English
B.A., 2014, Governors State University
M.A., 2016, Governors State University
Doctoral Studies, Illinois State University

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

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

English Major, B.A.

36 hours

Required:

- ENGL 125 - Introduction to English Studies
- ENGL 225 - Writing Theory
- ENGL 301 - Understanding Language: An Introduction to Linguistics
- ENGL 390 - Junior Seminar
- ENGL 477 - Senior English Seminar
- LIT 225 - Literary Theory

Language & Literacy (choose 1 course):

- ENGL 303 - Descriptive English Grammar
- ENGL 330 - Visual Literacy

- ESL 350 - Theoretical Foundations of Teaching ESL
- ESL 360 - Methods and Materials for Teaching ESL
- ESL 370 - Assessment of the Bilingual Student
- ESL 380 - Cross-Cultural Studies for Teaching Limited-English Proficient Students

Literature:

6 hours total from two different categories

Time Period

- LIT 340 - Classical Literature
- LIT 342 - Postmodern Literature
- LIT 352 - Early American Literature
- LIT 354 - Modern American Literature
- LIT 370 - Early British Literature
- LIT 372 - Modern British Literature

Genre

- LIT 242 - The Short Story
- LIT 244 - The Novel
- LIT 246 - Poetry
- LIT 248 - Drama

Thematic

- LIT 315 - Multiethnic Literature
- LIT 344 - Global Literature
- LIT 414 - Special Topics in Literature
- LIT 470 - Shakespeare

Writing:

6 hours total - pick one (1) from each category

Creative

- ENGL 220 - Introduction to Writing Fiction and Nonfiction
- ENGL 222 - Introduction to Writing Poetry
- ENGL 329 - Writing Fiction and Poetry

- ENGL 485 - Special Topics in Creative Writing

Professional

- COMM 141 - Introduction to Journalism
- COMM 240 - Scriptwriting for Multimedia
- COMM 331 - Public Relations Writing
- COMM 336 - Beat Journalism
- COMM 340 - Multimedia Storytelling
- ENGL 306 - Advanced Writing
- ENGL 311 - Business Communications and Technical Writing
- ENGL 486 - Special Topics in Professional Writing

Capstone Experience (pick 1):

- ENGL 497 - English or Writing Internship
- ENGL 500 - Departmental Honors
- GNST 499 - Study Abroad Experience
- Additional 400-level ENGL or LIT course

Plus:

3 hours of additional upper division (300/400 level) Writing or Literature

English Teaching Major, B.S.

37 hours

Required Before Teacher Education Program entry:

- EDUC 140 - Foundations of Multicultural Education
- EDUC 195 - Teacher Education Seminar I: Teachers and Technologies in the 21st Century
- EDUC 200 - Human Development & Education
- EDUC 280 - General Methods & Assessment

Required After Teacher Education Program entry, before Student Teaching

- EDUC 376 - Inclusion of Exceptional Students
- EDUC 381 - English Language Arts Methods for Middle and Secondary School
- EDUC 392 - Teacher Education Seminar II: Classroom Management

Required After Teacher Education Program entry, during Student Teaching:

- EDUC 486 - Supervised Student Teaching in the Secondary School
- EDUC 493 - Teacher Education Seminar III

English Core:

- ENGL 125 - Introduction to English Studies
- ENGL 225 - Writing Theory
- ENGL 301 - Understanding Language: An Introduction to Linguistics
- ENGL 390 - Junior Seminar
- LIT 225 - Literary Theory
- ENGL 477 - Senior English Seminar

Language & Literacy (6 hours):

- ENGL 303 - Descriptive English Grammar
Choose one course from:
- ENGL 330 - Visual Literacy *or*
- ESL 350 - Theoretical Foundations of Teaching ESL *or*
- ESL 360 - Methods and Materials for Teaching ESL *or*
- ESL 370 - Assessment of the Bilingual Student *or*
- ESL 380 - Cross-Cultural Studies for Teaching Limited-English Proficient Students

Literature:

6 hours total from two different categories

Time Period

- LIT 340 - Classical Literature
- LIT 342 - Postmodern Literature
- LIT 352 - Early American Literature
- LIT 354 - Modern American Literature
- LIT 370 - Early British Literature
- LIT 372 - Modern British Literature

Genre

- LIT 242 - The Short Story
- LIT 244 - The Novel
- LIT 246 - Poetry
- LIT 248 - Drama

Thematic

- LIT 315 - Multiethnic Literature
- LIT 344 - Global Literature
- LIT 414 - Special Topics in Literature
- LIT 470 - Shakespeare

English Education:

- ENGL 321 - Teaching Reading through Young Adult Literature
- ENGL 335 - Reading in the Content Areas

Writing:

6 hours total - choose 1 from each category

Creative

- ENGL 220 - Introduction to Writing Fiction and Nonfiction
- ENGL 222 - Introduction to Writing Poetry
- ENGL 329 - Writing Fiction and Poetry
- ENGL 485 - Special Topics in Creative Writing

Professional

- COMM 141 - Introduction to Journalism
- COMM 240 - Scriptwriting for Multimedia
- COMM 331 - Public Relations Writing
- COMM 336 - Beat Journalism
- COMM 340 - Multimedia Storytelling
- ENGL 306 - Advanced Writing
- ENGL 311 - Business Communications and Technical Writing
- ENGL 486 - Special Topics in Professional Writing

Required Field Experience Hours:

- EDUC 175 - Field Experience I
- EDUC 275 - Field Experience II
- EDUC 375 - Field Experience III

Required supporting courses:

- Elementary Foreign Language I and II

Recommended Supporting Courses:

- COMM 120 - Introduction to Theatre
- COMM 141 - Introduction to Journalism
- EDUC 214 - Early Adolescent Development
- LIT 399 - Foreign Travel - UK
- PHIL 201 - Introduction to Philosophy
- SPED 321 - Emotional and Behavioral Supports

Note:

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

Writing Major, B.A.

33 hours

Required:

- ENGL 125 - Introduction to English Studies
- ENGL 225 - Writing Theory
- ENGL 301 - Understanding Language: An Introduction to Linguistics
- ENGL 390 - Junior Seminar
- ENGL 495 - Senior Writing Seminar
- LIT 225 - Literary Theory

Literature (pick 1):

Time Period

- LIT 340 - Classical Literature
- LIT 342 - Postmodern Literature
- LIT 352 - Early American Literature
- LIT 354 - Modern American Literature
- LIT 370 - Early British Literature
- LIT 372 - Modern British Literature

Genre

- LIT 242 - The Short Story
- LIT 244 - The Novel
- LIT 246 - Poetry
- LIT 248 - Drama

Thematic

- LIT 315 - Multiethnic Literature
- LIT 344 - Global Literature
- LIT 414 - Special Topics in Literature
- LIT 470 - Shakespeare

Writing:

12 hours total - at least one (1) from each category

Creative

- ENGL 220 - Introduction to Writing Fiction and Nonfiction
- ENGL 222 - Introduction to Writing Poetry
- ENGL 329 - Writing Fiction and Poetry
- ENGL 485 - Special Topics in Creative Writing

Professional

- COMM 141 - Introduction to Journalism
- COMM 240 - Scriptwriting for Multimedia
- COMM 331 - Public Relations Writing
- COMM 336 - Beat Journalism
- COMM 340 - Multimedia Storytelling
- ENGL 306 - Advanced Writing
- ENGL 311 - Business Communications and Technical Writing
- ENGL 486 - Special Topics in Professional Writing

Capstone Experience (pick 1):

- ENGL 497 - English or Writing Internship
- ENGL 500 - Departmental Honors
- GNST 499 - Study Abroad Experience
- Additional 400-level ENGL or LIT course

English as a Second Language Minor

19 hours

Required:

- ENGL 301 - Understanding Language: An Introduction to Linguistics
- ENGL 303 - Descriptive English Grammar
- ESL 350 - Theoretical Foundations of Teaching ESL
- ESL 360 - Methods and Materials for Teaching ESL
- ESL 370 - Assessment of the Bilingual Student
- ESL 380 - Cross-Cultural Studies for Teaching Limited-English Proficient Students
- ESL 391 - Field Experience I

English as a Second Language Teaching Minor

20-21 hours

Required:

- ENGL 301 - Understanding Language: An Introduction to Linguistics
or EDUC 320 - Teaching Early Childhood Language Arts and Social Studies
or EDUC 339 - Elementary Language Arts & Social Studies Methods
- ENGL 303 - Descriptive English Grammar
or EDUC 349 - Language Development
- ESL 350 - Theoretical Foundations of Teaching ESL
- ESL 360 - Methods and Materials for Teaching ESL
- ESL 370 - Assessment of the Bilingual Student
- ESL 380 - Cross-Cultural Studies for Teaching Limited-English Proficient Students
- ESL 391 - Field Experience I
- ESL 491 - Field Experience II
- ESL 492 - Field Experience III

English Minor

18 hours

Required:

- ENGL 209 - College Writing II (MLA)

Choose 1 course from:

- ENGL 301 - Understanding Language: An Introduction to Linguistics
- ENGL 303 - Descriptive English Grammar
- ENGL 330 - Visual Literacy

Choose 2 courses, at least 1 from 300/400 level:

- LIT 225 - Literary Theory
- LIT 242 - The Short Story
- LIT 244 - The Novel
- LIT 246 - Poetry
- LIT 248 - Drama
- LIT 315 - Multiethnic Literature
- LIT 340 - Classical Literature

- LIT 342 - Postmodern Literature
- LIT 344 - Global Literature
- LIT 352 - Early American Literature
- LIT 354 - Modern American Literature
- LIT 370 - Early British Literature
- LIT 372 - Modern British Literature
- LIT 414 - Special Topics in Literature
- LIT 470 - Shakespeare

Choose 2 courses, at least 1 from 300/400 level:

- ENGL 220 - Introduction to Writing Fiction and Nonfiction
- ENGL 222 - Introduction to Writing Poetry
- ENGL 225 - Writing Theory
- ENGL 306 - Advanced Writing
- ENGL 311 - Business Communications and Technical Writing
- ENGL 329 - Writing Fiction and Poetry
- ENGL 485 - Special Topics in Creative Writing
- ENGL 495 - Senior Writing Seminar
- ENGL 486 - Special Topics in Professional Writing

English Teaching Minor

19 hours

Required:

- ENGL 220 - Introduction to Writing Fiction and Nonfiction
or ENGL 222 - Introduction to Writing Poetry
- ENGL 303 - Descriptive English Grammar
- ENGL 321 - Teaching Reading through Young Adult Literature
- ENGL 335 - Reading in the Content Areas

Choose 1 course from:

- LIT 242 - The Short Story
- LIT 244 - The Novel
- LIT 246 - Poetry
- LIT 248 - Drama

Choose 1 course from:

- LIT 340 - Classical Literature
- LIT 342 - Postmodern Literature
- LIT 352 - Early American Literature
- LIT 354 - Modern American Literature
- LIT 370 - Early British Literature
- LIT 372 - Modern British Literature

Choose 1 course from:

- LIT 315 - Multiethnic Literature
- LIT 344 - Global Literature
- LIT 414 - Special Topics in Literature
- LIT 470 - Shakespeare

Literature Minor

15 hours

Choose 1 course from:

- LIT 242 - The Short Story
- LIT 244 - The Novel
- LIT 246 - Poetry
- LIT 248 - Drama

Choose 1 course from:

- LIT 340 - Classical Literature
- LIT 342 - Postmodern Literature
- LIT 352 - Early American Literature
- LIT 354 - Modern American Literature
- LIT 370 - Early British Literature
- LIT 372 - Modern British Literature

Choose 1 course from:

- LIT 315 - Multiethnic Literature
- LIT 344 - Global Literature
- LIT 414 - Special Topics in Literature
- LIT 470 - Shakespeare

Plus:

- 2 additional LIT courses from above **OR**
- 1 additional LIT course and LIT 225 - Literary Theory

Writing Minor

15 hours

Complete one of the tracks below.

Creative Track:

Required:

- ENGL 220 - Introduction to Writing Fiction and Nonfiction
- ENGL 222 - Introduction to Writing Poetry
- ENGL 329 - Writing Fiction and Poetry

Choose 1 course from:

- ENGL 306 - Advanced Writing
- ENGL 311 - Business Communications and Technical Writing

Choose 1 course from:

- ENGL 225 - Writing Theory
- ENGL 485 - Special Topics in Creative Writing
- ENGL 495 - Senior Writing Seminar

Professional Track:

Required:

- ENGL 306 - Advanced Writing
- ENGL 311 - Business Communications and Technical Writing

Choose 2 courses from:

- ENGL 220 - Introduction to Writing Fiction and Nonfiction
- ENGL 222 - Introduction to Writing Poetry
- ENGL 303 - Descriptive English Grammar

- COMM 141 - Introduction to Journalism
- COMM 240 - Scriptwriting for Multimedia
- COMM 331 - Public Relations Writing
- COMM 336 - Beat Journalism
- COMM 340 - Multimedia Storytelling

Choose 1 course from:

- ENGL 225 - Writing Theory
- ENGL 486 - Special Topics in Professional Writing
- ENGL 495 - Senior Writing Seminar

Department of History and Political Science

Faculty

DAVID VAN HEEMST (1993)

Professor of Political Science; Chair, Department of History and Political Science

B.A., 1988, Dordt College

M.A., 1990, The American University

Ph.D., 1993, University of Virginia

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

M.A., 1998, Olivet Nazarene University

STEPHEN LOWE (1993)

Professor of History; Dean, College of Arts and Sciences

B.A., 1988, Olivet Nazarene University

M.A., 1991, Ohio University

Ph.D., 1993, Ohio University

CHARLES EMMERICH (2012)

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

B.A., 1977, Wheaton College

J.D., 1980, University of Idaho

LL.M., 1981, University of Pennsylvania

LORI FULTON (2016)

Assistant Professor of History

B.S., 1990, Olivet Nazarene University

M.A., 1993, Illinois State University

KYLE ROBINSON (2019)

Assistant Professor of History

B.A., 2009, Anderson University

M.A., 2011, Villanova University
Ph.D., 2018, University of Rochester

The mission of the Department of History and Political Science at Olivet Nazarene University is (1) to provide students with a conceptual historical framework for a liberal arts education through the general education curriculum; (2) to pursue the integration of a Biblically based philosophy of history and the best of current scholarship; and (3) to ground students in these disciplines in the requisite content as well as critical-thinking and research skills.

There are three dimensions of the study of history and political science incorporated in this mission statement:

Content: First, we intend to present all Olivet students with the heritage and values of the past that define our civilization, and second, we intend to facilitate the mastery of basic historical and political data and theory, and a Christian conceptual framework in which to integrate this knowledge into a coherent worldview.

Application: Neither history nor political science is the antiquarian pursuit of esoteric facts. We intend to make the study of the past a door of understanding of the present, and a guide to responsibility for the future.

Skills: Critical thinking, accurate communication, research methods, interpretation of facts, and understanding of causation have daily application for many careers outside the narrower boundaries of academic disciplines. We intend to encourage the mastery of these skills by our majors and minors.

The study of history and political science is foundational to a liberal arts education. The curriculum and the classroom interaction have three primary components.

First, history and political science are the story of the human family - the options open to generations past, the choices they made, and the consequences of those decisions. It is our own story when we study Western civilization or American civilization; it is a new and fascinating story different from our own when we study Asia, Africa, or Latin America. We cannot hope to answer the big questions about our role in or our responsibilities in the world without an understanding of the story.

Second, history and political science are also a cluster of skills. These disciplines teach students to think clearly and critically, to ask discerning and probing questions, to identify faulty reasoning and logic in ourselves and in others, to spot bias and self interest, to write clearly and concisely, and to find and evaluate data. These skills are basic to many careers, and to civilization itself.

Third, history and political science are also the story of God at work in the world. Christianity is embedded in and revealed through the story of the human race, and that story is not only the foundation of our culture, but of our faith as well. These disciplines are an ideal context in which to explore the relationship of faith and culture, and to develop a thoughtful and comprehensive Christian worldview with which to challenge the hollow secular philosophies of our age.

Many careers are possible. Because of the skills component of the study of basic liberal arts majors such as history and political science, students find many kinds of opportunities open to them. These disciplines provide an ideal foundation for graduate studies in the humanities, social sciences, law, theology, politics, and business. Olivet has traditionally sent most of its History and Political Science majors who do not go to graduate school into four fields: Christian ministry, business, education, and government. And because of the flexibility built into the departmental curriculum, students can further tailor their course of study to address specific career goals.

In addition to majors and minors in history and political science, students can select a major or minor in the related areas of social sciences, public policy, geography, and legal studies. The legal studies minor is a unique, interdisciplinary curriculum designed to inspire virtuous public leadership and citizenship in the Judeo-Christian tradition. The minor achieves this goal by educating students to appreciate the vital role played by law in shaping culture and the venerable nature of the Anglo-American legal tradition, which spans ten centuries and established a "higher law" approach premised on the rule of law under God. The legal studies minor stems from the partnership between Olivet Nazarene University and the Center for Law and Culture, a self-sustaining non-profit organization located on campus. In addition to supporting the legal studies minor and enhancing the curriculum more broadly, the Center is committed to promoting the common good by attracting talented students, generating an energetic donor base made up of law alumni and concerned citizens, collaborating

with other Olivet centers and initiatives in sponsoring events, and providing staffing, internship, and scholarship opportunities.

Geography Major, B.A.

46 hours

Required:

- ECON 308 - Comparative Economic Systems
- ESS 105 - The Dynamic Earth
- ESS 109 - Earth's Oceans & Atmosphere
- ESS 222 - Earth's Landscapes and Natural Hazards
- ESS 340 - Natural Resources & Environmental Issues
- ESS 360 - Geographic Information Systems and Global Positioning Systems
- SOCY 320 - Urban/Rural Sociology
- SOCY 366 - Global Issues
- SOCY 368 - Cultural Anthropology
- SSCI 302 - World Regional Geography

Plus three hours from:

- GEOG 480 - Research in Geography
- GEOG 490 - Internship in Geography

And select six hours from:

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

And select six hours from:

- ECON 345 - Economics of the Public Sector
- ENVI 395 - Seminar in Environmental Science
- ESS 399 - Topics in Earth & Space Science
- HIST 232 - American Civilization II

Required Supporting Courses:

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

History Major, B.A.

36 hours

Required:

- HIST 215 - World Civilization I
- HIST 216 - World Civilization II
- HIST 231 - American Civilization I
- HIST 232 - American Civilization II
- HIST 390 - Historiography
- HIST 471 - Senior Seminar in History

Additional Required History Hours:

- 3 additional hours of 300/400 level non-Western History
- 9 additional hours of 300/400 level U.S History
- 6 additional hours of 300/400 level European History

To be supported by the following:

- PSCI 422 - History of Political Philosophy

Recommended Supporting Course:

- SSCI 302 - World Regional Geography

Note:

Up to nine (9) upper division hours for participation in a departmentally approved off campus/study abroad program may apply toward the major.

Political Science Major, B.A.

39 hours

Required:

- PSCI 101 - Introduction to Political Science
- PSCI 221 - Foundations of International Relations
- PSCI 223 - American Government
- PSCI 344 - American Public Policy
- PSCI 390 - Historiography
- PSCI 422 - History of Political Philosophy
- PSCI 460 - Postmodern Political Theory
- PSCI 471 - Senior Seminar in Political Science

Plus at least 15 hours from the following courses:

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

- PSCI 315 - Federal Seminar
- PSCI 343 - American National Politics
- PSCI 352 - Christianity and Politics
- PSCI 379 - The Developing World
- PSCI 385 - Selected Topics in Political Science
- PSCI 447 - American Constitutional Law
- HIST 348 - The US in the Cold War
- HIST 360 - History of Russia
- ECON 308 - Comparative Economic Systems

Recommended Supporting Courses:

- SSCI 302 - World Regional Geography

Public Policy Major, B.S.

54 hours

Required:

- BSNS 160 - Principles of Management
- BSNS 241 - Business Statistics
- ECON 110 - Principles of Economics
- ECON 345 - Economics of the Public Sector
- PSCI 101 - Introduction to Political Science
- PSCI 223 - American Government
- PSCI 422 - History of Political Philosophy
- SOCY 120 - Introduction to Sociology
- SOCY 321 - Social Psychology
- SSCI 390 - Historiography
- SSCI 471 - Senior Seminar in Social Science

In addition, one of these concentrations must be completed:

A. Domestic Policy Concentration

- HIST 231 - American Civilization I
- HIST 232 - American Civilization II

Plus 15 hours from:

- ECON 312 - Intermediate Macroeconomics
- HIST 348 - The US in the Cold War
- PSCI 344 - American Public Policy
- PSCI 447 - American Constitutional Law
- SOCY 280 - Ethnic Relations
- SOCY 320 - Urban/Rural Sociology
- SSCI 315 - Federal Seminar

B. Foreign Policy Concentration

- HIST 215 - World Civilization I
- HIST 216 - World Civilization II

Plus 15 hours from:

- ECON 308 - Comparative Economic Systems
- ECON 365 - International Trade and Finance

- HIST 360 - History of Russia
- PSCI 221 - Foundations of International Relations
- PSCI 379 - The Developing World
- SOCY 368 - Cultural Anthropology

- EDUC 486 - Supervised Student Teaching in the Secondary School
- EDUC 493 - Teacher Education Seminar III

Note:

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

Social Sciences Education Major, B.S.

42 hours

Required Before Teacher Education Program entry:

- EDUC 140 - Foundations of Multicultural Education
- EDUC 195 - Teacher Education Seminar I: Teachers and Technologies in the 21st Century
- EDUC 200 - Human Development & Education
- EDUC 280 - General Methods & Assessment

Required After Teacher Education Program entry, before Student Teaching

- EDUC 376 - Inclusion of Exceptional Students
- EDUC 384 - Social Studies Methods for Middle and Secondary School
- EDUC 392 - Teacher Education Seminar II: Classroom Management

Required After Teacher Education Program entry, during Student Teaching:

Required Field Experience Hours:

- EDUC 175 - Field Experience I
- EDUC 275 - Field Experience II
- EDUC 375 - Field Experience III

Required:

- ECON 110 - Principles of Economics
 - HIST 215 - World Civilization I
 - HIST 216 - World Civilization II
 - HIST 231 - American Civilization I
 - HIST 232 - American Civilization II
 - HIST 379 - The Developing World
 - HIST 390 - Historiography
 - HIST 471 - Senior Seminar in History
- Plus:**
- 3 hours of upper-division (300/400 level) U.S. History
 - 3 hours of upper-division (300/400 level) non-Western History
 - 3 hours of upper-division (300/400 level) European History
 - PSCI 223 - American Government
 - SOCY 120 - Introduction to Sociology
 - SSCI 302 - World Regional Geography

Required Supporting Courses:

- PHIL 422 - History of Political Philosophy
- ENGL 335 - Reading in the Content Areas
- Elementary Foreign Language I and II
- ESS 105 - The Dynamic Earth

Recommended for Students Seeking Additional Teaching Designations:

- ECON 308 - Comparative Economic Systems
- PSCI 221 - Foundations of International Relations

- PSCI 343 - American National Politics
- PSCI 344 - American Public Policy
- PSYC 101 - Introduction to Psychology
- PSYC 211 - Child Developmental Psychology
- SOCY 280 - Ethnic Relations
- SOCY 321 - Social Psychology
- SOCY 368 - Cultural Anthropology

Note:

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

Recommended Supporting Courses for Teacher Ed:

- SPED 321 - Emotional and Behavioral Supports

Social Sciences Major, B.A.

48-51 hours

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

The following courses are required.

- ECON 110 - Principles of Economics
- HIST 215 - World Civilization I
- HIST 216 - World Civilization II
- PSCI 101 - Introduction to Political Science
- PSYC 101 - Introduction to Psychology
- SOCY 120 - Introduction to Sociology
- SSCI 302 - World Regional Geography
- SSCI 390 - Historiography
- SSCI 471 - Senior Seminar in Social Science

Geography Minor

22 hours

Required:

- ECON 308 - Comparative Economic Systems
- ESS 105 - The Dynamic Earth
- ESS 340 - Natural Resources & Environmental Issues
- ESS 360 - Geographic Information Systems and Global Positioning Systems
- SOCY 368 - Cultural Anthropology
- SSCI 302 - World Regional Geography

Plus three hours of electives from:

- ECON 345 - Economics of the Public Sector
- ESS 109 - Earth's Oceans & Atmosphere
- ESS 222 - Earth's Landscapes and Natural Hazards
- ESS 399 - Topics in Earth & Space Science
- ENVI 395 - Seminar in Environmental Science
- HIST 232 - American Civilization II
- HIST 360 - History of Russia
- HIST 379 - The Developing World
- SOCY 320 - Urban/Rural Sociology
- SOCY 366 - Global Issues

History Minor

16 hours

Required:

Six hours from

- HIST 215 - World Civilization I
- and HIST 216 - World Civilization II or
- HIST 231 - American Civilization I
- and HIST 232 - American Civilization II
- Complete 10 additional hours of History

- At least six hours of the minor must be upper-division (300/400 level) courses.

Recommended Supporting Course:

- SSCI 302 - World Regional Geography

Legal Studies Minor

20-23 hours

Required:

- PSCI 220 - Introduction to Law
- PSCI 280 - Law and Western Culture
- or PSCI 290 - Law, Justice, and Culture Institute

Plus 9 hours selected from the following:

- BSNS 351 - Business Law I
- BSNS 352 - Business Law II
- CJUS 343 - Criminal Law
- CJUS 360 - Criminal Procedure
- PSCI 280 - Law and Western Culture
- PSCI 315 - Federal Seminar
- PSCI 343 - American National Politics
- PSCI 373 - Christian Courage in Public Life
- PSCI 385 - Selected Topics in Political Science
- PSCI 447 - American Constitutional Law
- PSCI 455 - First Amendment and American Democracy
- PSCI 465 - American Heritage of Religious Liberty
- PSCI 475 - Jurisprudence
- PSCI 490 - Political Internship
- PSCI 494 - Readings in Political Science
- PSCI 499 - Independent Study

In addition, select one course in two of the following four categories of academic skills courses:

Research and Writing:

- COMM 331 - Public Relations Writing
- COMM 460 - Philosophy of Human Communication
- ENGL 306 - Advanced Writing
- ENGL 311 - Business Communications and Technical Writing
- HONR 500 - Honors Research Project

Communication and Advocacy

- COMM 305 - Professional Communication
- COMM 342 - Persuasion and Media Influence
- HONR 500 - Honors Research Project
- PSCI 344 - American Public Policy
- SOWK 420 - Practice IV: Skills & Techniques for Working with Policies and Social Systems

Logic and Analytical Reasoning

- COMP 120 - Introduction to Programming
- COMP 150 - Programming: Control Structures
- COMP 475 - Theory of Computation
- ENGR 221 - Digital Systems
- MATH 220 - Number Theory and Proof
- MATH 241 - Statistics
- MATH 311 - Discrete Mathematics
- PHIL 201 - Introduction to Philosophy
- PHIL 301 - Logic
- PHIL 422 - History of Political Philosophy

Ethical Leadership

- CJUS 325 - Police and Society
- COMM 235 - Teambuilding and Leadership
- LEAD 200 - Introduction to Leadership Studies
- MSCI 441 - Junior Officer Leadership I

- PHIL 330 - Introduction to Christian Ethics
- PSCI 352 - Christianity and Politics
- THEO 340 - Culture and the Christian

Note:

Students who complete the Honors Research program fulfill both the research and writing and the communication and advocacy categories.

Political Science Minor

16 hours

Required:

- PSCI 101 - Introduction to Political Science
- PSCI 223 - American Government
- Four or more additional hours of political science for a total of 16 hours of PSCI coursework.
- At least six hours of the minor must be upper-division courses.

Recommended Supporting Course:

- SSCI 302 - World Regional Geography

Department of Modern Languages

Faculty

NANCY BONILLA (2009)

Associate Professor of Spanish; Chair, Department of Modern Languages

B.A., 1996, Olivet Nazarene University

M.A., 2007, Illinois State University

Ed.D., 2015, Regent University

WILFREDO CANALES (2007)

Associate Professor of Spanish

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

M.A., 2006, Instituto Latinoamericano de la

Comunicacion Educativa, Mexico

Universidad de Artes y Ciencias Sociales

KAREN LEONARD (2015)

Associate Professor of Spanish

B.A., 2008, Northwestern College

M.A., 2010, Loyola University

Ph.D., 2015, University of Iowa

The Department of Modern Languages shares the University's commitment to the integration of Christian faith with scholarship. Its mission is to lead students to improved proficiency in world languages through a program that focuses on communication in the target language, real-life practice, and cultural competence in order to equip them to serve God in local and international settings.

Foreign languages develop students' abilities to appropriately communicate in a cultural context. Students learn to engage in the interpersonal, presentational, and interpretive modes of communication while learning to analyze cultural perspectives. The program fosters opportunities to interact with a variety of native speakers, including a study abroad component.

Foreign Language Recommended Placement

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

Students with three or four years of high school background in Spanish are encouraged to start with SPAN 211. Students with four years or more of the same high school foreign language satisfy the

foreign language/international culture general education requirement upon verification of the credits on the high school transcript. Such students are, however, encouraged to pursue additional studies in the language, possibly completing a minor or major in the language. In such cases, placement generally would start in SPAN 211.

Native speakers generally are encouraged to begin with 200-level courses, pending approval of the language instructor.

Spanish Education Major, B.S.

36 hours

Required Before Teacher Education Program entry:

- EDUC 140 - Foundations of Multicultural Education
- EDUC 195 - Teacher Education Seminar I: Teachers and Technologies in the 21st Century
- EDUC 200 - Human Development & Education
- EDUC 214 - Early Adolescent Development
- EDUC 280 - General Methods & Assessment

Required After Teacher Education Program entry, before Student Teaching

- EDUC 376 - Inclusion of Exceptional Students
- EDUC 386 - Teaching of Spanish, K-12
- EDUC 392 - Teacher Education Seminar II: Classroom Management
- ENGL 335 - Reading in the Content Areas

Required After Teacher Education Program entry, during Student Teaching:

- EDUC 485 - Supervised Student Teaching: All Grades
- EDUC 493 - Teacher Education Seminar III

Required Field Experience Hours:

- EDUC 175 - Field Experience I
- EDUC 275 - Field Experience II
- EDUC 375 - Field Experience III

Required:

- SPAN 211 - Intermediate Spanish I
 - SPAN 212 - Intermediate Spanish II
 - SPAN 250 - Spanish Proficiency Lab I
 - SPAN 321 - Spanish Culture and Civilization
 - SPAN 322 - Latin American Culture and Civilization
 - SPAN 334 - Spanish Linguistics
 - SPAN 341 - Advanced Spanish Conversation
 - SPAN 345 - Advanced Spanish Composition

 - SPAN 361 - Spanish Literature
 - or SPAN 362 - Latin-American Literature

 - SPAN 425 - Spanish Proficiency Lab II
 - SPAN 450 - Introduction to Interpretation and Translation
 - SPAN 495 - Senior Seminar
 - SPAN 498 - Study Abroad
- At least six consecutive weeks of study are required in a country where Spanish is the primary language. Students must submit a plan of study to be approved in advance by the department.**

Required Supporting Courses (select one of the following):

- ENGL 301 - Understanding Language: An Introduction to Linguistics
- HIST 379 - The Developing World
- SPAN 341 - Advanced Spanish Conversation *
- SPAN 361 - Spanish Literature - if not taken above

- SPAN 362 - Latin-American Literature - if not taken above
Note: *SPAN-341 may be taken twice if taught by different professors.

Recommended Supporting Courses:

- SPED 321 - Emotional and Behavioral Supports

Note:

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

Spanish Major, B.A.

36 hours

Required:

- SPAN 211 - Intermediate Spanish I
- SPAN 212 - Intermediate Spanish II
- SPAN 250 - Spanish Proficiency Lab I
- SPAN 321 - Spanish Culture and Civilization
- SPAN 322 - Latin American Culture and Civilization
- SPAN 334 - Spanish Linguistics
- SPAN 341 - Advanced Spanish Conversation
- SPAN 345 - Advanced Spanish Composition
- SPAN 361 - Spanish Literature
- or SPAN 362 - Latin-American Literature
- SPAN 425 - Spanish Proficiency Lab II
- SPAN 450 - Introduction to Interpretation and Translation
- SPAN 495 - Senior Seminar
- SPAN 498 - Study Abroad

Additional Requirements:

At least six consecutive weeks of study are required in a country where Spanish is the primary language. Students must submit a plan of study to be approved in advance by the department.

Required Supporting Courses (select one of the following):

- ENGL 301 - Understanding Language: An Introduction to Linguistics
- HIST 379 - The Developing World
- SPAN 341 - Advanced Spanish Conversation *
- SPAN 361 - Spanish Literature - if not taken above
- SPAN 362 - Latin-American Literature - if not taken above

Note:

*SPAN-341 may be taken twice if taught by different professors.

Spanish Minor

18-20 hours

Required:

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

Plus:

6-8 additional hours in Spanish

(SPAN 111/SPAN 112 or upper division courses)

College of Professional Studies

Amber Residori, Ed.D., LCSW, Dean

The College of Professional Studies represents Olivet Nazarene University's ongoing commitment to professional programs, scientific study and educational development. The College includes the Center for Academic Excellence, which houses the Department of General Studies; the McGraw School of Business; the School of Nursing; and the following departments: Education, Exercise and Sports Science, Family and Consumer Sciences, Military Science, and Social Work & Criminal Justice. The College is focused on the ecological perspective (a holistic way of viewing life, health and the human experience) which includes biological, physiological, and social areas of study. The College uniquely joins together key areas of discipline in order to create stronger relationships and additional academic opportunities for students.

The College also includes several accredited programs:

- Commission on Collegiate Nursing Education (CCNE) for the Nursing Program
- Council on Social Work Education (CSWE) for the Social Work Program
- Accreditation Council for Education in Nutrition and Dietetics (ACEND) for the Dietetics Program
- Commission on Accreditation of Athletic Training Education (CaATE) for the Athletic Training Program

The departments in the College of Professional Studies seek to create stimulating learning environments that shape students into future professionals who live out their faith while also impacting the world through strong academic and professional endeavors.

McGraw School of Business

The McGraw School of Business at Olivet Nazarene University contributes to the University's commitment to combine liberal arts with professional preparation by providing students with a foundational understanding of economic thought (thinking); enabling them to effectively pursue careers in various areas of business concentration; and developing their critical reasoning and analytical skills in order to serve as discerning stewards of God's truth in various communities, whether family, church, enterprise, or nation.

Additionally, the McGraw School of Business seeks to establish ongoing relationships with professional business organizations to encourage students to seek professional certification in the related fields of study.

Faculty

GLEN REWERTS (1993)

Professor of Business; Associate Dean, School of Business

B.S., 1984, Eastern Illinois University

M.B.A., 1987, Southern Illinois University

J.D., 1987, Southern Illinois University

PAUL KOCH (1992)

Professor of Economics

B.S., 1979, George Fox College

M.S., 1984, Illinois State University

Ed.D., 1994, Illinois State University

LYNDA ALLEN (2003)

Professor of Business

B.S., 1982, Olivet Nazarene University

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

D.M., 2009, University of Phoenix

BRAD THOMAS (2011)

Associate Professor of Management Information Systems

B.S., 1987, Olivet Nazarene University

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

D.B.A., 2020, Anderson University

DOUGLAS NIELSEN (2016)

Assistant Professor of Finance

B.S., 2009, Olivet Nazarene University

M.B.A., 2012, Olivet Nazarene University

CHRIS PEREZ (2017)

Assistant Professor of Marketing

B.A., 1999, Columbia College Chicago

M.B.A., 2002, University of Phoenix

JEFF DOOLITTLE (2018)

Business Program Director, Graduate and Continuing Studies

B.S., 1990, Olivet Nazarene University

M.B.A., 1998, Olivet Nazarene University

TONI PAULS (2018) part-time

Program Coordinator, BSB/BSL and Ed.D.

B.A., 1992, Fresno Pacific University

M.A., 1995, Alliant International University

Ph.D., 2005, Regent University

GIA SUGGS (2019) part-time

Program Coordinator, Graduate Programs in Business

B.A., 1996, Barat College

Study Abroad (Liberal Arts Programme), 1994, St. Claire's International College Oxford

M.P.H., 2002, University of Illinois at Springfield

M.A., 2007, Governors State University

Ed.D., 2012, Olivet Nazarene University

DAVID HORTON (2021)

Associate Professor of Accounting

B.S., 1984, Olivet Nazarene University

M.S., 1994, Walsh College

TRICIA MILLS (2021)

Assistant Professor of Accounting

B.S., 1992, Governors State University

M.S., 2017, Western Governors University

The School seeks to provide high quality academic instruction in Accounting, Business Administration, Economics-Finance, International Business, Management Information Systems, and Marketing, challenging students to lives of faith as they pursue excellence in their field of study.

The Business Administration major provides students with a basic core curriculum and permits a choice of emphasis from six areas of specialization: management, philanthropy and not-for-profit, public administration, human resource management, operations management and healthcare management. The School also offers majors in economics-finance, marketing, international business and management information systems.

Please see Accelerated Bachelor's/Master's Programs for information on undergraduate to graduate program completion.

Accelerated Accounting to MBA Program

Jeff Doolittle, M.B.A., Director

36 hours

This B.S. to MBA Accelerated Bachelor's/Master Program enables undergraduate business students to complete graduate level business administration courses during the junior and senior year of their traditional business program. Students qualify to graduate with a bachelor's degree at the end of four years and then complete study in the M.B.A. program.

Traditional courses will be offered on-ground. The MBA core courses are 8 weeks in length and are delivered online. There are no required face-to-face meetings for the MBA core courses. This program is designed for working adults. Students can expect to spend 8-10 hours per week on MBA course related activities. Total time to complete the program is 16 months, with courses starting every 8 weeks.

To remain eligible, students must maintain a cumulative G.P.A. of 3.0 with a minimum C in all core and required supporting courses in the undergraduate major. Dual enrolled courses require a B or higher to receive credit. Students are eligible for campus housing, food service, and rec center access during the MBA portion of the program, however, they are not required to stay at Olivet or in Bourbonnais to complete it.

See Master of Business Administration, M.B.A. for course requirements to complete the Master's program.

Note:

Students completing the Accelerated Bachelor's to Master's program can complete up to 4 courses at the 500 level as a part of the Bachelor's degree.

To graduate, a student must complete the MBA curriculum with a GPA of 3.0 or better. Students falling below a 3.0 will be put on academic probation and may be subject to suspension from the program.

Accelerated Accounting-CPA Track to MBA Program

Jeff Doolittle, M.B.A., Director

36 hours

This B.S. to MBA Accelerated Bachelor's/Master Program enables undergraduate business students to complete graduate level business administration courses during the junior and senior year of their traditional business program. Students qualify to graduate with a bachelor's degree at the end of four years and then complete study in the M.B.A. program.

Traditional courses will be offered on-ground. The MBA core courses are 8 weeks in length and are delivered online. There are no required face-to-face meetings for the MBA core courses. This program is designed for working adults. Students can expect to spend 8-10 hours per week on MBA course related activities. Total time to complete the program is 16 months, with courses starting every 8 weeks.

To remain eligible, students must maintain a cumulative G.P.A. of 3.0 with a minimum C in all core and required supporting courses in the undergraduate major. Dual enrolled courses require a B or higher to receive credit. Students are eligible for campus housing, food service, and rec center access during the MBA portion of the program, however, they are not required to stay at Olivet or in Bourbonnais to complete it.

See Master of Business Administration, M.B.A. for course requirements to complete the Master's program.

Note:

Students completing the Accelerated Bachelor's to Master's program can complete up to 4 courses at the 500 level as a part of the Bachelor's degree.

To graduate, a student must complete the MBA curriculum with a GPA of 3.0 or better. Students falling below a 3.0 will be put on academic probation and may be subject to suspension from the program.

Accelerated Business Administration to MBA Program

Jeff Doolittle, M.B.A., Director

36 hours

This B.S. to MBA Accelerated Bachelor's/Master Program enables undergraduate business students to complete graduate level business administration courses during the junior and senior year of their traditional business program. Students qualify to graduate with a bachelor's degree at the end of four years and then complete study in the M.B.A. program.

Traditional courses will be offered on-ground. The MBA core courses are 8 weeks in length and are delivered online. There are no required face-to-face meetings for the MBA core courses. This program is designed for working adults. Students can expect to spend 8-10 hours per week on MBA course related activities. Total time to complete the program is 16 months, with courses starting every 8 weeks.

To remain eligible, students must maintain a cumulative G.P.A. of 3.0 with a minimum C in all core and required supporting courses in the undergraduate major. Dual enrolled courses require a B or higher to receive credit. Students are eligible for campus housing, food service, and rec center access during the MBA portion of the program, however, they are not required to stay at Olivet or in Bourbonnais to complete it.

See Master of Business Administration, M.B.A. for course requirements to complete the Master's program.

Note:

Students completing the Accelerated Bachelor's to Master's program can complete up to 4 courses at the 500 level as a part of the Bachelor's degree.

To graduate, a student must complete the MBA curriculum with a GPA of 3.0 or better. Students falling below a 3.0 will be put on academic probation and may be subject to suspension from the program.

Accelerated Economics/Finance to MBA Program

Jeff Doolittle, M.B.A., Director

36 hours

This B.S. to MBA Accelerated Bachelor's/Master Program enables undergraduate business students to complete graduate level business administration

courses during the junior and senior year of their traditional business program. Students qualify to graduate with a bachelor's degree at the end of four years and then complete study in the M.B.A. program.

Traditional courses will be offered on-ground. The MBA core courses are 8 weeks in length and are delivered online. There are no required face-to-face meetings for the MBA core courses. This program is designed for working adults. Students can expect to spend 8-10 hours per week on MBA course related activities. Total time to complete the program is 16 months, with courses starting every 8 weeks.

To remain eligible, students must maintain a cumulative G.P.A. of 3.0 with a minimum C in all core and required supporting courses in the undergraduate major. Dual enrolled courses require a B or higher to receive credit. Students are eligible for campus housing, food service, and rec center access during the MBA portion of the program, however, they are not required to stay at Olivet or in Bourbonnais to complete it.

See Master of Business Administration, M.B.A. for course requirements to complete the Master's program.

Note:

Students completing the Accelerated Bachelor's to Master's program can complete up to 4 courses at the 500 level as a part of the Bachelor's degree.

To graduate, a student must complete the MBA curriculum with a GPA of 3.0 or better. Students falling below a 3.0 will be put on academic probation and may be subject to suspension from the program.

Accelerated International Business to MBA Program

Jeff Doolittle, M.B.A., Director

36 hours

This B.S. to MBA Accelerated Bachelor's/Master Program enables undergraduate business students to complete graduate level business administration courses during the junior and senior year of their traditional business program. Students qualify to graduate with a bachelor's degree at the end of four years and then complete study in the M.B.A. program.

Traditional courses will be offered on-ground. The MBA core courses are 8 weeks in length and are delivered online. There are no required face-to-face meetings for the MBA core courses. This program is designed for working adults. Students can expect to spend 8-10 hours per week on MBA course related activities. Total time to complete the program is 16 months, with courses starting every 8 weeks.

To remain eligible, students must maintain a cumulative G.P.A. of 3.0 with a minimum C in all core and required supporting courses in the undergraduate major. Dual enrolled courses require a B or higher to receive credit. Students are eligible for campus housing, food service, and rec center access during the MBA portion of the program, however, they are not required to stay at Olivet or in Bourbonnais to complete it.

See Master of Business Administration, M.B.A. for course requirements to complete the Master's program.

Note:

Students completing the Accelerated Bachelor's to Master's program can complete up to 4 courses at the 500 level as a part of the Bachelor's degree.

To graduate, a student must complete the MBA curriculum with a GPA of 3.0 or better. Students falling below a 3.0 will be put on academic probation and may be subject to suspension from the program.

Accelerated Management Information Systems to MBA Program

Jeff Doolittle, M.B.A., Director

36 hours

This B.S. to MBA Accelerated Bachelor's/Master Program enables undergraduate business students to complete graduate level business administration courses during the junior and senior year of their traditional business program. Students qualify to graduate with a bachelor's degree at the end of four years and then complete study in the M.B.A. program.

Traditional courses will be offered on-ground. The MBA core courses are 8 weeks in length and are delivered online. There are no required face-to-face

meetings for the MBA core courses. This program is designed for working adults. Students can expect to spend 8-10 hours per week on MBA course related activities. Total time to complete the program is 16 months, with courses starting every 8 weeks.

To remain eligible, students must maintain a cumulative G.P.A. of 3.0 with a minimum C in all core and required supporting courses in the undergraduate major. Dual enrolled courses require a B or higher to receive credit. Students are eligible for campus housing, food service, and rec center access during the MBA portion of the program, however, they are not required to stay at Olivet or in Bourbonnais to complete it.

See Master of Business Administration, M.B.A. for course requirements to complete the Master's program.

Note:

Students completing the Accelerated Bachelor's to Master's program can complete up to 4 courses at the 500 level as a part of the Bachelor's degree.

To graduate, a student must complete the MBA curriculum with a GPA of 3.0 or better. Students falling below a 3.0 will be put on academic probation and may be subject to suspension from the program.

Accelerated Marketing to MBA Program

Jeff Doolittle, M.B.A., Director

36 hours

This B.S. to MBA Accelerated Bachelor's/Master Program enables undergraduate business students to complete graduate level business administration courses during the junior and senior year of their traditional business program. Students qualify to graduate with a bachelor's degree at the end of four years and then complete study in the M.B.A. program.

Traditional courses will be offered on-ground. The MBA core courses are 8 weeks in length and are delivered online. There are no required face-to-face meetings for the MBA core courses. This program is designed for working adults. Students can expect to spend 8-10 hours per week on MBA course related

activities. Total time to complete the program is 16 months, with courses starting every 8 weeks.

To remain eligible, students must maintain a cumulative G.P.A. of 3.0 with a minimum C in all core and required supporting courses in the undergraduate major. Dual enrolled courses require a B or higher to receive credit. Students are eligible for campus housing, food service, and rec center access during the MBA portion of the program, however, they are not required to stay at Olivet or in Bourbonnais to complete it.

See Master of Business Administration, M.B.A. for course requirements to complete the Master's program.

Note:

Students completing the Accelerated Bachelor's to Master's program can complete up to 4 courses at the 500 level as a part of the Bachelor's degree.

To graduate, a student must complete the MBA curriculum with a GPA of 3.0 or better. Students falling below a 3.0 will be put on academic probation and may be subject to suspension from the program.

Accounting Major - CPA Track, B.S.

75 hours

Note: This program may require more than eight (8) semesters to complete.

The Accounting major provides a solid background of accounting and business practices and procedures to enable the student to prepare for entry-level accounting responsibilities in public, corporate, or governmental accounting. Students must earn 128 semester hours to earn a baccalaureate degree with a major in Accounting. However, students interested in sitting for the CPA examination should be aware that 150 semester hours of credit are generally required prior to taking the CPA exam. Students additionally have the option to pursue the Certified Managerial Accounting Exam for careers within corporation.

Required:

- ACCT 110 - Financial Accounting

- ACCT 111 - Managerial Accounting
- ACCT 255 - Intermediate Accounting I
- ACCT 256 - Intermediate Accounting II
- ACCT 365 - Individual Income Tax
- ACCT 367 - Auditing
- ACCT 469 - Advanced Accounting
- ACCT 489 - Internship
- BSNS 160 - Principles of Management
- BSNS 171 - Business Computer Applications and Communication
- BSNS 197 - Freshmen Career Management
- BSNS 241 - Business Statistics
- BSNS 253 - Principles of Marketing
- BSNS 271 - Business Computations and Management Support
- BSNS 297 - Sophomore Career Management
- BSNS 302 - Personal Finance and Stewardship
- BSNS 351 - Business Law I
- BSNS 352 - Business Law II
- BSNS 403 - Management Information Systems
- BSNS 480 - Enterprise Resource Planning I
- BSNS 481 - Enterprise Resource Planning II
- BSNS 490 - Business Policy and Strategy
- BSNS 496 - Financial Planning Capstone
- BSNS 497 - Seminar in Leadership and Business Ethics
- ECON 110 - Principles of Economics

Required Supporting Courses:

- ACCT 357 - Cost Accounting
- ACCT 462 - Governmental and Not-for-Profit Accounting
- ACCT 470 - Corporate and Other Entity Tax
- BSNS 355 - Intermediate Finance
- BSNS 444 - Corporate Finance
- ENGL 311 - Business Communications and Technical Writing
- MATH 117 - Finite Mathematics with Business Applications
or MATH 137 - Applied Calculus
or MATH 147 - Calculus I

Recommended Supporting Courses:

- BSNS 362 - Financial Markets and Institutions
- BSNS 445 - Insurance Planning
- ECON 365 - International Trade and Finance
- ECON 473 - Investments

Accounting Major, B.S.

66 hours

The Accounting major provides a solid background of accounting and business practices and procedures to enable the student to prepare for entry-level accounting responsibilities in public, corporate, or governmental accounting. Students must earn 128 semester hours to earn a baccalaureate degree with a major in Accounting. However, students interested in sitting for the CPA examination should be aware that 150 semester hours of credit are generally required prior to taking the CPA exam. Students additionally have the option to pursue the Certified Managerial Accounting Exam for careers within corporation.

Required:

- ACCT 110 - Financial Accounting
- ACCT 111 - Managerial Accounting
- ACCT 255 - Intermediate Accounting I
- ACCT 256 - Intermediate Accounting II
- ACCT 365 - Individual Income Tax
- ACCT 367 - Auditing
- ACCT 489 - Internship
- BSNS 160 - Principles of Management
- BSNS 171 - Business Computer Applications and Communication
- BSNS 197 - Freshmen Career Management
- BSNS 241 - Business Statistics
- BSNS 253 - Principles of Marketing
- BSNS 271 - Business Computations and Management Support
- BSNS 297 - Sophomore Career Management
- BSNS 302 - Personal Finance and Stewardship
- BSNS 351 - Business Law I
- BSNS 352 - Business Law II
- BSNS 403 - Management Information Systems
- BSNS 490 - Business Policy and Strategy

- BSNS 497 - Seminar in Leadership and Business Ethics
- ECON 110 - Principles of Economics

In addition, select two of the following courses:

- ACCT 357 - Cost Accounting
- ACCT 462 - Governmental and Not-for-Profit Accounting
- ACCT 469 - Advanced Accounting
- ACCT 470 - Corporate and Other Entity Tax
- BSNS 444 - Corporate Finance
- BSNS 496 - Financial Planning Capstone

To be supported by:

- MATH 117 - Finite Mathematics with Business Applications
or MATH 137 - Applied Calculus
or MATH 147 - Calculus I
- ENGL 311 - Business Communications and Technical Writing

Recommended supporting courses:

- BSNS 480 - Enterprise Resource Planning I
- BSNS 481 - Enterprise Resource Planning II

Bachelor of Science in Business, B.S. (online GCS)

Jeff Doolittle, D.S.L., Director

The Bachelor of Science in Business (BSB) is designed to help working adults reach their career and educational goals. This flexible degree program meets the needs of those looking to begin a new college degree program or get back on track to complete their higher education objectives.

As a BSB student, you will be exposed to the qualitative and quantitative aspects of business, including human resources, information technology, finance, economics, and marketing. The program focuses on the integration of your experience to the

academic coursework with the intention that the knowledge and skills you develop will be directly applicable to the work environment. The objectives of the program are to enhance your entrepreneurial ability to:

- Apply critical thinking skills to identify, analyze, and solve business related problems from a Christian worldview.
- Discuss and research the various laws and regulations that impact organizations.
- Communicate effectively in written and oral formats.
- Apply the concepts of organizational motivation, group behavior, group dynamics, organizational communication, and decision-making in the business context.
- Apply theoretical concepts to real-life business situations.
- Develop and lead teams in the current local and global business environment.

Program Format

The BSB program is an accredited degree program that offers a core business track, business electives and all the general education and elective courses needed to complete your degree with course offerings starting every 6 weeks.

Candidates entering the program with 0-30 hours of previous credits begin with general education and business electives and progress to the core business track. Candidates transferring more than 30 hours of credit will utilize a mix of general education courses, core business courses, as well as electives to meet the required 120 credit hours.

Core Business Track:

- ACC 306 - Financial Accounting for Business
- ACC 407 - Managerial Accounting and Decision Making
- BUS 302 - Statistics for Business
- BUS 326 - Business Law
- BUS 403 - Marketing Management
- BUS 405 - Corporate Finance
- BUS 410 - Leadership and Management
- BUS 415 - Global Business
- BUS 419 - Organizational Behavior
- BUS 420 - Operations Management

- BUS 425 - Information Technology
- BUS 435 - Human Resource Management
- BUS 480 - Business Ethics
- ECN 305 - Economic Systems

General Education Requirements

- ENG 109 - College Writing I (Prerequisite)
 - ENG 200 - College Writing II (Must be completed prior to or with the first course of the BUS core)
 - COM 105 - Oral Communication
 - SOC 120 - Introduction to Sociology or PSY 204 - Industrial/Organizational Psychology or PSC 223 - American Government
 - HIS 210 - Western Civilization
 - ENG 204 - World Literature or ENG 301 - Thematic Studies in Literature
 - FIN 105 - Fine Arts
 - GEO 121 - Physical Geography or CHM 101 - Chemistry
 - BIO 201 - General Biological Science
 - MTH 117 - Finite Mathematics or MTH 120 - Introduction to Statistics
 - FAC 126 - Nutrition in Health & Fitness
 - BIB 105 - Introduction to Christianity *
 - BIB 215 - Understanding the Bible
 - THE 300 - Faith and Contemporary Issues or THE 310 - Christianity & Culture
- *students who transfer in 45 hours do not have to take BIB 105

Master's Path:

Well-qualified BSB or BASB students may choose to take 500-level dual credit courses that count toward an ONU business master's degree program. Students desiring to complete 500-level courses must have either a cumulative G.P.A. of 3.0 or an institutional G.P.A. of 3.0 with a minimum of 12 hours. The following courses are offered for dual credit:

- BUS 510 - Leadership and Management
- BUS 515 - Global Business
- BUS 519 - Organizational Behavior
- BUS 520 - Operations Management
- BUS 580 - Business Ethics

Note:

To graduate, students must successfully complete the BSB curriculum with a GPA of 2.0 or above and have earned a total of 120 credit hours. Students must complete 30 hours of upper-division coursework and two (2) to three (3) Bible classes at Olivet. Students falling below a 2.0 GPA will be put on academic probation and may be subject to suspension from the program.

Students who possess an Associate of Applied Science degree or comparable educational credentials in an applied science or technical field may be eligible for block transfer credit. Students using block credit will earn a Bachelor of Applied Science in Business degree.

Bachelor of Science in Leadership, B.S. (online GCS)

Jeff Doolittle, D.S.L., Director

The Bachelor of Science in Leadership (BSL) is designed to help working adults reach their career and educational goals. This flexible degree program meets the needs of those looking to begin a new college degree program or get back on track to complete their higher education objectives.

As a BSL student, you will be exposed to the qualitative and quantitative aspects of business, including leadership, human resources, organizational change, information technology, operations management, and marketing. The program focuses on the integration of your experience to the academic coursework with the intention that the knowledge and skills you develop will be directly applicable to the work environment. The objectives of the program are to enhance your leadership ability to:

- Develop and lead teams in the current local and global business environment.
- Communicate effectively to diverse internal and external audiences to contribute to a positive team climate.
- Create a positive organizational culture which values diversity and inclusion in the workplace.

- Discuss and research the various laws and regulations that impact organizations.
- Apply the concepts of organizational motivation, group behavior, group dynamics, organizational communication, and decision-making in the organizational context.
- Apply critical thinking skills to identify, analyze, and solve business related problems from a Christian worldview.

Program Format

The BSL program is an accredited degree program that offers a core business track, business electives as well as all the general education and elective courses needed to complete your degree with course offerings starting every 6 weeks.

Candidates entering the program with 0-30 hours of previous credits begin with general education and business electives and progress to the core business track. Candidates transferring more than 30 hours of credit will utilize a mix of general education courses, core business courses, as well as electives to meet the required 120 credit hours.

Core Business Track:

- ACC 407 - Managerial Accounting and Decision Making
- BUS 326 - Business Law
- BUS 403 - Marketing Management
- BUS 410 - Leadership and Management
- BUS 411 - Leading Groups and Teams
- BUS 415 - Global Business
- BUS 419 - Organizational Behavior
- BUS 420 - Operations Management
- BUS 425 - Information Technology
- BUS 435 - Human Resource Management
- BUS 441 - Conflict Management and Resolution
- BUS 453 - Leading Organizational Change
- BUS 480 - Business Ethics
- BUS 490 - Strategic Leadership

General Education Requirements

- ENG 109 - College Writing I (Prerequisite)

- ENG 200 - College Writing II (Must be completed prior to or with the first course of the BUS core)
- COM 105 - Oral Communication
- SOC 120 - Introduction to Sociology or PSY 204 - Industrial/Organizational Psychology or PSC 223 - American Government
- HIS 210 - Western Civilization
- ENG 204 - World Literature or ENG 301 - Thematic Studies in Literature
- FIN 105 - Fine Arts
- GEO 121 - Physical Geography or CHM 101 - Chemistry
- BIO 201 - General Biological Science
- MTH 117 - Finite Mathematics or MTH 120 - Introduction to Statistics
- FAC 126 - Nutrition in Health & Fitness
- BIB 105 - Introduction to Christianity *
- BIB 215 - Understanding the Bible
- THE 300 - Faith and Contemporary Issues or THE 310 - Christianity & Culture
*students who transfer in 45 hours do not have to take BIB 105

Master's Path:

Well qualified BSL or BASL students may choose to take 500-level dual credit courses that count toward an ONU business master's degree program. Students desiring to complete 500-level courses must have either a cumulative G.P.A. of 3.0 or an institutional G.P.A. of 3.0 with a minimum of 12 hours. The following courses are offered for dual credit:

- BUS 510 - Leadership and Management
- BUS 515 - Global Business
- BUS 519 - Organizational Behavior
- BUS 520 - Operations Management
- BUS 580 - Business Ethics

Note:

To graduate, students must successfully complete the BSL curriculum with a GPA of 2.0 or above and have earned a total of 120 credit hours. Students must complete 30 hours of upper-division coursework and two (2) or three (3) Bible classes at Olivet. Students falling below a 2.0 GPA will be put on academic

probation and may be subject to suspension from the program.

Students who possess an Associate of Applied Science degree or comparable educational credentials in an applied science or technical field may be eligible for block transfer credit. Students using block credit will earn a Bachelor of Applied Science in Leadership degree.

Business Administration Major, B.S.

55-63 hours

The Business Administration major provides students with basic core curriculum and permits a choice of emphasis from six concentrations: Management, Philanthropy & Not-for-Profit, Public Administration, Human Resource Management, Operations Management, Healthcare Management, and Entrepreneurship.

Required Courses:

- ACCT 110 - Financial Accounting
- ACCT 111 - Managerial Accounting
- BSNS 160 - Principles of Management
- BSNS 171 - Business Computer Applications and Communication
- BSNS 197 - Freshmen Career Management
- BSNS 241 - Business Statistics
- BSNS 253 - Principles of Marketing
- BSNS 297 - Sophomore Career Management
- BSNS 302 - Personal Finance and Stewardship
- BSNS 351 - Business Law I
- BSNS 352 - Business Law II
- BSNS 367 - Organizational Behavior
- BSNS 403 - Management Information Systems
- BSNS 489 - Internship
- BSNS 490 - Business Policy and Strategy
- BSNS 497 - Seminar in Leadership and Business Ethics
- ECON 110 - Principles of Economics

Plus completion of one of the following concentrations:

A. Management Concentration

Select 4 of the following courses - at least 3 must be from BSNS/ECON:

- BSNS 271 - Business Computations and Management Support
- BSNS 315 - Federal Seminar
- BSNS 325 - Event Planning
- BSNS 368 - Human Resource Management
- BSNS 415 - Healthcare Quality Control Six Sigma
- BSNS 444 - Corporate Finance
- BSNS 450 - Entrepreneurship and Small Business Management
- BSNS 480 - Enterprise Resource Planning I
- BSNS 481 - Enterprise Resource Planning II
- BSNS 485 - Enactus I
AND BSNS 486 - Enactus II
- BSNS 494 - Global Immersion
- BSNS 496 - Financial Planning Capstone
- ECON 311 - Intermediate Microeconomics
- FACS 455 - Food Systems Management
- PSYC 324 - Industrial/Organizational Psychology

Note:

If BSNS-485 is taken, BSNS-486 must also be taken to complete the requirement.

B. Philanthropy and Not-for-Profit Concentration

Select 4 courses from the following:

- BSNS 368 - Human Resource Management
- BSNS 385 - Fundraising and Grant Writing
- BSNS 415 - Healthcare Quality Control Six Sigma
- BSNS 478 - Advanced Human Resources for Profit & Non-Profit Organizations
- BSNS 485 - Enactus I

- **AND** BSNS 486 - Enactus II
- BSNS 494 - Global Immersion

Note:

If BSNS-485 is taken, BSNS-486 must also be taken to complete the requirement.

C. Public Administration Concentration

Select 4 courses from the following:

- BSNS 368 - Human Resource Management
- BSNS 415 - Healthcare Quality Control Six Sigma
- BSNS 478 - Advanced Human Resources for Profit & Non-Profit Organizations
- BSNS 485 - Enactus I
AND BSNS 486 - Enactus II
- BSNS 494 - Global Immersion
- ECON 345 - Economics of the Public Sector

Note:

If BSNS-485 is taken, BSNS-486 must also be taken to complete the requirement.

D. Human Resource Management Concentration

- BSNS 368 - Human Resource Management
- BSNS 478 - Advanced Human Resources for Profit & Non-Profit Organizations

Select 2 courses from the following:

- BSNS 415 - Healthcare Quality Control Six Sigma
- BSNS 494 - Global Immersion
- COMM 352 - Communication Training & Development
- ENGL 311 - Business Communications and Technical Writing
- PSYC 324 - Industrial/Organizational Psychology

E. Operations Management Concentration

- BSNS 415 - Healthcare Quality Control Six Sigma
- BSNS 480 - Enterprise Resource Planning I
- BSNS 481 - Enterprise Resource Planning II
- ENGR 403 - Engineering Economics

F. Healthcare Management Concentration

- BSNS 368 - Human Resource Management
- BSNS 415 - Healthcare Quality Control Six Sigma
- BSNS 416 - Healthcare Lean Process Improvement
- BSNS 478 - Advanced Human Resources for Profit & Non-Profit Organizations
or BSNS 494 - Global Immersion

G. Entrepreneurship Concentration

- BSNS 450 - Entrepreneurship and Small Business Management
- BSNS 451 - Entrepreneurship II/Catalyst Implementation

Select 2 courses from the following:

- BSNS 394 - Global Marketing Management
- BSNS 440 - Marketing Research
- BSNS 444 - Corporate Finance
- BSNS 494 - Global Immersion

Required Supporting Courses (all concentrations):

- MATH 117 - Finite Mathematics with Business Applications
or MATH 137 - Applied Calculus
or MATH 147 - Calculus I

Recommended Supporting Courses:

- BSNS 494 - Global Immersion
- ENGL 311 - Business Communications and Technical Writing

Economics/Finance Major, B.S.

61-83 hours

The Economics/Finance major provides students with basic core curriculum and permits a choice of emphasis from three concentrations: Certified Financial Planning, Applied Economics, and Corporate Finance.

Required:

- ACCT 110 - Financial Accounting
- ACCT 111 - Managerial Accounting
- BSNS 160 - Principles of Management
- BSNS 171 - Business Computer Applications and Communication
- BSNS 197 - Freshmen Career Management
- BSNS 241 - Business Statistics
- BSNS 253 - Principles of Marketing
- BSNS 271 - Business Computations and Management Support
- BSNS 297 - Sophomore Career Management
- BSNS 302 - Personal Finance and Stewardship
- BSNS 351 - Business Law I
- BSNS 352 - Business Law II
- BSNS 355 - Intermediate Finance
- BSNS 403 - Management Information Systems *
- BSNS 489 - Internship *
- BSNS 490 - Business Policy and Strategy *
- BSNS 497 - Seminar in Leadership and Business Ethics *
- ECON 110 - Principles of Economics

Plus select one of the following:

A. Certified Financial Planning Concentration

- ACCT 365 - Individual Income Tax
- BSNS 330 - Applied Investment Management I
- BSNS 331 - Applied Investment Management II
- BSNS 362 - Financial Markets and Institutions
- BSNS 430 - Applied Investment Management III
- BSNS 431 - Applied Investment Management IV
- BSNS 445 - Insurance Planning
- BSNS 483 - Portfolio Structure and Management
- BSNS 496 - Financial Planning Capstone
- ECON 473 - Investments

B. Economics Concentration:

- ECON 311 - Intermediate Microeconomics
- ECON 312 - Intermediate Macroeconomics

Plus 2 courses from the following:

- ECON 308 - Comparative Economic Systems
- ECON 345 - Economics of the Public Sector
- ECON 362 - Financial Markets and Institutions
- ECON 365 - International Trade and Finance
or BSNS 494 - Global Immersion *

C. Corporate Finance Concentration:

- BSNS 330 - Applied Investment Management I
- BSNS 331 - Applied Investment Management II
- BSNS 430 - Applied Investment Management III
- BSNS 431 - Applied Investment Management IV
- BSNS 444 - Corporate Finance
- BSNS 483 - Portfolio Structure and Management
- ECON 362 - Financial Markets and Institutions
- ECON 365 - International Trade and Finance
or BSNS 494 - Global Immersion*

- ECON 473 - Investments

Required Supporting Course (all):

- MATH 117 - Finite Mathematics with Business Applications
or MATH 137 - Applied Calculus
or MATH 147 - Calculus I

Recommended Supporting Courses:

- BSNS 480 - Enterprise Resource Planning I
- BSNS 481 - Enterprise Resource Planning II
- BSNS 494 - Global Immersion *

Note:

*Students interested in the 4+1 MBA track must choose 4 courses at the 500 level.

International Business Major, B.S.

55-62 hours

The International Business major is a cooperative of overseas programs in business and economics. This degree provides students with basic core requirements, while providing a choice of five pre-approved travel/study experiences: The BGlobal Studies Program, The International Business Institute, The America Studies Program, The Korea Nazarene University Program, and The Lithuania Studies Program.

Required Courses:

- ACCT 110 - Financial Accounting
- ACCT 111 - Managerial Accounting
- BSNS 160 - Principles of Management
- BSNS 171 - Business Computer Applications and Communication
- BSNS 197 - Freshmen Career Management
- BSNS 241 - Business Statistics
- BSNS 253 - Principles of Marketing

- BSNS 297 - Sophomore Career Management
- BSNS 302 - Personal Finance and Stewardship
- BSNS 351 - Business Law I
- BSNS 394 - Global Marketing Management
- BSNS 403 - Management Information Systems
- BSNS 490 - Business Policy and Strategy
- BSNS 497 - Seminar in Leadership and Business Ethics
- BSNS 489 - Internship
or BSNS 589 - Internship
- ECON 110 - Principles of Economics
- ECON 308 - Comparative Economic Systems
- ECON 365 - International Trade and Finance
- Plus six credit hours of foreign travel study program approved by the International Business Degree Coordinator.

Required Supporting Courses:

- MATH 117 - Finite Mathematics with Business Applications
or MATH 137 - Applied Calculus
or MATH 147 - Calculus I
- PSCI 221 - Foundations of International Relations
- A minor in a foreign language.

Recommended Supporting Courses:

- ENGL 311 - Business Communications and Technical Writing

Pre-Approved Foreign Travel Study Programs:

BGlobal Studies Program: The BGlobal Studies Program is designed to provide adult students, from multiple academic disciplines and academic levels (Bachelor or Master level), with global opportunities to see society in transformation. Each BGlobal Studies Program destination (China, Czech Republic, India, Israel & South Africa) examines the impact of *Social, Spiritual, Education and Economic influencers on

individuals and on society as a whole. The *BGlobal Studies SSEE Transformation Model provides a framework to see God at work globally. The interdisciplinary nature of the Global Studies Program enriches the students' experience by equipping them to process transformation through multiple filters. Participants will earn credit hours covering BSNS 490 - Business Policy and Strategy, BSNS 494 - Global Immersion, BSNS 497 - Seminar in Leadership and Business Ethics, SOCY 366 - Global Issues, and BGlobal Studies Program & Travel Experience.

The International Business Institute is a cooperative overseas program in international economics and business that involves selected colleges in the Council for Christian Colleges and Universities. The Institute is designed to give students in Economics, Business, and related areas a distinctive opportunity for a term of study that incorporates the international dimension in these fields. The summer program is 10 weeks in length and includes several periods of significant residence in key locations as well as coordinated visits and presentations in the major political and economic centers of Europe, India, and China.

An essential purpose of the program is to encourage and facilitate the integration of academic study with an international field experience. The academic work is conducted in a variety of settings from the usual classroom to corporate headquarters, manufacturing plants, and governmental or international agencies. Participants will earn 12 credit hours covering ECON 308 - Comparative Economic Systems, ECON 365 - International Trade and Finance, BSNS 394 - Global Marketing Management, and BSNS 490 - Business Policy and Strategy. Program costs vary from year to year. Contact the Business Department for details.

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

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

For further information, contact the Chair of the Business Department. Nine credits are earned for participation in the Korea Nazarene University Program, six of which apply to the International Business major.

The Study Abroad Lithuania Program is offered by LCC International University in Klaipeda, Lithuania. Credit for participation in this program would be applied in a manner that is similar to the International Business Institute.

The American Studies Program offers a unique opportunity to experience Washington D.C. and its cultural offerings through a Christian perspective. Sixteen credits are earned for participation in this program, six of which apply to the International Business major.

**ECON 308 and ECON 365 are prerequisites for participating in BGlobal, ASP, KNU, and LCC programs.

Management Information Systems Major, B.S.

67-72 hours

Note: This program may require more than eight (8) semesters to complete.

The Management Information Systems major provides students with a basic core curriculum and permits a choice of emphasis in two areas: Information Technology Management and Data Analytics.

Required Courses:

- ACCT 110 - Financial Accounting
- BSNS 160 - Principles of Management
- BSNS 171 - Business Computer Applications and Communication
- BSNS 197 - Freshmen Career Management
- BSNS 241 - Business Statistics
or MATH 241 - Statistics (Data Analytics only)
- BSNS 253 - Principles of Marketing

- BSNS 271 - Business Computations and Management Support
 - BSNS 297 - Sophomore Career Management
 - BSNS 302 - Personal Finance and Stewardship **
 - BSNS 367 - Organizational Behavior
 - BSNS 403 - Management Information Systems *
 - BSNS 480 - Enterprise Resource Planning I
 - BSNS 481 - Enterprise Resource Planning II
 - BSNS 489 - Internship *
 - BSNS 490 - Business Policy and Strategy *
 - BSNS 497 - Seminar in Leadership and Business Ethics *
 - COMP 120 - Introduction to Programming
 - COMP 227 - System Administration
 - COMP 246 - Database Programming
 - COMP 337 - Digital Systems Security
 - ECON 110 - Principles of Economics **
- Plus completion of one concentration:**

A. Information Technology Management

- BSNS 351 - Business Law I
or BSNS 368 - Human Resource Management
or BSNS 494 - Global Immersion*
- BSNS 415 - Healthcare Quality Control Six Sigma
- COMP 237 - Network Technologies
- COMP 355 - Agile Methodologies

B. Data Analytics Concentration

- COMP 150 - Programming: Control Structures
- COMP 250 - Programming: Data Structures
- COMP 445 - Big Data
- MATH 330 - Regression and Time Series

Required Supporting Course:

- MATH 117 - Finite Mathematics with Business Applications **
or MATH 137 - Applied Calculus
or MATH 147 - Calculus I

Recommended Supporting Course:

- BSNS 494 - Global Immersion
- COMP 247 - Database Design and Administration
- ECON 308 - Comparative Economic Systems ***

Notes:

* Students interested in the 4+1 MBA track must choose 4 courses at the 500 level.

** These courses can optionally count towards general education requirements.

*** This course is highly recommended, but not required for the major.

Marketing Major, B.S.

66-67 hours

The Marketing Major provides students with a basic core curriculum in marketing and permits students to choose among four concentrations: Marketing Management, Commercial Graphics, Corporate Relations, and International Marketing.

Required Courses:

- ACCT 110 - Financial Accounting
- BSNS 160 - Principles of Management
- BSNS 171 - Business Computer Applications and Communication
- BSNS 197 - Freshmen Career Management
- BSNS 241 - Business Statistics
- BSNS 253 - Principles of Marketing
- BSNS 297 - Sophomore Career Management
- BSNS 302 - Personal Finance and Stewardship
- BSNS 351 - Business Law I
- BSNS 390 - Fundamentals of Salesmanship and Sales Management
- BSNS 394 - Global Marketing Management
- BSNS 403 - Management Information Systems
- BSNS 440 - Marketing Research

- BSNS 457 - Advertising and Promotions
- BSNS 467 - Digital and Emerging Marketing Technology
- BSNS 489 - Internship
- BSNS 490 - Business Policy and Strategy
- BSNS 497 - Seminar in Leadership and Business Ethics
- ECON 110 - Principles of Economics

Plus completion of one of the following concentrations:

A. Marketing Management Concentration

Required:

- BSNS 371 - Fall Marketing Agency 1
- BSNS 372 - Spring Marketing Agency 2
- BSNS 471 - Fall Marketing Agency 3
- BSNS 472 - Spring Marketing Agency 4

Select 3 courses from the following list:

At least 2 must be from ACCT, BSNS, or ECON.

- ACCT 111 - Managerial Accounting
- BSNS 315 - Federal Seminar
- BSNS 352 - Business Law II
- BSNS 356 - Retail Merchandising
- BSNS 450 - Entrepreneurship and Small Business Management
- ECON 365 - International Trade and Finance
- ART 200 - Introduction to Graphics
- COMM 331 - Public Relations Writing
- or COMM 342 - Persuasion and Media Influence
- COMM 362 - Social Media Strategies

B. Commercial Graphics Concentration

Required:

- BSNS 371 - Fall Marketing Agency 1
- BSNS 372 - Spring Marketing Agency 2
- BSNS 471 - Fall Marketing Agency 3
- BSNS 472 - Spring Marketing Agency 4

Select 3 courses from the following list:

- ART 200 - Introduction to Graphics
- ART 275 - Photoshop
- ART 320 - Package Designing
- ART 359 - Advertising and Publication

Note:

Students are required to have an Apple device in compliance with Department of Art and Digital Media guidelines.

C. Corporate Relations Concentration

Required:

- BSNS 371 - Fall Marketing Agency 1
- BSNS 372 - Spring Marketing Agency 2
- BSNS 471 - Fall Marketing Agency 3
- BSNS 472 - Spring Marketing Agency 4
- COMM 132 - Introduction to PR

Plus, select 2 of the following courses:

- COMM 141 - Introduction to Journalism
- COMM 305 - Professional Communication
- COMM 325 - Event Planning
- COMM 342 - Persuasion and Media Influence
- COMM 362 - Social Media Strategies

D. International Marketing Concentration

12 hours earned through participation in the BGlobal Studies Program or the International Business Institute Program (IBI).

- BGlobal Studies Program requires BSNS 490, BSNS 494, BSNS 497, and SOCY 366.
- IBI meets the requirements of BSNS 394 and BSNS 490 (core), plus ECON 308 and ECON 365.

Required:

- BSNS 371 - Fall Marketing Agency 1
- BSNS 372 - Spring Marketing Agency 2
- BSNS 471 - Fall Marketing Agency 3
- BSNS 472 - Spring Marketing Agency 4

Required supporting course:

- MATH 117 - Finite Mathematics with Business Applications
or MATH 137 - Applied Calculus
or MATH 147 - Calculus I

Recommended Supporting Course:

- BSNS 494 - Global Immersion *

Note:

*Students interested in the 4+1 MBA track must choose 4 courses at the 500 level.

Accelerated Business Major/Minor to MOL Program

Jeff Doolittle, M.B.A., Director

36 hours

This B.S. to Master's of Organizational Leadership (MOL) Accelerated Bachelor's/Master Program enables undergraduate Business students and those with a business minor to complete graduate level business administration courses during the senior year of their traditional business program. Students qualify to graduate with a bachelor's degree at the

end of four years and then complete one additional year of MOL coursework.

Traditional courses will be offered on-ground. The MOL core courses are 8 weeks in length and are delivered online. There are no required face-to-face meetings for the MOL core courses. This program is designed for working adults. Students can expect to spend 8-10 hours per week on MOL course related activities. Total time to complete the program is 16 months, with courses starting every 8 weeks.

To remain eligible, students must maintain a cumulative G.P.A. of 3.0 with a minimum C in all core and required supporting courses in the undergraduate major. Dual enrolled courses require a B or higher to receive credit. Students are eligible for campus housing, food service, and rec center access during the MOL portion of the program, however, they are not required to stay at Olivet or in Bourbonnais to complete it.

Undergraduate courses completed through the traditional undergraduate business program:

- BSNS 160 - Principles of Management
- BSNS 367 - Organizational Behavior
- MATH 117 - Finite Mathematics with Business Applications
or MATH 137 - Applied Calculus

Dual credit courses completed through the traditional undergraduate business program:

- BSNS 589 - Internship
- BSNS 590 - Business Policy and Strategy
- BSNS 597 - Seminar in Leadership and Ethics

Courses completed through the MOL program:

See Master of Organizational Leadership, M.O.L. for course requirements to complete the Master's program.

Accounting Minor

18-19 hours

Required:

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

Plus select 2 of the following courses:

- ACCT 256 - Intermediate Accounting II
- ACCT 357 - Cost Accounting
- ACCT 365 - Individual Income Tax
- ACCT 367 - Auditing
- ACCT 461 - Consolidations and Partnerships
- ACCT 462 - Governmental and Not-for-Profit Accounting
- ACCT 470 - Corporate and Other Entity Tax

Required Supporting Course:

- MATH 117 - Finite Mathematics with Business Applications
or MATH 137 - Applied Calculus
or MATH 147 - Calculus I

Business Minor

19 hours

- Designed for Non-Business Majors

Required:

- ACCT 110 - Financial Accounting
- BSNS 160 - Principles of Management
- BSNS 171 - Business Computer Applications and Communication
- BSNS 253 - Principles of Marketing
- BSNS 302 - Personal Finance and Stewardship
or BSNS 355 - Intermediate Finance
- ECON 110 - Principles of Economics

Required Supporting Course:

- MATH 117 - Finite Mathematics with Business Applications
or MATH 137 - Applied Calculus
or MATH 147 - Calculus I

Economics Minor

18-19 hours

Required:

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

Plus, select 3 of the following courses:

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

Required Supporting Course:

- MATH 117 - Finite Mathematics with Business Applications
or MATH 137 - Applied Calculus
or MATH 147 - Calculus I

Finance Minor

19 hours

Required:

- ACCT 110 - Financial Accounting
- BSNS 241 - Business Statistics
- BSNS 355 - Intermediate Finance
- BSNS 473 - Investments

- ECON 312 - Intermediate Macroeconomics
- ECON 362 - Financial Markets and Institutions

- BSNS 367 - Organizational Behavior
- BSNS 368 - Human Resource Management

To be supported by the following:

- MATH 117 - Finite Mathematics with Business Applications
or MATH 137 - Applied Calculus
or MATH 147 - Calculus I

In addition, choose 2 of the following courses:

- BSNS 271 - Business Computations and Management Support
- BSNS 351 - Business Law I
- BSNS 485 - Enactus I
and BSNS 486 - Enactus II
- BSNS 497 - Seminar in Leadership and Business Ethics

Management Information Systems Minor

22 hours

Required Courses:

- BSNS 160 - Principles of Management
- BSNS 171 - Business Computer Applications and Communication
- BSNS 271 - Business Computations and Management Support
- BSNS 403 - Management Information Systems
- BSNS 480 - Enterprise Resource Planning I
- BSNS 481 - Enterprise Resource Planning II
- COMP 120 - Introduction to Programming
- COMP 246 - Database Programming

To be supported by the following:

- MATH 117 - Finite Mathematics with Business Applications
or MATH 137 - Applied Calculus
or MATH 147 - Calculus I

Marketing Minor

21 hours

Required:

- BSNS 171 - Business Computer Applications and Communication
- BSNS 241 - Business Statistics
- BSNS 253 - Principles of Marketing
- BSNS 394 - Global Marketing Management
- BSNS 457 - Advertising and Promotions

Required Supporting Course:

- MATH 117 - Finite Mathematics with Business Applications
or MATH 137 - Applied Calculus
or MATH 147 - Calculus I

In addition, choose 2 of the following courses:

- BSNS 356 - Retail Merchandising
- BSNS 390 - Fundamentals of Salesmanship and Sales Management
- BSNS 440 - Marketing Research

Management Minor

18-19 hours

Required:

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

To be supported by the following:

- MATH 117 - Finite Mathematics with Business Applications
or MATH 137 - Applied Calculus
or MATH 147 - Calculus I

Philanthropy and Not-For-Profit Minor

21-22 hours

Required:

- BSNS 160 - Principles of Management
- BSNS 368 - Human Resource Management
- BSNS 385 - Fundraising and Grant Writing
- BSNS 478 - Advanced Human Resources for Profit & Non-Profit Organizations
or SOWK 412 - Practice III: Skills & Techniques for Working with Communities and Organizations
- ECON 345 - Economics of the Public Sector

Internship

- BSNS 489 - Internship - 3 hours required
or SOWK 400 - Field Placement

Elective (Choose one)

- BSNS 485 - Enactus I and BSNS 486 - Enactus II
- BSNS 450 - Entrepreneurship and Small Business Management

Master of Business Administration, M.B.A.

Jeff Doolittle, D.S.L., Director

Olivet's Master of Business Administration (M.B.A.) program was created to enhance the professional skills of business managers and organizational executives. The program is designed for adult professionals who seek to build their business education foundation to complement their work

experiences, to further their personal and professional career aspirations.

- Apply the fundamental principles and theories of human engagement to effectively communicate across a range of business, cultural, societal, and functional sectors.
- Leverage innovation and data to address organizational challenges, make ethical and informed decisions, regarding human resource needs, and strategically allocate resources.
- Analyze the financial health of an organization, explore financing options, employ capital management techniques, recommend a capital structure, and identify budget resources.
- Use an entrepreneurial mindset and critical thinking to develop a competitive business strategy aligned with an organization's strategic goals and measure progress using a balanced scorecard.
- Recognize personal and professional ethical challenges and propose solutions that do not compromise ethical standards and faith-based principles.
- Demonstrate cultural intelligence, acclimate to foreign business climates, and view traditions, cultural, and social differences through a lens of empathy.
- Conduct market research to help competitively position a company and its products.

Built on the values of Olivet Nazarene University, the Olivet M.B.A. is designed to transfer knowledge and develop skills that are in alignment with the values and mission of the University. Olivet has a rich educational heritage and exists to help people improve themselves and the world around them. The Olivet M.B.A. curriculum is designed to deliver the following core values:

Community - Learners will demonstrate what is needed to sustain a culture of community through effective communication, teamwork, and organizational development.

Stewardship of Resources - Learners should be able to demonstrate quantitative analysis, critical thinking and decision-making skills to responsibly utilize all available human and capital resources through asset allocation, organizational and personal development.

Innovation and Distinction - Learners should be able to demonstrate how ethics, strategy, and implementation lead to creating distinction and innovation within organizations.

The M.B.A. curriculum is designed to provide students with an integrated educational experience consisting of a foundation of business administration courses; an exploration of ethical decision-making aligned with the educational values and mission of the institution; and a vertical sequencing of business and management courses that enable graduates to effectively impact an increasingly complex business environment.

The program offers a curriculum that examines business operations within an organizational entity emphasizing sustainable corporate accountability and profitability. Learners will apply academic theories and methodologies to their own professional experiences to address key business challenges.

The M.B.A. program is geared toward students who have had academic success, as well as experience in the professional world. Under particular circumstances, learners may be admitted without preferred undergraduate credit in the areas of statistics, accounting, finance, and microeconomics. These probationary students are required to complete online tutorial courses before taking the corresponding graduate courses (refer to "Admission to Master of Business Administration" under Admission Policies section).

36 hours

Required Core Curriculum:

- BUS 601 - Professional Communication
- BUS 603 - Managerial Accounting
- BUS 605 - Data Acquisition and Analysis
- BUS 606 - Managerial Finance
- BUS 607 - Marketing and Brand Management
- BUS 655 - Decision Making
- BUS 665 - Business Strategy
- BUS 667 - Emotional and Cultural Intelligence

Choose One of the Following Electives:

- BUS 657 - Otherness: Cultural Understanding, Social Differences & Diversity
- BUS 699 - Global Immersion

Complete one of the following tracks:

Leadership, Healthcare Leadership, Corporate Communication, Nonprofit Management, Intercultural Competence, Corporate Training Instructional Design, Human Performance and Training, New Employee Onboarding, Tableau Data Analytics, Salesforce Management. See the Certificate Programs below for specific course requirements.

Leadership Certificate

- BUS 652 - Understanding and Creating Effective Organizations
- BUS 653 - Managing Change

Elective (choose one):

- BUS 636 - Power, Politics, and Leadership
- BUS 651 - Applied Leadership

Healthcare Leadership Certificate

- BUS 641 - Healthcare Ethics and Compliance
- BUS 643 - Quality Improvement in the Healthcare Setting
- BUS 644 - Developing Community Based Health Services

Corporate Communication Certificate

- BUS 661 - Writing for Internal and External Audience
- BUS 662 - Communications Research
- BUS 663 - Corporate Communications and Media Strategy

Nonprofit Management Certificate

- BUS 663 - Corporate Communications and Media Strategy
- BUS 671 - Nonprofit Operations
- BUS 673 - Nonprofit Fundraising and Financial Reporting

Specialist, Marketing Cloud Administrator, or Platform App Builder) status within 12 months of enrollment to receive the certificate.

Note:

To graduate, a student must complete the MBA core and track curriculum with a GPA of 3.0 or better. Students falling below a 3.0 will be placed on academic probation and may be subject to suspension from the program

Intercultural Competence Certificate

- INT 611 - Culture Awareness
- INT 621 - Geography of Thought

Choose one of the following electives:

- INT 631 - Cross Cultural Management Skills
- BUS 699 - Global Immersion *
*This course cannot be taken to fulfill credits in both the Intercultural Certificate and the MBA program core requirements. If a student has taken BUS 699 for credit in the Intercultural Certificate and matriculates to the full MBA the student will take the BUS 631 course to fulfill the core requirement.

Tableau Data Analytics Certificate

- BUS 615 - Essentials of Business Analytics
- BUS 625 - Data Mining
- Students will be awarded three credits on their transcript (PLA 699) for completion of the Desktop Certified Professional Certificate.
*Students may enroll in the certificate program before achieving Tableau Desktop Specialist or Tableau Certified Data Analyst status but must earn certification status within 12 months of enrollment to receive the certificate.

Salesforce Management Certificate

- BUS 605 - Data Acquisition and Analysis
- BUS 653 - Managing Change
- PLA 699 - Salesforce Pathways microcredential
*Students may enroll in the certificate program before achieving administrator credentials but must complete a Salesforce Administrator Certification (e.x., Administrator, Advanced Administrator, CPQ

Master of Organizational Leadership, M.O.L.

Jeff Doolittle, D.S.L., Director

The Master of Organizational Leadership (M.O.L.) program is designed for professional growth in the leadership arena. The M.O.L. focuses on providing the Emerging Leader with an in-depth look at how leaders impact, influence, and shape organizations. The Emerging Leader will learn current practice theories and develop real-world skills required to advance organizations through decision-making and problem-solving in the areas of communication, business ethics and finance, organizational development, change, and personal development.

Olivet Nazarene University M.O.L. graduates are prepared for expanded roles within their organization through enhanced abilities to:

- Apply fundamental principles and theories of leadership and human engagement to effectively communicate the organization's direction across a range of business, cultural, societal, and functional sectors.
- Leverage innovation and data to identify and respond to the individual, team and organizational level challenges.
- Interpret financial statements and evaluate the impact of leadership decision-making on the organization's fiscal health and bottom line.
- Maximize human capital by developing high-performing individuals, teams, and business units through coaching and mentoring.

- Leverage position power to develop and drive a competitive executive strategy that shapes organizational culture, influences internal politics, and affect change at all levels.
- Recognize personal and professional ethical challenges and propose solutions that do not compromise ethical standards and faith-based principles.
- Demonstrate cultural intelligence, acclimate to foreign business climates, and view traditions, cultural and social differences through a lens of empathy.

Built on the values of Olivet Nazarene University, the Olivet M.O.L. is designed to transfer knowledge and develop skills that are in alignment with the values and mission of the University. Olivet has a rich educational heritage and exists to help people improve themselves and the world around them. The Olivet M.O.L. curriculum is designed to deliver the following core values:

Community - Learners will demonstrate what is needed to sustain a culture of community through effective communication, teamwork, and organizational development.

Stewardship of Resources - Learners should be able to demonstrate critical thinking and decision-making skills to responsibly utilize all available human and capital resources through personal and organizational development.

Innovation and Distinction - Learners should be able to demonstrate how ethics, strategy, and implementation lead to creating distinction and innovation within organizations.

The M.O.L. program is designed for the adult learner to enhance professional leadership skills of business owners, managers, supervisors, and other persons in comparable positions in governmental, nonprofit, and community-based organizations. The M.O.L. focuses on providing learners with human relations, conceptual, and technical skills to prepare them to lead at the team, management, and organizational level.

36 hours

Required Core Courses:

- BUS 601 - Professional Communication

- BUS 631 - Coaching Mentoring and Resolving Conflicts
- BUS 632 - Financial Environments of Organizations
- BUS 633 - Organizational Culture and Ethics
- BUS 634 - Performance Metrics
- BUS 651 - Applied Leadership
- BUS 654 - Crafting and Executing Strategy
- BUS 655 - Decision Making

Core Electives (Students choose one):

- BUS 657 - Otherness: Cultural Understanding, Social Differences & Diversity
- BUS 699 - Global Immersion

Complete one of the following tracks:

Leadership, Healthcare Leadership, Corporate Communication, Nonprofit Management, Intercultural Competence, Corporate Training Instructional Design, Human Performance and Training, New Employee Onboarding, Tableau Data Analytics, Salesforce Management. See the Certificate Programs below for specific course requirements.

Leadership Certificate

- BUS 636 - Power, Politics, and Leadership
- BUS 652 - Understanding and Creating Effective Organizations
- BUS 653 - Managing Change

Healthcare Leadership Certificate

- BUS 641 - Healthcare Ethics and Compliance
- BUS 643 - Quality Improvement in the Healthcare Setting
- BUS 644 - Developing Community Based Health Services

Corporate Communication Certificate

- BUS 661 - Writing for Internal and External Audience
- BUS 662 - Communications Research
- BUS 663 - Corporate Communications and Media Strategy

Nonprofit Management Certificate

- BUS 663 - Corporate Communications and Media Strategy
- BUS 671 - Nonprofit Operations
- BUS 673 - Nonprofit Fundraising and Financial Reporting

Intercultural Competence Certificate

- INT 611 - Culture Awareness
- INT 621 - Geography of Thought

Choose one of the following electives:

- INT 631 - Cross Cultural Management Skills
- BUS 699 - Global Immersion *
*This course cannot be taken to fulfill credits in both the Intercultural Certificate and the M.O.L. program core requirements. If a student has taken BUS 699 for credit in the Intercultural Certificate and matriculates to the full M.O.L. the student will take the BUS 631 course to fulfill the core requirement.

Tableau Data Analytics Certificate

- BUS 615 - Essentials of Business Analytics
- BUS 625 - Data Mining
 - Students will be awarded three credits on their transcript (PLA 699) for completion of the Desktop Certified Professional Certificate.

*Students may enroll in the certificate program before achieving Tableau Desktop Specialist or Tableau Certified Data Analyst status but must earn certification status within 12 months of enrollment to receive the certificate.

Salesforce Management Certificate

- BUS 605 - Data Acquisition and Analysis
- BUS 653 - Managing Change
- PLA 699 - Salesforce Pathways microcredential
*Students may enroll in the certificate program before achieving administrator credentials but must complete a Salesforce Administrator Certification (e.x., Administrator, Advanced Administrator, CPQ Specialist, Marketing Cloud Administrator, or Platform App Builder) status within 12 months of enrollment to receive the certificate.

Note:

To graduate, a student must complete the M.O.L. curriculum with a GPA of 3.0 or better. Students falling below a 3.0 will be put on academic probation and may be subject to suspension from the program.

Bachelor Business Program Certificates (online GCS)

Jeff Doolittle, D.S.L., Program Director

The bachelor business program certificates are offered to degree and non-degree seeking students. Each of the certificates consists of three courses for nine credit hours. These certificates provide an excellent professional foundation for anyone seeking career advancement, career change, or special project support through integrating faith and learning into Healthcare Administration, Human Resource Management, Supervision and Management, and Global Business.

Healthcare Administration

- BUS 360 - Health Care Systems
- BUS 361 - Healthcare Management
- BUS 460 - Quality Improvement in Health Care

Human Resource Management

- BUS 336 - Talent Management
- BUS 435 - Human Resource Management
- BUS 436 - Legal Environment of HR

Supervision and Management

- BUS 337 - Supervision and Management
- BUS 419 - Organizational Behavior
- BUS 436 - Legal Environment of HR

Global Business

- BUS 350 - Cultural Responsiveness
- BUS 351 - Cross-Cultural Management
- BUS 415 - Global Business

Note:

The certificate courses can replace the following BSB/BASB and BSL/BASL core courses:

BSB/BASB

- BUS 302 - Statistics for Business
- BUS 405 - Corporate Finance
- ACC 407 - Managerial Accounting and Decision Making

BSL/BASL

- BUS 403 - Marketing Management
- ACC 407 - Managerial Accounting and Decision Making
- BUS 420 - Operations Management

School of Education

Faculty

LANCE KILPATRICK (2011)

Associate Dean; School of Education
B.A., 2002, Olivet Nazarene University
M.A., 2008, San Jose State University
Ed.D., 2016, Liberty University

KELLY BROWN (2006)

Director of Ed.D., Ethical Leadership Program; Professor of Education
B.A., 1992, Olivet Nazarene University
M.A.E., 1996, Governors State University
Ed.D., 2006, Argosy University

RAYMOND REIPLINGER (2012) part-time

Director, Drivers Education Program
B.S.Ed., 1965, Northern Illinois University
M.S., 1970, Indiana University
Ed.D., 2013, Loyola University Chicago

BRIAN STIPP (2013)

Associate Professor of Education
B.A., 2002, Olivet Nazarene University
M.A., 2005, Roosevelt University
Ed.D., 2017, Johns Hopkins University

KATHLEEN MELESKI-LIPPERT (2015)

Coordinator, Graduate READ Education Program
B.S., 1985, Eastern Illinois University
M.A.E., 1988, Governors State University
Ed.D., 1995, Nova Southeastern University
M.A., 2002, Governors State University
M.A., 2008, Concordia University

DAWN SCHWARZKOPF (2015)

Associate Professor of Education
B.S., 1989, Illinois State University
M.S., 1995, Northern Illinois University
M.A., 2013, Governors State University
Ed.D., 2019, Northcentral University

LAURENE HOFMAN (2019)

Program Coordinator, CIED, TLED, and LBS1 Programs
B.A., 1998, Concordia University
M.A., 2004, Concordia University
Ed.D., 2012, University of Phoenix

AMY MACCRINDLE (2019) part-time

Program Coordinator, ESL, BILN, ELL Programs
B.M., 2007, Trinity University
M.S.Ed., 2008, Northwestern University
M.S.Ed., 2011, Capella University
M.S.Ed., 2013, Purdue University
Ed.D., 2017, Concordia University

AMANDA LALUNA-CHORAK (2020)

Assistant Professor of Education
B.A., 2003, Olivet Nazarene University
M.S., 2010, Erikson Institute Graduate School

TONYA PETERSON (2020)

Director of Teacher Education Program; Assistant Professor of Education
B.S., 1999, Illinois State University
M.S., 2014, Northern Illinois University
M.S., 2016, University of St. Francis

KRISTIN MATHEWS (2020)

Assistant Professor of Education
B.A., 2006, Wheaton College
M.A., 2011, Concordia University

CYNTHIA VERONDA (2022)

Associate Professor of Education
B.S., 1978, University of Illinois, Champaign-Urbana
M.A., 1997, Olivet Nazarene University
M.A., 2011, Olivet Nazarene University

Teacher Education Department Specialists

Art - Mary Beth Koszut
English - Beth Schurman
Mathematics - Darl Rassi
Music - Sonya Comer
Physical Education -
Biological and Physical Science -
Social Studies - Lori Fulton
Spanish - Nancy Bonilla

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

Teacher Education at Olivet Nazarene University makes use of the total educational resources of the University, is the concern of the entire faculty, and is under the direction of the faculty. Accordingly, Teacher Education is coordinated through designated officers, the Teacher Education Executive Committee, Teacher Education faculty and other policy-making bodies of the University. The Education Program Provider commonly known as the EPP at Olivet Nazarene University prepares candidates to enter or to continue in the richly diverse teaching profession through offering well-conceived and sound academic programs in a distinctive Christian environment. Preservice licensure programs integrate a solid liberal arts core with specialized theoretical/pedagogical/clinical offerings, while graduate degree programs focus on in-service teachers' professional growth and development. All Unit programming is designed to produce graduates who become "Professionals Influencing Lives." Because of the continual effort to coordinate the activities of the School of Education and the academic

departments that offer Teacher Education programs, the prospective teacher is encouraged to confer with advisers from both the School of Education and the department of his/her chosen major field.

Teacher Education Outcomes

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

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

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

the community, and commitment to active citizenship in the service of a Christ-centered character.

General Education for Teachers

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

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

1. Elementary, Early Childhood, and Special Education majors are required to complete all general education courses with a "C-" or better grade. Group I - Christian Living courses are exempt from this grade requirement. In addition, Elementary and Early Childhood Education majors must complete the following specific general education courses: BIOL 201 or BIOL 125, PHSC 102, and ESS 140, MATH 111, MATH 112, MATH 114, and MATH 116, PSCI 223, and either 1) a two-semester sequence of foreign language or 2) three hours of an international culture course. (Note: Special Education majors take EDUC 333.)
2. General Education requirements for Special Education majors are the same as Elementary and Early Childhood programs except MATH 114 and MATH 116 are not required.
3. Secondary and K-12 Education majors are required to earn a grade of "C-" or better in the following general education courses: ENGL 109, ENGL 207/ENGL 208/ENGL 209/ENGL 210, COMM 105, PSCI 223, MATH 103 or higher, and either 1) a two-semester sequence of foreign language or 2) three hours of an international culture course.
4. Several secondary/K-12 programs have specific general education courses that require a "C-" or better grade:
Art Education - MULT 100
Music Education - ART 100
Physical Education - PHED 169

Students should reference specific program and grade requirements at <http://www.olivet.edu/degree-requirements/>.

Admission to Teacher Education

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

Students desiring an undergraduate major in education must first be received into the teacher education program of the University by action of the Teacher Education Committee, must declare that intention by the end of the sophomore year, and must have, and continue to maintain, a 2.50 grade point average in all college work, and a 2.75 grade point average in the major field.

All professional education, general education courses for teachers, major, endorsement, and supporting courses require a grade of "C-" or better for teacher licensure and graduation for all Teacher Education majors.

Candidates are advised that teacher licensure in the state of Illinois is currently undergoing many changes. The program listed in the Catalog may need revision as a student proceeds through his or her undergraduate career. The student should maintain close contact with his or her adviser in the School of Education to ensure eligibility for licensure upon graduation.

Admission to the Teacher Education program of the University is necessary for admission to special methods courses in education and to student teaching. Application is usually made during the sophomore year; later application may result in delays in progress through the professional education courses. Application forms may be found on Taskstream. Applications for the Teacher Education program will be screened by the Teacher Education Program Director, acted upon by the Teacher Education Committee, and reported to the Teacher Education faculty. Factors that are weighed in considering applications are personality, emotional stability, character, scholarship, physical health,

integrity, competence in communication, and professional interest. The following requirements must be met for admission:

1. Completion of 30 hours of coursework with at least a 2.50 grade point average.
2. Clearance by the Office of Student Development.
3. Grades of "C-" or above in ENGL 109 - College Writing I.
4. Grade of "C-" or above in MATH 111 (Elementary, Special Education, and Early Childhood Programs) or MATH 103, MATH 131, or MATH 147 (Secondary and K-12 Programs).
5. Grades of "C-" or better in their professional education courses as determined by the student's major: EDUC 140, EDUC 195, EDUC 200, EDUC 214, and EDUC 280.
6. Satisfactory recommendations from one faculty member, and a good character reference.
7. Successfully pass Level I portfolio/interview.

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

Teacher candidates who enroll in graduate level education programs or continuing studies programs are automatically admitted into the Teacher Education Program during the admission process.

Pre-Student Teaching Field Experiences

Pre-student teaching field experiences, school observation and participation are required in some of the education courses taken prior to student teaching. Students are required to pass a background check prior to participation in field experiences. The minimum number of pre-student teaching hours for Secondary Education and K-12 Education majors exceeds 90 clock hours. Secondary Education, K-12 Spanish Education, Physical Education and Art Education students meet this requirement through EDUC 175, EDUC 275, and EDUC 375. While earning the field experience hour requirement, Secondary and K-12 Education candidates will meet other field experience requirements expectant in

EDUC 376, EDUC 381/EDUC 382/EDUC 383/EDUC 384 or EDUC 386. Physical Education students meet these requirements through PHED 367, PHED 370, and PHED 385. Music Education students do so in EDUC 376, MUED 450, MUED 452, and MUED 454. Art education students meet this requirement through EDUC 376, EDUC 388, and EDUC 472.

Elementary education majors must complete a minimum of 140 pre-student teaching clock-hours. Elementary Education majors complete field experiences in EDUC 175, EDUC 275, and EDUC 375. While meeting the field experience hours requirement, Elementary Education candidates will meet other field experience requirements expectant in EDUC 321, EDUC 339, EDUC 347, EDUC 367, EDUC 371, and EDUC 376. Early Childhood Education majors must complete a minimum of 140 pre-student teaching hours in EDUC 175, EDUC 275, and EDUC 375. While meeting the field experience hours requirement, Early Childhood Education candidates will meet other field experience requirements expectant in EDUC 210, EDUC 320, EDUC 330, EDUC 359, EDUC 367, and EDUC 376. Special Education majors must complete a minimum of 155 pre-student teaching clock-hours. Special Education majors complete field experiences in EDUC 175, EDUC 275, and EDUC 375. While meeting the field experience hours requirement, Special Education candidates will meet other field experience requirements expectant in EDUC 321, EDUC 339, and EDUC 376. They also complete field experience requirements in SPED 311, SPED 312, SPED 321, SPED 331, and SPED 316.

Students are to keep records of pre-student teaching clinical experiences, together with signatures of supervising personnel, on forms provided for this purpose by the School of Education. These records are kept in the student's folder in the School of Education office, and are considered in connection with admission to the teacher education program and in placement for student teaching.

Students enrolled in any education course that includes a field experience must successfully complete the field experience requirements of the course and turn in all required paperwork before credit can be given. If an equivalent course has been completed at another educational institution and the student wishes to transfer the field experience hours, the student must request the credit granting institution to send documented evidence of the field experience hours to Olivet. No credit will be given for field experience hours that are not equivalent (i.e., hours,

assignments) to those outlined in the course syllabi or *Teacher Education Handbook*. This documentation will be kept in the student's file in the School of Education office. An unsatisfactory pre-student teaching experience evaluation will result in an incomplete for the course until the field experience is successfully completed and all the required paperwork is submitted for approval.

Admission to Student Teaching

Students should submit applications for student teaching by November 15 prior to the school year in which they expect to do student teaching.

Prerequisites to student teaching involve previous admission to the Teacher Education program of the University, the satisfactory completion of all required coursework in the program except EDUC 493 or SPED 457, and a passing score on the Illinois Subject-Matter Knowledge Content test. In addition each candidate for student teaching must be approved by the Education Preparation Program before he or she can be registered and assigned. The approval of the candidate's major department, successfully passing the Level II portfolio/interview, an overall grade point average of 2.50 or better, a grade point average of 2.75 or better in the major field for Secondary Education and K-12 Education majors, or a grade point average of 2.75 or better in the professional education courses for Elementary, Early Childhood, and Special Education majors, are required.

Transfer of student teaching credit earned at another college must have prior approval of the program director, the Associate Dean of the School of Education, and the Registrar.

Student Teaching, Employment, Athletics, and Coursework

As a general practice, the University discourages students from employment on or off campus during student teaching. Students are strongly discouraged from taking any classes with the exception of EDUC 493 or SPED 457 while student teaching. Supervising teachers in the schools view student teaching as an internship that should demand the total involvement of the beginning teacher. Thus, the student teacher should be free from other responsibilities that might detract or drain energy from teaching. Students who, for any reason, wish to work or take other coursework

during the student teaching experience must petition the Teacher Education Program Director for permission to do so. The Teacher Education Program Director will review the petition and determine the status of the petition. The Teacher Education Program Director may ask the Teacher Education Committee to review and determine the status of the petition.

As a general practice, the University discourages students from competing in intercollegiate athletics during student teaching. Supervising teachers in the schools view student teaching as an internship that should demand the total involvement of the beginning teacher. Thus, the student teacher should be free from attending practices and competing in sport contests that might detract or drain energy from teaching. Student athletes who, for any reason, wish to compete in athletics during the student teaching experience must petition the Teacher Education Program Director for permission to do so. The Teacher Education Program Director will review the petition and determine the status of the petition. The Teacher Education Program Director may ask the Teacher Education Committee to review and determine the status of the petition.

Student Teaching and the Professional Semester

The requirement of credit hours in student teaching is 12. The semester that involves mostly student teaching and corresponding professional courses is known as the "Senior Professional Semester." Students and advisers must plan ahead and reserve designated professional courses and other courses arranged to facilitate student teaching for that semester.

All students registered for student teaching must take EDUC 493 or SPED 457 concurrently with student teaching. All students completing student teaching through Olivet must meet the standards of the University's Teacher Education program entrance and student teaching admission requirements, including passing the Illinois Subject Matter test prior to the first day of student teaching.

Student Teaching Placement

When a student teaching placement is canceled by the student so late that the supervising teacher cannot take another student teacher for the given

school year, the student's account will be charged for the payment of the honorarium to the supervising teacher.

If a request for placement in another setting is initiated by the student teacher, a full honorarium will be paid by the student to the supervising teacher according to how close the change is made to the student teaching period. If such change is initiated by the teacher, principal, University supervisor and/or the Teacher Education Program Director, the student will be charged the student teaching fees.

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

Teaching: Securing Credentials

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

To obtain Illinois licensure by entitlement, an Olivet graduate must have completed one of Olivet's state-approved Teacher Education programs, all of which meet the minimum Illinois requirements. Illinois standards currently state that "all professional education and content-area coursework that form part of an application for licensure, endorsement, or approval must be passed with a grade no lower than 'C-' or better."

In addition, applicants must pass the subject matter knowledge (Content Test), and the edTPA. Upon completion of the academic program and passing the edTPA, the student should obtain and complete the appropriate licensure forms available in the School of Education Handbook. Once the University's licensure officer submits entitlement information to the Illinois State Board of Education, the applicant will be notified to complete an electronic application for licensure. Anyone who has been convicted of a felony for a sex and/or narcotics crime may not be licensed for teaching in Illinois.

Applications and information about certification in other states are available in the Office of the Registrar, the library, and the School of Education office. For a specific state's certification requirements

and procedures, see the Associate Dean of the School of Education. These applications are usually completed during the final semester of the student's senior year. Information regarding endorsement areas is available in the School of Education office. Students may also refer to the *Teacher Education Handbook* for a list of endorsement areas and options they may wish to consider.

Educational Job Search

The University maintains a Career Center to assist students and recent graduates in securing positions in which they are interested and for which they are qualified. Career Development assists all undergraduate teacher education students with the job search process in collaboration with the School of Education.

Students begin their first teaching résumé in EDUC 140. The process is continued in EDUC 493 or SPED 457. As part of EDUC 493/SPED 457, the Director of Career Development makes a class presentation and distributes materials for beginning the job search. The presentation includes instruction in résumé writing, cover letters, applications, self-managed credential files, interviewing, portfolios, etc. Students begin the informal job search at that time. As a course assignment in EDUC 493/SPED 457, students write an application letter and a professional résumé. Teacher vacancy listings are posted regularly to [HireOlivetians.com](http://www.olivet.edu/career-services/); additional teaching-related links are available on <http://www.olivet.edu/career-services/>.

Curriculum Center Library

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

School of Education Office

While teacher education is a function of the total university, represented by the Teacher Education faculty, the various administrative details connected

with the program are coordinated through the School of Education office. Here, students may pick up various forms to be filled out and return them for filing; various reference forms and rating scales are sent out from and returned to this office; and, in general, it serves as a center for Teacher Education activities.

Title II Certification Pass Rate Data

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

The U.S. Congress has asked the U.S. Department of Education to require all colleges and universities with teacher education programs to release certification test pass rates of program completers. In recent years, ONU Teacher Education Students have passed the academic content test and the edTPA assessment with pass rates in the upper 90 percent. In most recent Title II data, 100 percent of graduates passed the academic content test; and due to COVID the edTPA has been waived the past two years. Complete Title II information may be obtained through Olivet's Associate Dean of the School of Education.

Professional Education Requirements for Teacher Education Programs

All professional education, general education courses for teachers, major, endorsement, and supporting courses require a grade of "C-" or better for teacher licensure and graduation. Successful passing of a Specific Content-Area test is required prior student teaching. Effective September 2015, all teacher education programs require submittal of the edTPA for graduation and a passing score on the edTPA prior to licensure.

Secondary School Programs

Professional Education Courses. 33 hours, including these required professional education courses for prospective secondary teachers.

- EDUC 140 - Foundations of Multicultural Education
- EDUC 195 - Teacher Education Seminar I: Teachers and Technologies in the 21st Century
- EDUC 200 - Human Development & Education
- EDUC 280 - General Methods & Assessment
- EDUC 376 - Inclusion of Exceptional Students
- EDUC 381 - English Language Arts Methods for Middle and Secondary School
- EDUC 382 - Math Methods for Middle and Secondary School
- EDUC 383 - Science Methods for Middle and Secondary School
- EDUC 384 - Social Studies Methods for Middle and Secondary School
- EDUC 392 - Teacher Education Seminar II: Classroom Management
- EDUC 486 - Supervised Student Teaching in the Secondary School
- EDUC 493 - Teacher Education Seminar III

Subject Matter Specialization

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

| Major | Hours |
|-----------------|-------|
| English | 37 |
| Mathematics | 36 |
| Science | 58-64 |
| Social Sciences | 42 |

See departmental listings for specific requirements. It is strongly recommended that secondary education majors complete a teaching minor in another area and/or meet requirements for endorsements to teach other areas in addition to their major field of study. A grade of "C-" or better is required in all courses applied to endorsement areas.

Middle-School Endorsement

Students majoring in Elementary, Secondary, K-12, or Special Education may choose to obtain subsequent middle school (5-8) endorsements or other subsequent endorsements (i.e., Special Education, English as a Second Language, etc.). As of December 2019, these endorsements can generally be obtained by completing 18 semester credits including methods and passing the content exam in the credential area. A grade of "C-" or better is required for endorsement courses. See the *Teacher Education Handbook*, or consult with the Teacher Education Licensure Officer for more information concerning middle school endorsements.

Master's Degree Programs

Master's degree programs in education are offered through Olivet's School of Education. These programs, designed for licensed teachers seeking advanced study or additional endorsements, are described in section for Graduate and Continuing Studies.

K-12 Programs

Olivet offers programs that enable students to attain K-12 licensure in art, music, physical education, and Spanish. The professional education courses for these programs follow:

Art Education Program, K-12: Professional Education Requirements, B.F.A.

36 hours

Required:

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

- EDUC 140 - Foundations of Multicultural Education
- EDUC 195 - Teacher Education Seminar I: Teachers and Technologies in the 21st Century

- EDUC 200 - Human Development & Education
- EDUC 214 - Early Adolescent Development
- EDUC 280 - General Methods & Assessment
- EDUC 376 - Inclusion of Exceptional Students
- EDUC 388 - Art Methods for Elementary/Middle Schools
- EDUC 392 - Teacher Education Seminar II: Classroom Management
- EDUC 472 - Art Methods for Middle/Secondary Schools
- EDUC 485 - Supervised Student Teaching: All Grades
- EDUC 493 - Teacher Education Seminar III
- ENGL 335 - Reading in the Content Areas

Subject Matter Specialization

See Department of Art and Digital Media.

Child Development Major, B.S.

60 hours

Required:

- BSNS 302 - Personal Finance and Stewardship
- CDEV 101 - Introduction to Child Development
- CDEV 211 - Child Developmental Psychology
- CDEV 226 - Health, Safety, and Nutrition of Young Children
- CDEV 230 - Learning Through Play
- CDEV 265 - Infant and Toddler Care
- CDEV 330 - Grief, Loss and Bereavement
- CDEV 351 - Sociology of the Family
- CDEV 364 - Early Childhood Physical Growth and Motor Development
- CDEV 365 - Child, Family and Community Relations
- CDEV 372 - Observation and Assessment of Young Children

- CDEV 472 - Early Childhood Program Development
- CDEV 490 - Senior Seminar for Child Development
- EDUC 200 - Human Development & Education
- EDUC 210 - Instructional Methods of Early Childhood Education
- EDUC 280 - General Methods & Assessment
- EDUC 349 - Language Development
- EDUC 359 - Teaching Reading to Young Children
- EDUC 376 - Inclusion of Exceptional Students
- FACS 126 - Nutrition, Health, and Fitness

Required Field Experience Hours:

- CDEV 488 - Internship (5 credits)
- EDUC 175 - Field Experience I
- EDUC 275 - Field Experience II

Note:

Minimum 2.000 GPA required in all Major courses.

Additional Information:

The child development major is entitled by Gateways, Illinois Professional Development System, administered through INCCRRA. Upon completion of the program, students are entitled to certification for Early Child Education at Level 5 and Infant Toddler at Level 4.

Early Childhood Education Major, B.S.

49 hours

Required Before Teacher Education Program entry:

All professional education, general education courses for teachers, major, endorsement, and

supporting courses require a grade of "C-" or better for teacher licensure and graduation.

- EDUC 140 - Foundations of Multicultural Education
- EDUC 195 - Teacher Education Seminar I: Teachers and Technologies in the 21st Century
- EDUC 200 - Human Development & Education
- EDUC 280 - General Methods & Assessment

Required After Teacher Education Program entry, before Student Teaching

- EDUC 210 - Instructional Methods of Early Childhood Education
- EDUC 269 - Children's Literature
- EDUC 300 - Applied Arts for Teachers
- EDUC 320 - Teaching Early Childhood Language Arts and Social Studies
- EDUC 330 - Teaching Early Childhood Math and Science
- EDUC 349 - Language Development
- EDUC 359 - Teaching Reading to Young Children
- EDUC 368 - Early Childhood Physical Education Methods
- EDUC 376 - Inclusion of Exceptional Students
- EDUC 392 - Teacher Education Seminar II: Classroom Management

Required After Teacher Education Program entry, during Student Teaching:

- EDUC 482 - Student Teaching for Early Childhood Education
- EDUC 493 - Teacher Education Seminar III

Required Supporting Courses:

- CDEV 226 - Health, Safety, and Nutrition of Young Children

- CDEV 351 - Sociology of the Family
or CDEV 360 - Child Family Relations
- HIST 231 - American Civilization I
or HIST 232 - American Civilization II
- PSYC 211 - Child Developmental
Psychology

Required Field Experience Hours:

- EDUC 175 - Field Experience I
- EDUC 275 - Field Experience II
- EDUC 375 - Field Experience III

Recommended Supporting Courses:

- EDUC 333 - Multicultural Classroom
- SPED 321 - Emotional and Behavioral
Supports

Elementary Education Major, B.S.

49 hours

Required Before Teacher Education Program entry:

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

- EDUC 140 - Foundations of Multicultural
Education
- EDUC 195 - Teacher Education Seminar I:
Teachers and Technologies in the 21st
Century
- EDUC 200 - Human Development &
Education
- EDUC 280 - General Methods &
Assessment

Required After Teacher Education Program entry, before Student Teaching

- EDUC 269 - Children's Literature
- EDUC 300 - Applied Arts for Teachers
- EDUC 321 - Elementary Reading Methods
- EDUC 339 - Elementary Language Arts &
Social Studies Methods
- EDUC 347 - Elementary Science &
Mathematics Methods
- EDUC 349 - Language Development
- EDUC 367 - Methods and Materials in
Physical Education for the Elementary
School
- EDUC 371 - Elementary Reading
Assessment
- EDUC 376 - Inclusion of Exceptional
Students
- EDUC 392 - Teacher Education Seminar II:
Classroom Management

Required After Teacher Education Program entry, during Student Teaching:

- EDUC 484 - Supervised Student Teaching in
the Elementary School
- EDUC 493 - Teacher Education Seminar III

Required Field Experience Hours:

- EDUC 175 - Field Experience I
- EDUC 275 - Field Experience II
- EDUC 375 - Field Experience III

Required Supporting Courses:

- HIST 231 - American Civilization I
or HIST 232 - American Civilization II
- MATH 114 - Statistics for Teachers
- MATH 116 - College Algebra for Teachers

Recommended:

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

- EDUC 214 - Early Adolescent Development
- EDUC 333 - Multicultural Classroom
- SPED 321 - Emotional and Behavioral Supports

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

27 hours

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

Required:

- EDUC 140 - Foundations of Multicultural Education
- EDUC 195 - Teacher Education Seminar I: Teachers and Technologies in the 21st Century
- EDUC 376 - Inclusion of Exceptional Students
- EDUC 392 - Teacher Education Seminar II: Classroom Management
- EDUC 485 - Supervised Student Teaching: All Grades
- EDUC 493 - Teacher Education Seminar III

Required Supporting Course

- ENGL 335 - Reading in the Content Areas

Required Field Experience

- EDUC 175 - Field Experience I
- EDUC 275 - Field Experience II

- EDUC 375 - Field Experience III

Subject Matter Specialization

See School of Music.

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

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

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

25 hours

Required:

- EDUC 140 - Foundations of Multicultural Education
- EDUC 195 - Teacher Education Seminar I: Teachers and Technologies in the 21st Century
- EDUC 200 - Human Development & Education
- EDUC 214 - Early Adolescent Development
- EDUC 280 - General Methods & Assessment
- EDUC 392 - Teacher Education Seminar II: Classroom Management
- EDUC 485 - Supervised Student Teaching: All Grades
- EDUC 493 - Teacher Education Seminar III
- ENGL 335 - Reading in the Content Areas

Subject Matter Specialization

See Department of Exercise and Sports Science

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

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

35 hours

Required:

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

- EDUC 140 - Foundations of Multicultural Education
- EDUC 195 - Teacher Education Seminar I: Teachers and Technologies in the 21st Century
- EDUC 200 - Human Development & Education
- EDUC 214 - Early Adolescent Development
- EDUC 280 - General Methods & Assessment
- EDUC 376 - Inclusion of Exceptional Students
- EDUC 386 - Teaching of Spanish, K-12
- EDUC 392 - Teacher Education Seminar II: Classroom Management
- EDUC 485 - Supervised Student Teaching: All Grades
- EDUC 493 - Teacher Education Seminar III
- ENGL 335 - Reading in the Content Areas

Subject Matter Specialization

See Department of Modern Languages

Special Education Major, B.S.

56 hours

Required Before Teacher Education Program entry:

- EDUC 140 - Foundations of Multicultural Education
- EDUC 195 - Teacher Education Seminar I: Teachers and Technologies in the 21st Century
- EDUC 200 - Human Development & Education
- EDUC 280 - General Methods & Assessment
- SPED 201 - Characteristics of Students with Disabilities

Required After Teacher Education Program entry, before Student Teaching

- EDUC 321 - Elementary Reading Methods
- EDUC 333 - Multicultural Classroom
- EDUC 339 - Elementary Language Arts & Social Studies Methods
- EDUC 376 - Inclusion of Exceptional Students
- EDUC 392 - Teacher Education Seminar II: Classroom Management
- SPED 311 - Methods of Intervention for Students with Disabilities
- SPED 312 - Literacy/Language Intervention Methods
- SPED 316 - Using Assessment to Inform Instruction
- SPED 321 - Emotional and Behavioral Supports
- SPED 331 - Collaboration for Students with Disabilities

Required After Teacher Education Program entry, during Student Teaching:

- SPED 457 - Professional Reflection, Leadership and Longevity in Special Education
- SPED 483 - Student Teaching Special Education

Required Field Experience Hours:

- EDUC 175 - Field Experience I
- EDUC 275 - Field Experience II
- EDUC 375 - Field Experience III

Required Supporting Courses:

- EDUC 214 - Early Adolescent Development
- HIST 231 - American Civilization I
or HIST 232 - American Civilization II

Note:

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

Child Development Minor

18-19 hours

Required:

- CDEV 101 - Introduction to Child Development
- CDEV 211 - Child Developmental Psychology
- CDEV 226 - Health, Safety, and Nutrition of Young Children
- CDEV 364 - Early Childhood Physical Growth and Motor Development

Plus 8-9 hours from the following approved courses:

- CDEV 230 - Learning Through Play
- CDEV 265 - Infant and Toddler Care
- CDEV 330 - Grief, Loss and Bereavement
- CDEV 351 - Sociology of the Family
- CDEV 365 - Child, Family and Community Relations
- CDEV 372 - Observation and Assessment of Young Children
- EDUC 214 - Early Adolescent Development
- EDUC 349 - Language Development
- PSYC 200 - Lifespan Development
- SOCY 280 - Ethnic Relations
- SPED 321 - Emotional and Behavioral Supports

Curriculum and Instruction, M.A.Ed.

Laurene Hofman, Ed.D., Director

The Master of Arts in Education: Curriculum and Instruction program provides practicing teachers with additional tools to help Pre-K-12 students adapt to the rapid social and economic changes occurring in our information-age society.

Current educational best practices in engaged learning, learning styles, technology integration, collegial collaboration and authentic assessment are threaded throughout the program. The culminating project is action research that incorporates theory and practice as it applies to enhancing teaching for improved student learning. *A GPA of 3.0 or higher is required to complete the program.*

33 hours

Required:

- EDUC 607 - Educational Research: Principles and Practices
- EDUC 609 - Habits of Exemplary Teachers
- EDUC 614 - Integrating Technologies
- EDUC 616 - Understanding Today's Children

- EDUC 632 - Integrating the Curriculum
- EDUC 646 - Applied Learning Theory
- EDUC 647 - Assessing for Student Achievement
- EDUC 649 - Exceptional Learners
- EDUC 656 - Critical Issues in Education
- EDUC 696 - Creative Project

Students

Students who finish ONU's requirements for the English as a Second Language Endorsement, Bilingual Endorsement, English Language Learner Endorsement (IN), Ethical Building Leader Endorsement (IN), or the Teacher Leader Endorsement may complete the M.A.Ed. degree in Curriculum and Instruction by taking the following required courses in addition to the endorsement requirements noted below.

- EDUC 607 - Educational Research: Principles and Practices
- EDUC 616 - Understanding Today's Children
- EDUC 646 - Applied Learning Theory
- EDUC 696 - Creative Project

Note:

In order to pass the courses, one must complete all required clinical experience hours (if applicable), as well as the mastery assessment assignment(s) with a grade of 80% or higher. The mastery assessment assignment is linked to course objectives that are aligned with state standards, so passing the mastery assessment assignment demonstrates competency and ability to master those outcomes.

A GPA of 3.0 or higher is required to complete the program.

Program learning objectives are as follows:

- The candidate will understand the central concepts, methods of inquiry, and structures of the disciplines and will create learning experiences that make the content meaningful to all students.
- The candidate will be able to design and implement curriculum, instruction, and the integration of technologies based on the knowledge of the content, standards,

curriculum goals, students, and the community.

- The candidate will be able to maintain standards of professional conduct, provide leadership to improve students' learning, and continually evaluate how choices and actions affect students, parents, and other professionals in the learning community.
- The candidate will be able to apply various formal and informal assessment strategies in creating a learning environment that fosters positive interaction, engagement in learning, collaboration, self-evaluation, and student growth.
- The candidate will understand that the competent teacher is a reflective practitioner who continually evaluates how choices, actions, and conduct affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally
- The candidate will exhibit an increased understanding of human nature and Christian values, with an emphasis on the individual's ethical and moral responsibilities to his or her teaching field, students, colleagues, and communities.

Reading Specialist, M.A.Ed.

Laurene Hofman, Ed.D., Director

Kathleen Meleskie-Lippert, Ed.D., Coordinator

The Master of Arts in Education: Reading Specialist program is designed to assist practicing teachers in becoming specialists in the area of reading. Through this program they learn how to construct assessment, curriculum, and instructional approaches to improve K-12 reading literacy. Strategies for improving reading comprehension, assessment and diagnosis of reading difficulties, and test analysis/interpretation will be studied. Focus on technology, diverse learning needs, and linguistic differences will be included. Admission to the program requires a valid Illinois Professional Educator License (PEL) and two years of classroom teaching experience. **Illinois standards currently state that "all professional education and content-area coursework that form part of an application for licensure, endorsement, or approval must be passed with a grade no lower than 'C-'."** A minimum 3.0 grade point average is required to complete the program successfully.

Completion of the degree program, which includes four 15-clock hour clinical practicum experiences and a 32-clock hour creative project/practicum, and passing the state's Reading Specialist test #221, leads to a K-12 Reading Specialist endorsement in Illinois.

A Reading Teacher endorsement may be added to an existing Professional Educator License (PEL) by completing the first 24 hours of the Reading Specialist program (EDUC 773, 774, 775, 776, 777, and 778) and passing the state's Reading Teacher test #177 or the Reading Specialist test #221.

Candidates who do not already hold an Illinois PEL must attain an Illinois PEL through the Illinois State Board of Education (ISBE) prior to seeking a Reading Specialist or Reading Teacher endorsement.

Note:

In order to pass the courses, one must complete all required clinical experience hours (if applicable), as well as the mastery assessment assignment(s) with a grade of 80% or higher. The mastery assessment assignment is linked to course objectives that are aligned with state standards for endorsement, so passing the mastery assessment assignment demonstrates competency and ability to master those objectives.

A minimum 3.0 grade point average is required to complete the program successfully.

32 hours

Required:

- EDUC 773 - Foundations of Reading
- EDUC 774 - Content Area Reading
- EDUC 775 - Assessment/Diagnosis of Reading Problems
- EDUC 776 - Developmental/Remedial Reading Instruction/Support
- EDUC 777 - Developmental/Remedial Materials and Resources
- EDUC 778 - Literature and Resources for Children and Youth
- EDUC 779 - Methods of Educational Research
- EDUC 780 - Creative Project/Practicum

Program learning objectives are as follows:

- **Foundational Knowledge** -The READ candidate will interpret and examine the foundations of reading and writing processes and compare/contrast major theories of research and demonstrate understanding of the role of professional judgement for improving all students' reading development and achievement.
- **Curriculum and Instruction** - The READ candidate will design and implement an integrated, comprehensive curriculum and support teachers in the evaluation of the reading and writing curriculum for all students.
- **Assessment and Evaluation** - The READ candidate will select, develop, administer, and interpret assessments and communicate assessment results to a variety of audiences.
- **Diversity** - The READ candidate will create and engage students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.
- **Literate Environment** -The READ candidate will create a literate environment that fosters reading and writing by integrating foundational knowledge, employment of instructional practices, approaches, methods, and curriculum materials and assessments.
- **Professional Learning and Leadership** - The READ candidate will construct, defend, and evaluate professional development in reading for classroom teachers and continue to do so as a career-long responsibility.
- **Christ-centered character and ONU mission** - Exhibit an increased understanding of human nature and Christian values, with an emphasis on the individual's ethical and moral responsibilities to his or her teaching field, students, colleagues, and communities.

Ethical Leadership, Ed.D.

Kelly Brown, Ed.D., Director

Olivet Nazarene University's Doctor of Education in Ethical Leadership is a terminal degree program with a focus on professional, field-oriented curriculum leading to a Dissertation In Practice to provide research based solutions. The program is designed to facilitate the learning styles of adult learners engaged in leadership through collaborative community, problem-based learning, and critical thinking. The Ed.D. program aligns with Olivet Nazarene University's core vision of graduating students who are: personally developed, professionally ready, and living lives of service to God and humanity. The program is designed for working practitioners who are organizational leaders seeking to advance their careers through scholarship, innovation, and strategic approaches in transforming professional practices, communities, cultures, and society.

The program is 60 credit hours total. There are 48 credit hours of study: 12 credit hours of Dissertation In Practice. All courses are delivered online through the learning management system with emphases on leadership, societal transformation, and research methodologies. Candidates work on the Dissertation In Practice concurrently within their course schedule. The Dissertation in Practice Manual is provided as a guide through the process.

60 hours

Required:

- EDUC 900 - Intrapersonal Leadership
- EDUC 901 - Research Theory: Principles and Methods
- EDUC 902 - Leadership Paradigms
- EDUC 903 - Research: Qualitative Methods and Techniques
- EDUC 904 - Interpersonal Leadership
- EDUC 905 - Online Colloquium
- EDUC 907 - Policy, Politics, and Social Action
- EDUC 908 - Research: Quantitative Methods and Techniques
- EDUC 909 - Leading Change
- EDUC 910 - Covenant Leadership
- EDUC 911 - Dissertation In Practice
- EDUC 913 - Management and Strategic Planning
- EDUC 914 - Ethics, Values, and Cultural Influences on Societal Transformation

Note:

A cumulative grade point average of 3.0 (4.0 scale) is required to successfully complete the program. Courses with grade lower than B- must be repeated. Dissertation deadlines must be met.

Program learning objectives are as follows:

Critical Thinking and Leadership Skills

- Critical analysis of frameworks which transform society
- Application of various leadership and transformational models in professional field

Proficient in Applied Research Skills

- Application of quantitative and qualitative methods to resolve organizational issues
- Using technology in research of real-world challenges
- Examination of a societal issue or challenge resulting in solutions for real world contexts

Writing and Communication Consistent with the Academic Community

- Writing academic quality papers
- Analyzing and synthesizing literature and research to make an impact in one's professional field
- Contributing to ethical leadership theory and practices through the expansion of research-based application of knowledge

Proficiency as a Practitioner

- Integrating and applying models of ethical leadership and societal transformation to make a positive impact on society.
- Applying diversity of thought and perspective from various cultures and societies
- Practicing self-reflection

Demonstrate a Life of Service

- Exhibiting an increased understanding of lives of service to God and humanity
- Emphasizing the individual's ethical and moral responsibilities to his or her sphere of influence

Course Progression Ed.D. Students

Candidates must successfully complete each course with a B- or higher to remain in the program, however, no more than two grades of B- are permitted in the program. A candidate earning a non-passing grade or a third grade of B- may repeat a course. A candidate can repeat two different courses (for a total of two retakes during the Ed.D. program). Only ONE repeat of the same course is allowed. If a candidate must repeat more than two courses, or has failed the same course twice, the result is automatic administrative withdrawal from the program.

Program Time Limit

Candidates have a maximum of 7 years to complete the program. The typical candidate will finish coursework in 3 years. Candidates have a maximum of 4 years from the date of completion of all content courses other than Dissertation In Practice courses.

Thesis/Dissertation In Practice:

Where appropriate, the candidate submits copies of a thesis meeting standards outlined in "Guidelines for Preparation of Thesis" (available in the School of Education office). Doctoral candidates will submit the Dissertation In Practice meeting standards outlined in the "Dissertation In Practice Manual." This information is submitted after any required written or oral examination relative to the thesis is complete. The deadline for submission is December 15 for January conferral of degree, February 28 for March conferral, April 1 for May conferral, May 15 for June conferral, June 15 for July conferral, August 1 for August conferral, September 1 for September conferral, and November 1 for November conferral. Theses must be on file in the School of Education office with a minimum grade of B-, unless otherwise stated. Ed.D. candidates must complete all requirements, including Dissertation In Practice, before participating in the Commencement ceremony.

Ed.D candidates who are not able to complete all requirements by the May conferral deadline, but before the August 15 conferral deadline may petition to participate in a future ceremony.

Approved Specializations

Candidates can choose to have one of the following applicable specializations added to their academic transcript at the time of graduation.

Healthcare Leadership and Administration
PK-12 Leadership and Administration
Leadership Ministry
Higher Ed Leadership
Dietetics
Nursing Education Leadership
Criminal Justice Leadership
Organizational Leadership
Healthcare Education

Bilingual Endorsement

Laurene Hofman, Ed.D., Director
Amy MacCrimble, Ed.D., Coordinator

Completion of the 18 hours of courses, and including 100 practicum hours in a bilingual or multilingual setting, leads to the State of Illinois Bilingual endorsement, **as long as a grade of 'C-' or better is earned in each course.** Since the Bilingual endorsement requires fluency in a language other than English, the candidate is required to pass the Target Language Proficiency (TLP) test in addition to the required coursework. The Bilingual Education endorsement can be added to an Illinois Professional Educator License (PEL) for the grade level(s) authorized by the license. Individuals who complete the Bilingual education endorsement through Olivet may also qualify for an English as a Second Language endorsement by taking one additional course, ESL 601 - Linguistics for Teachers. The 100 hours of practicum in a bilingual or multilingual setting satisfies the State of Illinois' practicum requirement for both endorsements.

Note:

In order to pass the courses, one must complete all required clinical experience hours (if applicable), as well as the mastery assessment assignment(s) with a grade of 80% or higher. The mastery assessment assignment is linked to course objectives that are aligned with state standards for endorsement, so passing the mastery assessment demonstrates competency and ability to master those objectives.

18 hours

Required:

- ESL 604 - Assessment of the Bilingual Student
- ESL 605 - Methods and Materials for Teaching ESL
- ESL 606 - Cross-Cultural Studies for Teaching Limited-English Proficient Students
- ESL 607 - Contemporary Issues in Educating English Language Learners
- ESL 613 - Theoretical Foundations of Teaching ESL and Bilingual Students
- ESL 615 - Methods and Materials for Teaching Limited-English-Proficient Students in Bilingual Programs

Optional:

The following additional courses may be added to the endorsement courses, leading to a Master of Arts in Education: Curriculum and Instruction. *A GPA of 3.0 or higher is required to complete the program.*

- EDUC 607 - Educational Research: Principles and Practices
- EDUC 616 - Understanding Today's Children
- EDUC 646 - Applied Learning Theory
- EDUC 696 - Creative Project

English as a Second Language Endorsement

Laurene Hofman, Ed.D., Director
Amy MacCrimble, Ed.D., Coordinator

Completion of the 19 hours of courses, which includes 100 practicum hours in a bilingual or multilingual setting, leads to the State of Illinois English as a Second Language (ESL) endorsement, **as long as a grade of 'C-' or better is earned in each course.**

The ESL endorsement can be added to an Illinois Professional Educator License (PEL) for the grade level(s) authorized by the license. Upon completion of the ESL endorsement requirements, one additional course, ESL 615 - Methods and Materials for Teaching Limited-English-Proficient Students in Bilingual Programs, and passing the Target Language Proficiency (TLP) Test would also lead to a Bilingual endorsement. Individuals who complete the ESL endorsement through Olivet may apply the 100 hours

of practicum experience towards an endorsement in Bilingual education described in the ONU catalog.

Note:

In order to pass the courses, one must complete all required clinical experience hours (if applicable), as well as the mastery assessment assignment(s) with a grade of 80% or higher. The mastery assessment assignment is linked to course objectives that are aligned with state standards for endorsement, so passing the mastery assessment assignment demonstrates competency and ability to master those objectives.

19 hours

Required:

- ESL 601 - Linguistics for Teachers
- ESL 604 - Assessment of the Bilingual Student
- ESL 605 - Methods and Materials for Teaching ESL
- ESL 606 - Cross-Cultural Studies for Teaching Limited-English Proficient Students
- ESL 607 - Contemporary Issues in Educating English Language Learners
- ESL 613 - Theoretical Foundations of Teaching ESL and Bilingual Students

Optional:

The following additional courses may be added to the endorsement courses, leading to a Master of Arts in Education: Curriculum and Instruction. *A GPA of 3.0 or higher is required to complete the program.*

- EDUC 607 - Educational Research: Principles and Practices
- EDUC 616 - Understanding Today's Children
- EDUC 646 - Applied Learning Theory
- EDUC 696 - Creative Project

English Language Learner Endorsement (Indiana)

Laurene Hofman, Ed.D., Director
Amy MacCrimble, Ed.D., Coordinator

The English Language Learners program is designed for the teacher who desires to work more effectively with students who are English language learners. Current educational best practices—including engaged learning, learning styles, technology integration, collegial collaboration and authentic assessment—are threaded throughout the program. The infusion of theory and practice with a diverse student population in mind is foundational for the curriculum as is consideration of the needs for 21st century learners. The program is aligned to the Indiana Content Standards for Educators English Learners (EL) standards and the TESOL P-12 Professional Teaching Standards. The program is designed for teachers who have completed an initial license. ELL Candidates are required to complete 19 graduate semester hours of coursework. The 100 hours of clinical experiences are conducted in P-12 schools and supervised by qualified personnel working within the assigned school or district.

Program Completion/Licensure requirements:

- Take and pass State-required pedagogy and content exams. In Indiana, this includes the ETS Praxis test. The content exam is (5362) English to Speakers of Other Languages.
- Must complete approved educator preparation program (English Language Learners at Olivet Nazarene University/ONU Global qualifies).
- All master's degree candidates must have a grade point average of 3.0 or higher.

Note:

In order to pass the courses, one must complete all required clinical experience hours (if applicable), as well as the mastery assessment assignment(s) with a grade of 80% or higher. The mastery assessment assignment is linked to course objectives that are aligned with state standards for endorsement, so passing the mastery assessment assignment demonstrates competency and ability to master those objectives.

19 hours

Required:

- ESL 601 - Linguistics for Teachers
- ESL 604 - Assessment of the Bilingual Student

- ESL 605 - Methods and Materials for Teaching ESL
- ESL 606 - Cross-Cultural Studies for Teaching Limited-English Proficient Students
- ESL 607 - Contemporary Issues in Educating English Language Learners
- ESL 613 - Theoretical Foundations of Teaching ESL and Bilingual Students

Optional:

The following additional courses may be added to the endorsement courses, leading to a Master of Arts in Education: Curriculum and Instruction. *A GPA of 3.0 or higher is required to complete the program.*

- EDUC 607 - Educational Research: Principles and Practices
- EDUC 616 - Understanding Today's Children
- EDUC 646 - Applied Learning Theory
- EDUC 696 - Creative Project

ESL/ELL/Bilingual program learning objectives are as follows:

Progress Theory & Research

- Candidates synthesize major theories and research related to the structure and acquisition of language into practices that help English language learners' (ELLs') develop language and literacy skills so they can achieve success in all content areas.
- Candidates apply major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs.

Evidence-Based Practices

- Candidates demonstrate evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction.
- Candidates integrate knowledge about program models into teaching strategies for developing and integrating language skills.
- Candidates integrate technology as well as choose and adapt classroom resources appropriate for ELLs.

Assessment Practices

- Candidates examine, create, and implement best practices for assessment and standards-based procedures with ELLs.

Relevant Classroom Experience

- Candidates analyze with insight the history of ESL teaching, new instructional techniques, research results, advances in the ESL field, and education policy issued. They use such information to reflect on and improve their instruction and assessment practices.
- Candidates work collaboratively with school administrators, staff, and the community to improve the learning environment, provide support, and advocate for ELLs and their families.

Values: Faith & Professionalism

- Candidates exhibit an increased understanding of human nature and Christian values, with an emphasis on the individual's ethical and moral responsibilities to their teaching field, students, colleagues, and communities.

Ethical Building Leadership (Indiana)

Laurene Hofman, Ed.D., Director

The EBL program will prepare candidates to take the Indiana Principal License Exam and will be innovative in its focus on the disposition aspect of leadership, and the concentration of blending sound educational leadership theory with real life experiences and application of the theory covered in each module. The program seeks to equip candidates to take the Indiana Principal License Exam, prepare future school leaders through sound educational leadership theory with real life experiences, and provide application of the theory and knowledge the courses and professional seminars. The program is 18-20 months in length, and each course is 8 weeks in length. Classes are scheduled to meet online (weekly format). The EBL program clinical experiences include a 6 credit-hour practicum. Students will submit standards-aligned assignments as evidence of course learning outcomes mastery and each student will be

assessed by both the university supervisor and the building mentor.

Program Completion/Licensure requirements:

- Take and pass State-required pedagogy and content exams. In Indiana, this includes ETS Praxis test for School Administrator-Building Level. The content exam is (5412) Educational Leadership: Administration and Supervision.
- Must complete approved educator preparation program (Ethical Building Leadership at Olivet Nazarene University/ONU Global core program of study qualifies).
- All master's degree candidates must have a grade point average of 3.0 or higher.

21 hours

Required:

- EDUC 701 - Ethical Leadership Theory and Application
- EDUC 702 - School Law and Ethics
- EDUC 703 - School Finance and Operations
- EDUC 714 - Cultivating Student Achievement
- EDUC 715 - Collaboration with the School Community
- EDUC 721 - Practicum in Ethical Building Leadership

Note:

In order to pass the courses, one must complete all required clinical experience hours (if applicable), as well as the mastery assessment assignment(s) with a grade of 80% or higher. The mastery assessment assignment is linked to course objectives that are aligned with state standards for endorsement, so passing the mastery assessment assignment demonstrates competency and ability to master those objectives.

Optional:

The following additional courses may be added to the endorsement courses, leading to a Master of Arts in

Education: Curriculum and Instruction. *A GPA of 3.0 or higher is required to complete the program.*

- EDUC 607 - Educational Research: Principles and Practices
- EDUC 616 - Understanding Today's Children
- EDUC 646 - Applied Learning Theory
- EDUC 696 - Creative Project

Program learning objectives are as follows:

- Use their role as human capital manager to drive improvements in teacher effectiveness and student achievement.
- Focus on effective teaching and learning, possess a deep and comprehensive understanding of best instructional practices, and continuously promote activities that contribute to the academic success of all students.
- Model personal behavior that sets the tone for all student and adult relationships in the school.
- Build relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results.
- Develop a schoolwide culture of achievement aligned to the school's vision of success for every student.
- Leverage organizational, operational, and resource management skills to support school improvement and achieve desired educational outcomes.
- Exhibit an increased understanding of human nature and Christian values, with an emphasis on the individual's ethical and moral responsibilities to his or her teaching field, students, colleagues, and communities.

Learning Behavior Specialist (LBS1) Endorsement

Laurene Hofman, Ed.D., Coordinator

In an ever changing diverse educational environment where there are crucial needs to support all learners in an inclusive environment and high demand

teaching fields, it is critical to provide a licensing program specifically designed to meet the needs of educators including: 1) those who are licensed but new to special education who seek the LBS1 endorsement, and 2) those who are seeking to learn more about special education, but who are not applying for licensure or endorsement. The LBS1 will enable educators to work with students with disabilities and will assist educators in learning about a wide range of exceptionalities, assessment types, and differentiated and collaborative instructional delivery models. The program will combine a balanced approach of theory and application and will prepare educators to be culturally responsive educational leaders in the classroom.

Program Completion/Licensure Requirements:

- Must complete approved endorsement coursework and earn a grade of 'C-' or better in each course.
- The endorsement is available for the K-12 grade range.
- The LBS1 endorsement requires a passing score on the Illinois State Board of Education LBS1 Content Exam (155 or 290).

Note:

In order to pass the courses, one must complete all required clinical experience hours (if applicable), as well as the mastery assessment assignment(s) with a grade of 80% or higher. The mastery assessment assignment is linked to course objectives that are aligned with state standards for endorsement, so passing the mastery assessment assignment demonstrates competency and ability to master those objectives.

13 hours

Required:

- EDUC 749 - Teaching Diverse Populations
- SPED 601 - Characteristics of Students with Disabilities
- SPED 611 - Methods of Intervention for Students with Disabilities
- SPED 616 - Using Assessment to Inform Instruction

Note:

Only one course of the four-course program may be waived. ONU will allow candidates to waive undergraduate/graduate level course for earned license as long as it aligns with EDUC 749 - Teaching Diverse Populations (3 hours). Candidates must provide a course description, course syllabus, and transcript for the diversity course they wish to have waived. The Program Director will evaluate the course to confirm that it meets the requirement.

Program learning objectives are as follows:

- The LBS1 candidate will interpret and examine the philosophical, historical, and legal foundations of special education and compare/contrast major theories of research and demonstrate understanding of the role of professional judgment for improving all students' learning experiences.
- The LBS1 candidate will design and implement an integrated, comprehensive, differentiated curriculum and support teachers in the evaluation of the diverse, exceptional learner.
- The LBS1 candidate will select, develop, administer, and interpret assessments and communicate assessment results to a variety of audiences.
- The LBS1 candidate will create and engage students in special education practices that develop awareness, understanding, respect, and a valuing of differences in our society.
- The LBS1 candidate will create a literate environment that fosters diverse learning by integrating foundational knowledge, employment of instructional practices, approaches, methods, and curriculum materials and assessments.
- The LBS1 candidate will construct, defend, and evaluate professional development in special education for classroom teachers and continue to do so as a career long responsibility.
- The LBS1 candidate will exhibit an increased understanding of human nature and Christian values, with an emphasis on the individual's ethical and moral responsibilities to his or her teaching field, students, colleagues, and communities.

Safety/Driver's Education Endorsement

Raymond Reiplinger, Ed.D., Coordinator

The Safety/Driver's Education endorsement program is designed to prepare teachers to add a safety/driver's education endorsement to their teaching license. Illinois rules and regulations, injury prevention and safety, correcting driving errors, emergency driving procedures, first aid and cardiopulmonary resuscitation, and laboratory driving experiences are emphasized. Candidates who complete the following 24 hours of required coursework through Olivet Nazarene University's program may add the Safety/Driver's Education endorsement to an existing 9-12 Professional Educator License through entitlement. Candidates who do not complete the entire program at Olivet Nazarene University should apply for an added endorsement through the Illinois State Board of Education (ISBE).

Note:

In order to pass the course, one must complete all required clinical experience hours (DRED 502).

18 hours

Required:

- DRED 500 - Introduction to Driver Education
- DRED 502 - Advanced Laboratory Driver Education
- DRED 503 - Teaching Driver Education in the Classroom
- DRED 507 - Safety Education on the Highway

Electives:

- DRED 506 - Safety Issues Related to Alcohol and Other Drugs
- DRED 508 - Driver Education for Students with Disabilities
- PED 500 - First Aid and Cardiopulmonary Resuscitation

Program learning objectives are as follows:

- Candidates will apply knowledge of standards-based safety practices related to emergency driving maneuvers, motorcycle and railroad safety, vehicle operation in adverse weather conditions, etc., and utilize effective instructional methods to successfully teach these practices to high school students.
- Candidates will examine, create, and implement best practices for assessment and standards-based procedures with driver education students.
- Candidates will apply organized and sequential researched-based strategies to teach methods of effectively addressing emergency situations in the areas of first aid and cardio pulmonary resuscitation.
- Candidates will examine current instructional techniques, research results, available technology, and appropriate accommodations, and apply such information to effectively teach safe driving practices to students with disabilities.
- Candidates will develop a body of knowledge regarding alcohol and drug pharmacology in order to use this knowledge to effectively teach how substance use/abuse affects safe driving plus the legal consequences of driving under the influence of chemical substances.
- Candidates will demonstrate knowledge of driver education concepts and principles plus the ability to transfer the knowledge to classroom and on-street environments.
- Candidates will develop instructional units and design relevant learning experiences by using appropriate resources to promote student learning of safe driving practices.
- Candidates will exhibit an increased understanding of the application of Christian values to their teaching field and their relationship with the students they teach.

Teacher Leader Endorsement

Laurene Hofman, Ed.D., Director

For the Teacher Leader Endorsement in Illinois, a minimum of 24 hours of coursework is required. A master's degree is mandatory before an endorsement can be issued. A 10-hour practicum is embedded in each Teacher Leader course, which provides candidates with the opportunity to utilize theory and apply it to practice. Candidates must complete their practicum requirements in schools with a diverse population (which means that 20% or more of the school's populace must be comprised of a diverse population other than the majority population of the school).

Note:

In order to pass the courses, one must complete all required clinical experience hours (if applicable), as well as the mastery assessment assignment(s) with a grade of 80% or higher. The mastery assessment assignment is linked to course objectives that are aligned with state standards for endorsement, so passing the mastery assessment assignment demonstrates competency and ability to master those objectives.

24 hours

Required:

- TLED 605 - The E.L.L. Student in the K-12 Mainstream: Accommodating through Awareness
- TLED 738 - Leadership in Education
- TLED 771 - Data-Focused Assessment and Evaluation
- TLED 772 - Understanding Diverse Student Populations
- TLED 773 - Leading through Literacy
- TLED 783 - Differentiated Instruction: Assessment and Instructional Strategies
- TLED 795 - Building Collaborative Community Partnerships
- TLED 805 - Professional Development for Continuous Improvement of Teaching and Learning

Optional:

The following additional courses may be added to the endorsement courses, leading to a Master of Arts in Education: Curriculum and Instruction. *A GPA of 3.0 or higher is required to complete the program.*

- EDUC 607 - Educational Research: Principles and Practices
- EDUC 616 - Understanding Today's Children
- EDUC 646 - Applied Learning Theory
- EDUC 696 - Creative Project

Program learning objectives are as follows:

- The teacher leader candidate will be able to foster a collaborative culture to support educator development and student learning. The teacher leader understands the principles of adult learning and knows how to develop a collaborative culture of collective responsibility in the school. The teacher leader uses this knowledge to promote an environment of collegiality, trust, and respect that focuses on continuous improvement in instruction and student learning.
- The teacher leader candidate will be able to access and use research to improve practice and student learning.
- The teacher leader understands how research creates new knowledge, informs policies and practices and improves teaching and learning. The teacher leader models and facilitates the use of systematic inquiry as a critical component of teachers' ongoing learning and development.
- The teacher leader candidate will be able to promote professional learning for continuous improvement.
- The teacher leader understands the evolving nature of teaching and learning, established and emerging technologies, and the school community. The teacher leader uses this knowledge to promote, design, and facilitate job-embedded professional learning aligned with school improvement goals.
- The teacher leader candidate will be able to facilitate improvements in instruction and student learning.
- The teacher leader demonstrates a deep understanding of the teaching and learning processes and uses this knowledge to advance the professional skills of colleagues by being a continuous learner and modeling reflective practice based on student results. The teacher leader works collaboratively with colleagues to ensure instructional practices

are aligned to a shared vision, mission, and goals.

- The teacher leader candidate will be able to promote the use of assessments and data for school and district improvement.
- The teacher leader is knowledgeable about current research on classroom- and school-based data and the design and selection of appropriate formative and summative assessment methods. The teacher leader shares this knowledge and collaborates with colleagues to use assessment and other data to make informed decisions that improve learning for all students and to inform school and district improvement strategies.
- The teacher leader candidate will be able to improve outreach and collaboration with families and community.
- The teacher leader understands that families, cultures, and communities have a significant impact on educational processes and student learning. The teacher leader works with colleagues to promote ongoing systematic collaboration with families, community members, business and community leaders, and other stakeholders to improve the educational system and expand opportunities for student learning.
- The teacher leader candidate will be able to advocate for student learning and the profession.
- The teacher leader understands how educational policy is made at the local, state, and national level as well as the roles of school leaders, boards of education, legislators, and other stakeholders in formulating those policies. The teacher leader uses this knowledge to advocate for student needs and for practices that support effective teaching and increase student learning, and serves as an individual of influence and respect within the school, community, and profession.
- The teacher leader candidate understands that the competent teacher leader is a reflective practitioner who continuously evaluates how choices, actions, and conduct affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.

- The teacher leader candidate exhibits increased understanding of human nature and Christian values, with an emphasis on the individual's ethical and moral responsibilities to his or her teaching field, students, colleagues, and communities.

Diversity, Equity, and Restorative Justice in Education Certificate

This certificate program is for professionals committed to serving their students and their communities by understanding, shaping, and implementing prevention-oriented approaches to classroom management and school disciplinary matters. It will provide the tools to develop transformative approaches to issues related to Diversity and Equity in education such as, race, gender, sexual orientation, disability, social status, and poverty. This program is designed to equip education superintendents, principals, other school and district-level administrators, discipline deans, school psychologists, school social workers, counselors, and other educators with the ability and skills to lead preventative-based initiatives to reduce the use of suspensions and expulsions by providing alternative methods and tools to handle these issues.

Required:

- EDUC 657 - Otherness: Cultural Understanding, Social Differences & Diversity
- EDUC 658 - Resiliency, Strengths, and Cultural Responsiveness
- EDUC 659 - Restorative Justice and School Discipline in Education

Program learning objectives are as follows:

- Apply fundamental principles and theories of diversity, equity, and restorative justice in education to effectively communicate the organization's direction across a range of educational, cultural, societal, and functional sectors.

- Integrate ethical, moral, and spiritual concepts into the development of advanced leadership skills and knowledge in emotional and cultural intelligence.
- Develop intellectual curiosity in advanced building leadership concepts by engaging in life-long learning for personal and professional growth.
- Synthesize advanced knowledge in diversity, equity, and restorative justice to complement their supervisory and teaching skills to promote quality outcomes and sustainable systems for all students.
- Communicate effectively through verbal, written, and interpersonal skills, using current and innovative technologies.

School of Nursing

Faculty

TIFFANY GREER (2004)

Professor of Nursing; Associate Dean, School of Nursing

B.S.N., 1997, Olivet Nazarene University

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

Ph.D., 2017, Capella University

YVETTE ROSE (2008)

Professor of Nursing

B.S.N., 1998, Olivet Nazarene University

M.S.N., 2007, Governors State University

D.N.P., 2015, Governors State University

MARY NEHLS (2013)

Associate Professor of Nursing

A.D.N., 1990, Kankakee Community College

B.S.N., 2010, Olivet Nazarene University

M.S.N., 2012, Olivet Nazarene University

D.N.P., 2020, Grand Canyon University

DEANNA VANKUREN (2013)

Associate Professor of Nursing

A.D.N., 1995, Kankakee Community College

B.S.N., 2010, Olivet Nazarene University

M.S.N., 2012, Olivet Nazarene University

D.N.P., 2016, Governor's State University

SUSAN ENFIELD (2014)

Director, Bachelor of Science in Nursing (RN-BSN), and Master of Science in Nursing Program track (RN-MSN)

B.S.N., 1992, Olivet Nazarene University
Illinois School Nurse Certification (PEL-CSN), 2003,
National Lewis University
M.S.N., 2010, Olivet Nazarene University

SUZANNE PHIPPS (2015)

*Director, Master of Science in Nursing (MSN)
Education, Transformational Leadership and Family
Nurse Practitioner (FNP) Program tracks*
B.S.N., 2001, University of Illinois Chicago (UIC)
M.S.N., 2007, University of Illinois Chicago (UIC)
Ed.D., 2016, Olivet Nazarene University

CATHERINE DILLINGER (2016)

*Associate Professor of Nursing; BSN Program
Director*
A.A.S., 2009, Joliet Junior College
B.S.N., 2013, Purdue University
M.S.N., 2016, Olivet Nazarene University
Doctoral Studies, Capella University

JOELLA TABAKA (2017)

*Director, Accelerated Bachelor of Science in Nursing
Program track (ABS/N)*
A.D.N., 2003, College of Lake County
B.S.N., 2011, Kaplan University
M.S.N., 2013, Kaplan University

RALPH BARZDITIS (2018)

*Assistant Professor of Nursing; Coordinator, ABSN
Program Track*
A.D.N., 1991, Joliet Junior College
B.S.N., 2013, Olivet Nazarene University
M.S.N., 2015, Olivet Nazarene University

JOY OGDEN (2018)

*Assistant Professor of Nursing; Coordinator, ABSN
Program Track*
B.S.N., 1974, Northern Illinois University
M.S.N., 2011, Olivet Nazarene University

QUEEN KISOSO (2019)

Assistant Professor of Nursing
B.S.N., 2014, Olivet Nazarene University
M.S.N., 2016, Olivet Nazarene University
M.B.A., 2020, Lewis University
Doctoral Studies, Lewis University

BROOKE PIPER (2019)

*Assistant Director, MSN Education &
Transformational Leadership Program tracks*
B.S.N., 2005, Olivet Nazarene University
M.S.N., 2009, University of Phoenix
D.N.P., 2018, Capella University

JACQUELINE BLOMQUIST (2020)

*Assistant Professor of Nursing; Coordinator, ABSN
Program Track*
B.S.N., 2008, Lewis University
M.S.N., 2014, Lewis University

KAREN SMITH (2020)

Associate Professor of Nursing
B.S.N., 1995, Ball State University
M.S.N., 2020, Western Governors University

APRIL CLARK (2021)

Associate Professor of Nursing
B.S.N., 2008, California Baptist University
M.N.E., 2010, University of Phoenix
Ph.D., 2021, Capella University

KIMBERLY LYNCH (2021)

Associate Professor of Nursing; MSN-FNP Program
B.S., 1987, Olivet Nazarene University
M.B.A., 1994, Lake Forest Graduate School of
Management
M.S.N., 2009, Ball State University
A.N.P., Certification, 2009
D.N.P., 2016, Ball State University

BECKY VINE (2022)

Associate Professor of Nursing
A.D.N., 1996, Kankakee Community College
B.S.N., 2018, Western Governors University
M.S.N., 2020, Western Governors University

Undergraduate nursing majors work toward a Bachelor of Science in Nursing degree. They are prepared to sit for the required NCLEX-RN exam, to practice as generalists, and to pursue graduate work in nursing.

The Nursing curriculum builds on a broad liberal arts foundation and is supported by behavioral and life science courses. Nursing studies progress from a wellness emphasis to life-threatening situations, while addressing clients as individuals, families, and communities.

The program has approval from the Illinois Department of Financial and Professional Regulation and is accredited by the Commission on Collegiate Nursing Education.

A 2.75 cumulative GPA and a satisfactory score on the HESI-A2 entrance exam must be attained before taking NURS 202 - Introduction to Professional Nursing. This entrance exam can only be taken three

times to be considered for NURS 202. Formal application to the Nursing major is made in NURS 202. Admission requirements for the Nursing major include satisfactory completion of all prerequisite courses, and a cumulative GPA of 2.75 on a 4.0 scale.

Whether nursing courses were taken at Olivet or another school, the policy for admission/progression of the School of Nursing will be followed.

Only two science courses may be taken twice to be considered for admission.

Transfer students in the traditional four-year track are accepted after all qualified Olivet students have been placed. Students wishing to transfer must meet the same nursing admission criteria as students who began their college work at Olivet.

Students must submit evidence of good health, in accordance with Illinois Department of Health regulations for health care agency personnel, and complete a criminal background check.

Transportation to and from clinical sites is the responsibility of the student.

Student grades are reviewed each semester. In order to progress to the next nursing level, students must receive a grade of "C" or higher in each nursing course, and a grade of "C" or higher in each of the supporting courses. A cumulative grade point average of 2.75 must be maintained to progress in nursing courses.

A student cannot fail more than one clinical/lab course in the program, excluding NURS 202. Students may not enroll in any nursing course more than two times, *including* NURS 202.

Students are required to complete HESI assessments in selected courses as outlined in the School of Nursing Student Handbook.

Graduation requirements include passing the HESI RN Exit Exam at the required level listed in the School of Nursing Student Handbook.

The School of Nursing will make reasonable accommodation for those students who have special health problems or disabilities when such accommodation is possible as determined by the School and the Learning Support Services, a department of the Center for Academic Excellence.

Please contact the School about physical expectations.

Kappa Sigma is the local chapter of the International Honor Society for Nurses, Sigma Theta Tau. Invitation for membership is based on scholastic and leadership achievement.

The baccalaureate nursing program has four tracks: the traditional four-year track, the RN-BSN completion track, the RN-MSN track, and the accelerated BSN track (an approximately 16-month program primarily for individuals who already have a degree in another field). The accelerated BSN, RN-BSN, and RN-MSN program tracks, as well as all MSN program tracks, are described in the Graduate and Continuing Studies section of the catalog.

Bachelor of Science in Nursing - Accelerated, B.S.N. (online GCS)

Joella Tabaka, M.S.N., R.N., ABSN Program Director

The accelerated Bachelor of Science in Nursing, offered through an innovative blend of online and clinical coursework, offers the opportunity to earn a baccalaureate degree in nursing in as few as sixteen months.

The accelerated program is specially designed for those who hold a baccalaureate degree in another field or have earned at least 60 credit hours from an accredited college or university and desire a career in nursing. The program provides students with a professional foundation integrating nursing theory with skills required for nursing practice in a personalized interactive experience. It is not an independent study or self-study program. It is an intensive, hybrid, highly concentrated, full-time program of study that blends the convenience of theoretical online learning with hands-on clinical practice.

Graduates of this rigorous program will be awarded a Bachelor of Science in Nursing. They will be eligible to take the required National Council Licensure Examination for Registered Nurses (NCLEX-RN). After passing the NCLEX-RN, graduates will be licensed to practice as a registered nurse in a host of medical settings.

63 hours

Required:

- NUR 180 - Nursing Seminar I
- NUR 202 - Introduction to Professional Nursing
- NUR 206 - Health Assessment
- NUR 207 - Fundamentals of Nursing
- NUR 227 - Introduction to Pharmacology
- NUR 280 - Nursing Seminar II
- NUR 335 - Community Health and Population-Focused Care
- NUR 342 - Mental Health Nursing
- NUR 349 - Adult Health Nursing I
- NUR 378 - Childbearing Family Health
- NUR 380 - Nursing Seminar III
- NUR 388 - Gerontology and Palliative Care
- NUR 415 - Child Health Nursing
- NUR 439 - Adult Health Nursing II
- NUR 445 - Transcultural Nursing
- NUR 449 - Adult Health Nursing III
- NUR 456 - Leadership and Trends in Nursing
- NUR 466 - Nursing Research
- NUR 478 - Nursing Capstone
- NUR 480 - Nursing Seminar IV

To be supported by the following prerequisites:

Must earn a "C" or higher in each course

- BIO 211 - Medical Terminology
- BIO 246 - Anatomy & Physiology I
- BIO 247 - Anatomy & Physiology II
- BIO 330 - Pathophysiology
- BIO 356 - Microbiology
- CHM 101 - Chemistry
- FAC 126 - Nutrition in Health & Fitness
- MTH 120 - Introduction to Statistics
- PSY 200 - Lifespan Development
- SOC 120 - Introduction to Sociology

General Education Courses (To be completed before beginning program)

- BIB 105 - Introduction to Christianity *
 - BIB 215 - Understanding the Bible
 - COM 105 - Oral Communication
 - ENG 109 - College Writing I
 - ENG 200 - College Writing II
 - ENG 204 - World Literature or ENG 301 - Thematic Studies in Literature
 - FIN 105 - Fine Arts
 - HIS 210 - Western Civilization
 - THE 300 - Faith and Contemporary Issues or THE 310 - Christianity & Culture
- *students who transfer in 45 hours do not have to take BIB 105

Note:

Science pre-requisite courses may not be taken more than two times and only two science courses may be taken twice to be considered for admission. Science courses eligible for transfer must have been taken within the last 10 years.

Bachelor of Science in Nursing, B.S.N. (online GCS)

Susan Enfield, M.S.N., R.N., PEL-CSN, Program Director of RN-BSN and RN-MSN Tracks

Olivet offers the Bachelor of Science in Nursing (BSN) degree program for registered nurses who have earned either an associate's degree in nursing or a diploma in nursing and desire to achieve their personal and professional goals. The bachelor's degree is required for graduate study and is helpful for career advancement. The RN-BSN is a degree-completion track program that focuses on the health continuum across the lifespan of clients, including individuals, families, and communities.

The curriculum of the program integrates the student's previous nursing experience and knowledge into the academic course work to develop knowledge and skills that will enhance nursing practice. This is

accomplished through a carefully designed sequence of learning strategies including discussion boards, research, and practicum projects. .

The University strives to provide a degree program that requires mastery of learning outcomes and is designed to produce spiritual, personal and professional growth. A total of 60 hours of practicum/project time is incorporated in the coursework. The curriculum is based on the Olivet Nazarene University Department of Nursing's mission philosophy and conceptual framework.

30 hours

Required:

- NRS 301 - Introduction to Informatics and Baccalaureate Nursing
- NRS 326 - Community Health Nursing *
- NRS 342 - Transcultural Nursing
- NRS 350 - Health Assessment
- NRS 360 - Pathophysiology
- NRS 361 - Pharmacology
- NRS 395 - Nursing Research
- NRS 436 - The Global Community *
- NRS 463 - Leadership/Management in Nursing *
- NRS 470 - Issues in Health Care, Law, and Ethics *

*Courses with a practicum/project requirement

Required Pre-Requisite Courses:

Must earn a "C" or higher in each course

- BIO 246 - Anatomy & Physiology I
 - BIO 247 - Anatomy & Physiology II
 - BIO 356 - Microbiology
 - CHM 101 - Chemistry **
 - FAC 126 - Nutrition in Health & Fitness
 - MTH 120 - Introduction to Statistics
 - PSY 200 - Lifespan Development
 - SOC 120 - Introduction to Sociology
- **Students who have completed an associates' degree or diploma program in nursing may substitute a biological science in place of CHM 101 to fulfill general

education requirements and as a required supporting course.

General Education Requirements:

- BIB 105 - Introduction to Christianity *
- BIB 215 - Understanding the Bible
- THE 300 - Faith and Contemporary Issues or THE 310 - Christianity & Culture
- ENG 109 - College Writing I (Prerequisite)
- ENG 200 - College Writing II (Must be completed prior to or with first course of the BSN core)
- COM 105 - Oral Communication
- HIS 210 - Western Civilization (or equivalent)
- ENG 301 - Thematic Studies in Literature or ENG 204 - World Literature (or equivalent)
- FIN 105 - Fine Arts (or equivalent)

*students who transfer in 45 hours do not have to take BIB 105

Other Program Guidelines:

Students are limited to withdrawing from, voluntarily or administratively, or failing two nursing courses. Students may not fail more than one Practicum/Project course in the program. Students may not enroll in any nursing course more than two times. In order to progress into Nursing Research and beyond, learners must receive a grade of C (2.0) or higher in MTH 120. A cumulative grade point average of 2.75 is required to progress in the Nursing courses and to graduate with the Bachelor of Science in Nursing degree.

Students must satisfactorily complete a certified background check and drug screen before starting their practicum/project hours. Students will complete a total of 60 practicum/project hours; 15 practicum/project hours in each of the following courses: NRS 326 Community Health Nursing, NRS 436 The Global Community, NRS 463 Leadership/Management in Nursing, NRS 470 Issues in Health Care, Law, and Ethics. Students are responsible for obtaining preceptor(s) for the practicum/project hours in NRS 326, NRS 436 (can be same preceptor as NRS 326), and NRS 463. A preceptor is not required for NRS 470. All preceptors are required to have a BSN degree or higher.

Transfer of Credit Policy

A maximum of 82 semester hours (or equivalent quarter hours) may be accepted from community/junior colleges as transfer credit to the RN-BSN degree-completion program at Olivet. Only courses with a grade of C- or above are eligible for transfer consideration for prerequisite courses. In order to meet the six-hour Christianity core general education requirement, students must take Olivet's BIB 215 - Understanding the Bible and either THE 300 - Faith and Contemporary Issues or THE 310 - Christianity & Culture before, during or after the core program.

Bachelor of Science in Nursing, B.S.N. to Master of Science in Nursing, M.S.N. (RN to MSN) (online GCS)

Susan Enfield, M.S.N., R.N., PEL-CSN, RN-BSN and RN-MSN Program Director

Suzanne Phipps, Ed.D., APRN, CNP, MSN Program Director

Olivet offers the Bachelor of Science in Nursing (BSN) to Master of Science in Nursing (MSN) degree program for registered nurses who have earned either an associate's degree in nursing or a diploma in nursing and desire to advance their personal and professional goals.

Students will develop professional readiness, cultural sensitivity, and leadership/management skills throughout the program. Students will also develop, test and evaluate ideas relevant to nursing practice. Students will learn to be a change agent in the nursing field.

Students will interact with multidisciplinary representatives in multiple practice settings to explore collaborative best practices. This experience is obtained through practicum hours in both the BSN portion and MSN portion of the program. Students will graduate with a baccalaureate degree after successful completion of the BSN curriculum including two 500 level courses and may choose to stop or continue on to the MSN program.

The MSN portion provides education and experience in one of three specialty tracks: education, transformational leadership, or family nurse practitioner. All students are provided the opportunity to learn the theoretical base of nursing science while participating in practicum experiences that will heighten their professional readiness for their career. In addition, various healthcare settings are utilized for practicums in the three areas.

50-76 hours

Required for BSN degree:

- NRSG 301 - Introduction to Informatics and Baccalaureate Nursing
 - NRSG 326 - Community Health Nursing *
 - NRSG 350 - Health Assessment
 - NRSG 360 - Pathophysiology
 - NRSG 361 - Pharmacology
 - NRSG 395 - Nursing Research
 - NRSG 443 - Global & Transcultural Nursing *
 - NRSG 467 - Leadership and Issues in Health Care, Law, and Ethics *
 - NRSG 501 - Theoretical and Professional Foundations of Nursing
 - NRSG 526 - Moral/Ethical Decision-Making
- *Courses with a Practicum/project requirement

Required Pre-Requisite Courses:

Must earn a "C" or higher in each course

- BIO 246 - Anatomy & Physiology I
 - BIO 247 - Anatomy & Physiology II
 - BIO 356 - Microbiology
 - CHM 101 - Chemistry **
 - FAC 126 - Nutrition in Health & Fitness
 - MTH 120 - Introduction to Statistics
 - PSY 200 - Lifespan Development
 - SOC 120 - Introduction to Sociology
- **Students who have completed an associates' degree or diploma program in nursing may substitute a biological science in place of CHM 101 to fulfill general education requirements and as a required supporting course.

General Education Requirements (Must be completed prior to NRS 501)

- BIB 105 - Introduction to Christianity *
 - BIB 215 - Understanding the Bible
 - THE 300 - Faith and Contemporary Issues or THE 310 - Christianity & Culture
 - ENG 109 - College Writing I (Prerequisite)
 - ENG 200 - College Writing II (Must be completed prior to or with the first course of the program)
 - COM 105 - Oral Communication
 - HIS 210 - Western Civilization (or equivalent)
 - ENG 301 - Thematic Studies in Literature or ENG 204 - World Literature (or equivalent)
 - FIN 105 - Fine Arts (or equivalent)
- *students who transfer in 45 hours do not have to take BIB 105

Other BSN Guidelines:

Students are limited to withdrawing from, voluntarily or administratively, or failing two nursing courses. Students may not fail more than one Practicum/Project course in the program. Students may not enroll in any nursing course more than two times. In order to progress into Nursing Research, learners must receive a grade of C (2.0) or higher in MTH 120. A cumulative grade point average of 2.75 is required to progress in the Nursing courses and to graduate with the Bachelor of Science in Nursing degree. A grade point average of 3.0 or higher is required to progress into the MSN portion.

Students must satisfactorily complete a certified background check and drug screen before starting their practicum/project hours in both the BSN portion and MSN portion. Students will complete a total of 45 practicum/project hours; 15 practicum/project hours in each of the following courses: NRS 326 - Community Health Nursing, NRS 443 - Global & Transcultural Nursing, NRS 467 - Leadership and Issues in Health Care, Law, and Ethics. Students are responsible for obtaining preceptor(s) for the practicum/project hours in NRS 326, NRS 443 (can be same preceptor as NRS 326), and NRS 467. All preceptors are required to have a BSN degree or higher.

All general education requirements must be completed prior to starting the BSN core curriculum .

Prior to enrollment in the first Masters course, students are required to submit documentation of 2,000 hours of work time as an RN. A letter on official letterhead from your Human Resource administrator or Supervisor documenting time worked as an RN is recommended (please speak with an Admission Counselor for a time worked template or other ways to verify hours worked).

Note:

For further information about track courses and other MSN program requirements, please see the Master of Science in Nursing, M.S.N. track section.

Nursing Major, B.S.N.

62 hours

Required:

- NURS 180 - Nursing Seminar I
- NURS 202 - Introduction to Professional Nursing
- NURS 206 - Health Assessment
- NURS 207 - Fundamentals of Nursing
- NURS 227 - Introduction to Pharmacology
- NURS 280 - Nursing Seminar II
- NURS 335 - Community Health and Population-Focused Care
- NURS 342 - Mental Health Nursing
- NURS 349 - Adult Health Nursing I
- NURS 378 - Childbearing Family Health
- NURS 380 - Nursing Seminar III
- NURS 388 - Gerontology and Palliative Care
- NURS 415 - Child Health Nursing
- NURS 439 - Adult Health Nursing II
- NURS 445 - Transcultural Nursing
- NURS 449 - Adult Health Nursing III
- NURS 456 - Leadership and Trends in Nursing
- NURS 466 - Nursing Research
- NURS 478 - Nursing Capstone
- NURS 480 - Nursing Seminar IV

To be supported by the following:

- BIOL 211 - Medical Terminology
- BIOL 246 - Human Anatomy and Physiology I
- BIOL 247 - Human Anatomy and Physiology II
- BIOL 330 - Pathophysiology
- BIOL 356 - Microbiology
(if taken at ONU, BIOL 125 is a required prerequisite)
- CHEM 101 - Introduction to Chemistry
- or CHEM 103 - General Chemistry I
- FACS 126 - Nutrition, Health, and Fitness
- MATH 120 - Introduction to Statistics
- PSYC 200 - Lifespan Development
- SOCY 120 - Introduction to Sociology

Typical Program of Courses for a Student Majoring in Nursing

Freshman Year

- ENGL 109 - College Writing I
- ENGL 210 - College Writing II (APA)
- BIOL 125 - Biology I (prerequisite for BIOL 356)
- BIOL 211 - Medical Terminology
- BIOL 246 - Human Anatomy and Physiology I
- BIOL 247 - Human Anatomy and Physiology II
- CHEM 101 - Introduction to Chemistry
- PSYC 200 - Lifespan Development
- HIST 200 - Western Civilization
- THEO 110 - Introduction to Christianity

Sophomore Year

- NURS 202 - Introduction to Professional Nursing
- BIOL 356 - Microbiology
- BIOL 330 - Pathophysiology
- BLIT 210 - Christian Scriptures

- COMM 105 - Fundamentals of Communication
- FACS 126 - Nutrition, Health, and Fitness
- MATH 120 - Introduction to Statistics
- SOCY 120 - Introduction to Sociology
- Two Approved Humanities courses

Junior Year

- NURS 180 - Nursing Seminar I
- NURS 206 - Health Assessment
- NURS 207 - Fundamentals of Nursing
- NURS 227 - Introduction to Pharmacology
- NURS 280 - Nursing Seminar II
- NURS 342 - Mental Health Nursing
- NURS 388 - Gerontology and Palliative Care
- NURS 349 - Adult Health Nursing I
- NURS 445 - Transcultural Nursing
- NURS 466 - Nursing Research
- CMIN 310 - Christian Living

Senior Year

- NURS 335 - Community Health and Population-Focused Care
- NURS 378 - Childbearing Family Health
- NURS 380 - Nursing Seminar III
- NURS 415 - Child Health Nursing
- NURS 439 - Adult Health Nursing II
- NURS 449 - Adult Health Nursing III
- NURS 456 - Leadership and Trends in Nursing
- NURS 478 - Nursing Capstone
- NURS 480 - Nursing Seminar IV

Master of Science in Nursing, M.S.N.

Suzanne Phipps, Ed.D., APRN, CNP, MSN Program Director

The MSN program provides education and experience in chosen specialty areas: education, transformational leadership, family nurse practitioner or post-graduate family nurse practitioner certificate, post-master's certificate in education, or post-master's certificate in transformational leadership. All students

are provided the opportunity to learn the theoretical base of nursing science while participating in practicum experiences that will heighten their professional readiness for their career. In addition, various healthcare settings are utilized for practicums in the three areas of professional readiness for their career.

33-52 hours

Required core courses for all MSN tracks:

- NRS 626 - Moral/Ethical Decision Making
- NRS 628 - Nursing Informatics
- NRS 653 - Theoretical and Professional Foundations for Nursing
- NRS 679 - Evidence-Based Practice and Project Proposal Development I
- NRS 680 - Evidence-Based Practice and Project Proposal Development II

Required core courses for FNP track:

- NRS 627 - Professional Role Development of the Advanced Practice Registered Nurse (APRN)
- NRS 673 - Advanced Pathophysiology I
- NRS 674 - Advanced Pathophysiology II
- NRS 675 - Advanced Pharmacology I
- NRS 676 - Advanced Pharmacology II
- NRS 677 - Advanced Health Assessment I
- NRS 678 - Advanced Health Assessment II

Required core courses for Education track:

- NRS 641 - Advanced Pathophysiology, Pharmacology, and Health Assessment I
- NRS 642 - Advanced Pathophysiology, Pharmacology, and Health Assessment II

Plus, completion of one of the following tracks:

Education track:

Upon completion of the Education Track, students are educationally prepared to sit for the Certified Nurse Educator (CNE) examination from the National League for Nursing.

- NRS 607 - Self-Care for the Individual and Diverse Populations
- NRS 621 - Teaching Roles and Strategies
- NRS 622 - Curriculum Design, Assessment, and Evaluation
- NRS 624 - Evaluation in Nursing Education
- NRS 629 - Professional Role Development of the Academic Nurse Educator and Transformational Nurse Leader
- NRS 634 - Nursing Education Practicum
- NRS 658 - Advanced Clinical Practice for the Academic Nurse Educator

Transformational Leadership track:

- NRS 629 - Professional Role Development of the Academic Nurse Educator and Transformational Nurse Leader
- NRS 631 - Nurse as a Leader and Manager of Care
- NRS 646 - Healthcare Financial and Resource Management
- NRS 647 - Transforming Leadership in Nursing
- NRS 648 - Transformational Leadership Practicum
- Two BUS courses taken from one of the below pathways:

1. BUS Non-Certificate Pathway:

- BUS 603 - Managerial Accounting
- BUS 606 - Managerial Finance

2. BUS Leadership Certificate:

- BUS 636 - Power, Politics, and Leadership
- BUS 651 - Applied Leadership
- BUS 652 - Understanding and Creating Effective Organizations
- BUS 653 - Managing Change

3. BUS Non Profit Management Certificate:

- BUS 663 - Corporate Communications and Media Strategy
- BUS 671 - Nonprofit Operations
- BUS 673 - Nonprofit Fundraising and Financial Reporting

4. BUS Corporate Communications Certificate

- BUS 661 - Writing for Internal and External Audience
- BUS 662 - Communications Research
- BUS 663 - Corporate Communications and Media Strategy

Family Nurse Practitioner population-focused courses:

Olivet Nazarene University fulfills the educational requirements for Advanced Practice Registered Nurse (APRN) professional state licensure for employment as a Family Nurse Practitioner (FNP) in certain states while there are other states that Olivet Nazarene University has not yet made that determination. Please check the website (<https://www.olivet.edu/federal-disclosures>) for states that are approved or not approved. The status of these states is subject to change.

- NRSG 665 - FNP Clinical
- NRSG 667 - Acute and Episodic Adult and Geriatric Therapeutics and Management
- NRSG 668 - Women's Health Therapeutics and Management Across the Lifespan
- NRSG 669 - Pediatric Therapeutics and Management
- NRSG 670 - Chronic Adult and Geriatric Therapeutics and Management
- NRSG 671 - Complex Adult and Geriatric Therapeutics and Management
- NRSG 672 - Complex Pediatric and Women's Health Therapeutics and Management
- NRSG 685 - FNP Immersion Experience (elective)

Post-Graduate Family Nurse Practitioner (FNP) Certificate specialty track required core courses:

- NRSG 627 - Professional Role Development of the Advanced Practice Registered Nurse (APRN)

Post-Graduate Family Nurse Practitioner (FNP) Certificate track population-focused courses:

Olivet Nazarene University fulfills the educational requirements for Advanced Practice Registered Nurse (APRN) professional state licensure for employment as a Family Nurse Practitioner (FNP) in certain states while there are other states that Olivet Nazarene University has not yet made that determination. Please check the website (<https://www.olivet.edu/federal-disclosures>) for states that are approved or not approved. The status of these states is subject to change.

- NRSG 665 - FNP Clinical
- NRSG 667 - Acute and Episodic Adult and Geriatric Therapeutics and Management
- NRSG 668 - Women's Health Therapeutics and Management Across the Lifespan
- NRSG 669 - Pediatric Therapeutics and Management
- NRSG 670 - Chronic Adult and Geriatric Therapeutics and Management
- NRSG 671 - Complex Adult and Geriatric Therapeutics and Management
- NRSG 672 - Complex Pediatric and Women's Health Therapeutics and Management
- NRSG 685 - FNP Immersion Experience (elective)

Post-Graduate Family Nurse Practitioner (FNP) Certificate track prerequisite courses:

- NRSG 673 - Advanced Pathophysiology I
- NRSG 674 - Advanced Pathophysiology II
- NRSG 675 - Advanced Pharmacology I
- NRSG 676 - Advanced Pharmacology II

- NRS 677 - Advanced Health Assessment I
- NRS 678 - Advanced Health Assessment II

Post-Master's Nursing Education Certificate track

Upon completion of the Education Track, students are educationally prepared to sit for the Certified Nurse Educator (CNE) examination from the National League for Nursing.

- NRS 607 - Self-Care for the Individual and Diverse Populations
- NRS 621 - Teaching Roles and Strategies
- NRS 622 - Curriculum Design, Assessment, and Evaluation
- NRS 624 - Evaluation in Nursing Education
- NRS 629 - Professional Role Development of the Academic Nurse Educator and Transformational Nurse Leader
- NRS 634 - Nursing Education Practicum
- NRS 658 - Advanced Clinical Practice for the Academic Nurse Educator

Post-Master's Nursing Education Certificate track prerequisite/required courses:

- NRS 641 - Advanced Pathophysiology, Pharmacology, and Health Assessment I
- NRS 642 - Advanced Pathophysiology, Pharmacology, and Health Assessment II

Post-Master's Transformational Leadership Certification Track:

- NRS 629 - Professional Role Development of the Academic Nurse Educator and Transformational Nurse Leader
- NRS 631 - Nurse as a Leader and Manager of Care
- NRS 646 - Healthcare Financial and Resource Management
- NRS 647 - Transforming Leadership in Nursing
- NRS 648 - Transformational Leadership Practicum

- Two BUS courses taken from one of the below pathways:

1. BUS Non-Certificate Pathway:

- BUS 603 - Managerial Accounting
- BUS 606 - Managerial Finance

2. BUS Leadership Certificate:

- BUS 636 - Power, Politics, and Leadership
- BUS 651 - Applied Leadership
- BUS 652 - Understanding and Creating Effective Organizations
- BUS 653 - Managing Change

3. BUS Non Profit Management Certificate:

- BUS 663 - Corporate Communications and Media Strategy
- BUS 671 - Nonprofit Operations
- BUS 673 - Nonprofit Fundraising and Financial Reporting

4. BUS Corporate Communications Certificate:

- BUS 661 - Writing for Internal and External Audience
- BUS 662 - Communications Research
- BUS 663 - Corporate Communications and Media Strategy

Note:

Program Outcomes

In the MSN program, students and faculty establish the teaching-learning process. Students are encouraged throughout the program to plan their own learning opportunities. Students, with the assistance of faculty members, are expected to identify personal goals consistent with the program goals, plan experiences, and evaluate the achievement of goals. Program evaluation is a continuous process shared

between and among students, faculty, and stakeholders. The program outcomes are:

- Serve God and humanity by treating others with dignity in advanced nursing roles exemplifying the characteristics of professionalism.
- Integrate ethical, moral, and spiritual concepts into the development of advanced skills and knowledge while preparing for servant leadership.
- Develop intellectual curiosity in advanced nursing concepts by engaging in life-long learning for personal and professional growth.
- Synthesize advanced nursing knowledge and leadership skills to promote quality outcomes and sustainable systems.
- Create interprofessional relationships to improve population outcomes.
- Communicate effectively through verbal, written, and interpersonal skills, using current and innovative technologies.

Key Program Policies

- A cumulative GPA of 3.0 (4.0 scale) must be maintained to remain in the program (this includes BUS courses) and for graduation.
- Failure of any course can result from administrative withdrawal, withdrawal failing, failure, or unsatisfactory.
- A student can repeat a total of two different NRSG courses.
- More than one C/C+ requires a student to repeat the course for graduation and/or program completion.
- Only one C/C+ will be accepted on the final transcript for graduation and/or program completion.
- Please see the MSN Student Handbook for all program policies. The MSN Student Handbook[TG1] supersedes all previous handbook(s) and SGCS policies

Department of Exercise and Sports Science

Faculty

BRIAN HYMA (2001)

Professor; Chair, Department of Exercise and Sports Science; Director of Athletic Training Education Program

B.S., 1993, Liberty University

M.A., 1999, Western Michigan University

Ed.D., 2015, Olivet Nazarene University

WILLIAM BAHR (1999)

Assistant Professor of Exercise and Sports Science; Women's Soccer Coach

B.S., 1996, Olivet Nazarene University

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

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

APRIL KAMBA (2007)

Associate Professor of Exercise and Sports Science; Athletic Training Clinical Coordinator

B.S., 2001, Eastern Illinois University

M.S., 2002, Eastern Illinois University

J. TODD REID (2007)

Associate Professor of Exercise and Sports Science

B.S., 1993, Mount Vernon Nazarene University

M.S., 1996, United States Sports Academy

KENNY HUBER (2010)

Assistant Professor of Exercise and Sports Science; Men's Soccer Coach

B.S., 2010, Olivet Nazarene University

M.O.L., 2012, Olivet Nazarene University

LAUREN GLENN (2012)

Assistant Professor of Exercise and Sports Science; Women's Basketball Coach

B.A., 2005, University of Redlands

M.O.L., 2009, Olivet Nazarene University

The Department of Exercise and Sports Science seeks to prepare the student to teach physical education and health education in the K-12 public school setting, pursue graduate studies in allied health professions such as physical therapy, occupational therapy, athletic training or exercise physiology. Further, students can prepare themselves for a career in the sport management or recreation related fields. The diverse curricular offerings of the department, integrated with several supporting courses from other disciplines, give the student a solid foundation for a career in the exercise and sports science profession. Striving to enhance Christian values and character provides our majors a quality education with a Christian perspective.

Internships are designed to extend the student's learning experience by working in an organization that is appropriate for the student's career interest. Internships require the approval of the department head and students are under the direct supervision of a member of the Department of Exercise and Sports Science. Completion of all core requirements and senior standing are required for internship placement. All Exercise and Sports Science majors and minors must obtain a grade of "C-" or above in all Physical Education and/or Exercise and Sports Science courses to meet the requirements for graduation. For more detailed information on programs and career opportunities, contact the Chair of the Exercise and Sports Science Department.

Kinesiology Major, B.S.

50 - 64 hours

Required:

- EXSS 110 - Introduction to Kinesiology
- EXSS 183 - Prevention of Orthopedic Injuries
- EXSS 200 - Practicum I
- EXSS 241 - First Aid and Emergency Care
- EXSS 310 - Practicum II
- EXSS 362 - General Medical Conditions
- EXSS 400 - Practicum III
- EXSS 425 - Fitness Testing and Exercise Prescription
- EXSS 472 - Kinesiology
- PHED 126 - Nutrition, Health, and Fitness
- PHED 228 - Coaching Weight Training
- PHED 246 - Human Anatomy and Physiology I
- PHED 247 - Human Anatomy and Physiology II
- PHED 360 - Physiology of Exercise

Required Supporting Courses:

- BIOL 125 - Biology I
- CHEM 103 - General Chemistry I
- FACS 331 - Topics in Nutrition : Sports Nutrition
- PSYC 101 - Introduction to Psychology
- PSYC 200 - Lifespan Development

and completion of one concentration:

A. Pre-Physical Therapy (25-26 hrs)

- BIOL 126 - Biology II
- BIOL 211 - Medical Terminology
- CHEM 104 - General Chemistry II
- MATH 137 - Applied Calculus *or* MATH 147 - Calculus I
- MATH 241 - Statistics
- PHYS 121 - College Physics I *or* PHYS 201 - General Physics I
- PHYS 122 - College Physics II *or* PHYS 202 - General Physics II

Recommended Supporting Courses:

- EXSS 373 - Orthopedic Evaluation
- EXSS 376 - Therapeutic Intervention
- PSYC 368 - Psychological Disorders

B. Pre-Occupational Therapy (13-14 hrs)

- BIOL 211 - Medical Terminology
- MATH 137 - Applied Calculus *or* MATH 147 - Calculus I
- MATH 241 - Statistics
- PHYS 121 - College Physics I *or* PHYS 201 - General Physics I

Recommended Supporting Courses:

- EXSS 373 - Orthopedic Evaluation
- EXSS 376 - Therapeutic Intervention
- PHED 370 - Adaptive Physical Education
- PSYC 368 - Psychological Disorders

C. Pre-Athletic Training (17-18 hrs)

- BIOL 211 - Medical Terminology
- EXSS 373 - Orthopedic Evaluation
- EXSS 376 - Therapeutic Intervention
- MATH 137 - Applied Calculus *or* MATH 147 - Calculus I
- PHYS 121 - College Physics I *or* PHYS 201 - General Physics I

Recommended Supporting Course:

- PSYC 368 - Psychological Disorders

D. Exercise Physiology (17 hrs)

- EXSS 320 - Sports Psychology
- EXSS 429 - Personal Training
- EXSS 430 - Internship in Kinesiology
- FACS 331 - Topics in Nutrition : Eating Disorders
- PHED 242 - Foundations of Health Education
- PHED 243 - Personal and Community Health

Recommended Supporting Course:

- PSYC 331 - Basic Research and Statistics

Note:

2.000 GPA required in major. C- or better required in all PHED and EXSS courses.

Physical Education/Health Education Major, B.S.

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

59 hours

Note: This program may require more than eight (8) semesters to complete.

Required Before Teacher Education Program entry:

- EDUC 140 - Foundations of Multicultural Education
- EDUC 195 - Teacher Education Seminar I: Teachers and Technologies in the 21st Century

- EDUC 200 - Human Development & Education
- EDUC 214 - Early Adolescent Development
- EDUC 280 - General Methods & Assessment

Required After Teacher Education Program entry, before Student Teaching

- EDUC 392 - Teacher Education Seminar II: Classroom Management
- ENGL 335 - Reading in the Content Areas

Required After Teacher Education Program entry, during Student Teaching:

- EDUC 485 - Supervised Student Teaching: All Grades
- EDUC 493 - Teacher Education Seminar III

Required Field Experience Hours:

- EDUC 175 - Field Experience I
- EDUC 275 - Field Experience II
- EDUC 375 - Field Experience III

Required:

- PHED 126 - Nutrition, Health, and Fitness
- PHED 169 - Survey of Anatomy and Physiology
- PHED 210 - Teaching Rhythm and Dance
- PHED 211 - Teaching Basic Aquatic Skills
- PHED 228 - Coaching Weight Training
- PHED 241 - First Aid and Emergency Care
- PHED 242 - Foundations of Health Education
- PHED 243 - Personal and Community Health
- PHED 260 - Individual Sports Skills
- PHED 270 - Team Sports Skills
- PHED 274 - Outdoor Education
- PHED 305 - Human Sexuality

- PHED 310 - Curriculum Design in Physical Education
- PHED 315 - Drug/Chemical Use and Abuse
- PHED 325 - School Health Programs
- PHED 352 - Assessment and Evaluation of Physical Education
- PHED 360 - Physiology of Exercise
- PHED 367 - Methods and Materials in Physical Education for the Elementary School
- PHED 370 - Adaptive Physical Education
- PHED 375 - Community Health Programs
- PHED 385 - Middle/Secondary PE Methods
- PHED 410 - Curriculum and Evaluation of Health Education
- PHED 472 - Kinesiology

Recommended Coaching Minor:

Athletic Coaching Minor

Note:

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

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

Recreation & Sport Studies Major, B.S.

58 hours

Required:

- EXSS 129 - Principles of Sport Management
 - EXSS 220 - Sport Finance
 - EXSS 250 - Sports Facility Planning and Management
 - EXSS 300 - Promoting and Marketing of Athletics
 - EXSS 350 - Sports Law
 - EXSS 360 - Sport Analytics
 - EXSS 425 - Fitness Testing and Exercise Prescription
 - EXSS 429 - Personal Training
 - EXSS 431 - Ethical Leadership in Sport and Recreation
 - EXSS 471 - Organization and Administration of Athletics
 - EXSS 497 - Internship in Athletics/Coaching/Recreation (3 hours required)
 - PHED 126 - Nutrition, Health, and Fitness
 - PHED 228 - Coaching Weight Training
 - PHED 241 - First Aid and Emergency Care
 - PHED 260 - Individual Sports Skills
 - PHED 270 - Team Sports Skills
- Plus completion of one concentration:**

A. Recreation Management Concentration

- BSNS 160 - Principles of Management
- BSNS 171 - Business Computer Applications and Communication
- EXSS 229 - Recreation Sports Management
- PHED 210 - Teaching Rhythm and Dance
- PHED 211 - Teaching Basic Aquatic Skills
- PHED 274 - Outdoor Education
- PHED 370 - Adaptive Physical Education

B. Coaching & Human Performance Concentration

- EXSS 320 - Sports Psychology
- LEAD 235 - Teambuilding and Leadership
- PHED 219 - Theory of Coaching
- PHED 360 - Physiology of Exercise
- PHED 472 - Kinesiology

Required Supporting Courses (both concentrations):

- BIOL 169 - Survey of Anatomy and Physiology
- BSNS 241 - Business Statistics
or MATH 120 - Introduction to Statistics *
- PSYC 323 - Human Diversity

Note:

Minimum grade of C- or better required in all EXSS and PHED courses.

** BSNS 241 does not meet the general education MATH requirement.*

Sport Management Major, B.S.

41 hours

Required:

- EXSS 129 - Principles of Sport Management
- EXSS 220 - Sport Finance
- EXSS 250 - Sports Facility Planning and Management
- EXSS 300 - Promoting and Marketing of Athletics
- EXSS 320 - Sports Psychology
- EXSS 350 - Sports Law
- EXSS 360 - Sport Analytics
- EXSS 431 - Ethical Leadership in Sport and Recreation
- EXSS 440 - Sport Management Internship
- EXSS 471 - Organization and Administration of Athletics
- EXSS 477 - Sport Management Seminar

Plus completion of one of the following concentrations:

A. Sales & Marketing

Choose 3 courses (9 hours) from:

- ART 200 - Introduction to Graphics
- BSNS 356 - Retail Merchandising
- BSNS 390 - Fundamentals of Salesmanship and Sales Management
- BSNS 457 - Advertising and Promotions
- BSNS 467 - Digital and Emerging Marketing Technology

B. Administration & Leadership

Choose 3 courses (9 hours) from:

- BSNS 325 - Event Planning
- BSNS 368 - Human Resource Management
- COMM 305 - Professional Communication
- COMM 450 - Senior Seminar
- LEAD 235 - Teambuilding and Leadership

Required Supporting Courses (both concentrations):

- BSNS 241 - Business Statistics
- MATH 117 - Finite Mathematics with Business Applications
- PSYC 323 - Human Diversity

Required Business Minor:

- ACCT 110 - Financial Accounting
- BSNS 160 - Principles of Management
- BSNS 171 - Business Computer Applications and Communication
- BSNS 253 - Principles of Marketing
- BSNS 302 - Personal Finance and Stewardship
- ECON 110 - Principles of Economics

Athletic Coaching Minor

18 hours

This is an approved IHSA program for ACEP accreditation.

Required:

- EXSS 320 - Sports Psychology
- EXSS 431 - Ethical Leadership in Sport and Recreation
- EXSS 471 - Organization and Administration of Athletics
- EXSS 496 - Practicum in Athletics, Coaching and Recreation (2 hours required)
- PHED 219 - Theory of Coaching
- PHED 228 - Coaching Weight Training
- PHED 241 - First Aid and Emergency Care
- PHED 260 - Individual Sports Skills
or PHED 270 - Team Sports Skills

- EXSS 300 - Promoting and Marketing of Athletics
- EXSS 320 - Sports Psychology
- EXSS 350 - Sports Law
- EXSS 471 - Organization and Administration of Athletics

Department of Family and Consumer Sciences

Faculty

ANNE FIGUS (2018)

Professor of Family and Consumer Sciences; Chair, Department of Family and Consumer Sciences
B.S., 1993, Illinois State University
M.Ed., 2004, Loyola University Chicago
Ed.D., 2012, Benedictine University
Certified Project Management Professional

CATHERINE ANSTROM (2000)

Professor of Family and Consumer Sciences
B.S., 1978, Eastern Illinois University
M.B.A., 1995, Olivet Nazarene University
M.S., 2005, Rosalind Franklin University of Medicine and Science
Ph.D., 2010, Capella University
FAND, 2018, Fellow of the Academy of Nutrition and Dietetics
Certificate of Sustainable Agriculture and Food Systems, 2019
Friedman School of Nutrition Sciences and Policy, Tufts University, Boston, MA
Registered and Licensed Dietitian

DEBBIE KIMBERLIN (2013)

Associate Professor of Family and Consumer Sciences
B.S., 2003, Olivet Nazarene University
M.S., 2005, Eastern Illinois University
Ph.D., Northern Illinois University
Registered and Licensed Dietitian

Exercise Science Minor

26 hours

Required:

- PHED 126 - Nutrition, Health, and Fitness
- PHED 228 - Coaching Weight Training
- PHED 246 - Human Anatomy and Physiology I
- PHED 247 - Human Anatomy and Physiology II
- PHED 360 - Physiology of Exercise
- EXSS 425 - Fitness Testing and Exercise Prescription
- EXSS 430 - Internship in Kinesiology
- EXSS 472 - Kinesiology

Recommended Supporting Course:

- FACS 331 - Topics in Nutrition

Sport Management Minor

19 hours

Required:

- EXSS 129 - Principles of Sport Management
- EXSS 250 - Sports Facility Planning and Management

The Department of Family and Consumer Sciences offers several majors. These include Dietetics, Interior Design, and Family and Consumer Sciences , with a concentration in Hospitality.

Family and consumer sciences is the field of knowledge and service focusing on families as they function in various forms. Family and consumer sciences integrates knowledge from its own research and other areas such as the physical, biological, and social sciences, and the arts, and applies this knowledge to the enrichment of the lives of individuals and families. The Department of Family and Consumer Sciences is involved effectively in the scientific, cultural, social, and economic dynamics of a changing society.

Dietetics Major, B.S.

39 hours

Required:

- FACS 126 - Nutrition, Health, and Fitness
- FACS 230 - Food Preparation
- FACS 231 - Food Science
- FACS 232 - Nutrition Assessment
- FACS 330 - Community Nutrition
- FACS 335 - The World Food Problem
- FACS 337 - Quantity Foods
- FACS 370 - Nutritional Biochemistry
- FACS 380 - Nutrition Education and Counseling
- FACS 398 - Research in Dietetics
- FACS 442 - Lifecycle Nutrition
- FACS 455 - Food Systems Management
- FACS 460 - Nutrition Care Process
- FACS 490 - Senior Seminar in Dietetics

Required Supporting Courses:

- ACCT 110 - Financial Accounting
- BIOL 125 - Biology I
- BIOL 211 - Medical Terminology
- BIOL 246 - Human Anatomy and Physiology I
- BIOL 247 - Human Anatomy and Physiology II
- BIOL 356 - Microbiology
- BSNS 253 - Principles of Marketing
- CHEM 103 - General Chemistry I
- CHEM 104 - General Chemistry II
- CHEM 311 - Organic Chemistry I

- PSYC 101 - Introduction to Psychology
- PSYC 331 - Basic Research and Statistics
- SOCY 120 - Introduction to Sociology

Recommended Additional Courses:

- BIOL 330 - Pathophysiology
- FACS 331 - Topics in Nutrition
- PHED 360 - Physiology of Exercise

Dietetics Program Admission:

Students interested in continuing with the Dietetics Program will complete the admission process prior to the Fall semester of the Junior year. Requirements for program admission are:

- **GPA of 3.0 or higher**
- **Completion of required pre-dietetics coursework**
- **Application and interview**
- **Food Safety & Sanitation Certification**

Additional Information:

All FACS courses and required BIOL and CHEM courses (see degree requirements for dietetics) must be completed with a grade of "C" or better. If a grade of a C- or less is earned the course must be repeated. Further, the program requires that a student hold and maintain membership in the Academy of Nutrition and Dietetics (AND) during their undergraduate didactic program through to graduation. This membership mandates that students follow the Academy of Nutrition and Dietetics Code of Ethics. A breach of the code will result in an immediate removal from the Dietetic Program at the University. Should a student leave the program for any reason, through graduation prior to the completion of dietetic requirements, change of major, or withdrawal from the University, students must repeat the application process to be readmitted into the dietetic program.

Dietetics: To become a registered dietitian, a student must complete an Academy of Nutrition and Dietetics (AND) approved undergraduate degree in Dietetics and be granted a Verification Statement from the Dietetic Program Director. The Verification Statement documents that a student has completed the Didactic

program successfully in all areas of academics (based on the degree requirements) and ethical behavior (based on the Academy of Nutrition and Dietetics Code of Ethics). The program reserves the right to refuse to provide a verification statement if the student does not complete the program's academic and/or ethical behavior requirements according to the degree requirements and the AND Code of Ethics. Post graduation a dietetic student must complete an AND-accredited dietetic internship or AND approved pre-professional practice program, and pass the Registration Examination for Dietitians. In order to be eligible to take the credentialing exam, the following steps must be completed:

1. The completion of a 4-year degree in dietetics that ends with the verification statement.
2. Completion of a Master's degree that includes 1000 hours of internship hours.
3. Successful completion of the credentialing examination.
4. Paperwork must be filed with the state's office of professional regulation for licensure at <https://idfpr.illinois.gov>
5. Visit The commission on dietetic registration (CDR)
<https://www.eatrightpro.org/advocacy/licensure/professional-regulation-of-dietitians>

The Dietetic program at Olivet Nazarene University is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), 120 S. Riverside Plaza Suite 2190, Chicago, IL 60606-6995, (800) 877-1600, www.eatright.org.

Clarification Note:

All FACS courses and required BIOL and CHEM courses must be completed with a grade of "C" or better to receive a verification statement as evidence of successful completion of the DPD program. A grade of C- or less does not prohibit a student from graduation from this university. Although FACS, BIOL, and CHEM courses will be repeated if a grade of C- or below is assigned.

Family and Consumer Sciences Major, B.S.

35 hours

Required:

- BSNS 302 - Personal Finance and Stewardship
- FACS 101 - Orientation to Family and Consumer Sciences
- FACS 126 - Nutrition, Health, and Fitness

- FACS 262 - Child Developmental Psychology
- or FACS 263 - Adolescent and Adult Developmental Psychology
- or FACS 200 - Life Span Development

- FACS 312 - Professional Image and Dress
- FACS 488 - Internship (5 hours)
- FACS 498 - Professionalism, Issues, and Actions

And completion of the following concentration:

Hospitality Concentration

- FACS 230 - Food Preparation
- FACS 325 - Event Planning
- FACS 337 - Quantity Foods
- FACS 356 - Retail Merchandising
- FACS 455 - Food Systems Management

and a minor in Business

Completion of a Business Minor is required.

Interior Design Major, B.S.

58 hours

Required:

- FACS 111 - Textiles and Design
- FACS 140 - Interior Design
- FACS 245 - Architectural Drafting
- FACS 246 - Architectural Drafting II
- FACS 270 - Materials and Finishes
- FACS 310 - Design Visualization
- FACS 312 - Professional Image and Dress
- FACS 314 - Universal Design

- FACS 341 - Kitchen and Bath Design
- FACS 345 - Residential Design Studio
- FACS 346 - Interior Detailing and Construction
- FACS 347 - Lighting and Color
- FACS 357 - History of Architecture and Interior Design
- FACS 420 - Interior Design as a Professional Practice
- FACS 440 - Nonresidential Design Studio
- FACS 488 - Internship (five hours)
- FACS 496 - Projects in Family and Consumer Sciences (2 hours)
- FACS 498 - Professionalism, Issues, and Actions

Required Supporting Courses:

- ART 172 - Introduction to Photography
- ART 200 - Introduction to Graphics

Recommended Supporting Courses:

- ART 101 - Fundamentals of Drawing
- ART 125 - 3-D Design
- ART 275 - Photoshop
- ART 300 - Perspective and Rendering

Family and Consumer Sciences Minor

16 hours

Required:

Courses approved by the Department Head.

Hospitality Minor

18 hours

Required:

- FACS 126 - Nutrition, Health, and Fitness

- FACS 230 - Food Preparation
- FACS 312 - Professional Image and Dress
- FACS 325 - Event Planning
- FACS 337 - Quantity Foods
- FACS 455 - Food Systems Management
- FACS 488 - Internship (2 hours)

Interior Design Minor

19 hours

Required:

- FACS 111 - Textiles and Design
- FACS 140 - Interior Design
- FACS 245 - Architectural Drafting

Plus nine hours from the following:

- FACS 246 - Architectural Drafting II
- FACS 341 - Kitchen and Bath Design
- FACS 345 - Residential Design Studio
- FACS 346 - Interior Detailing and Construction
- FACS 357 - History of Architecture and Interior Design
- FACS 440 - Nonresidential Design Studio
- FACS 496 - Projects in Family and Consumer Sciences

Master of Science in Nutrition and Dietetics, M.S.

*Catherine Anstrom, Ph.D., RD, LD, FAND, FG
Program Director*

45 hours

The Future Graduate (FG) Program in Nutrition and Dietetics provides the educational experiences as well as supervised experiential learning (SEL) hours required to support students in obtaining the professional credential of RDN to begin entry level practice in a multitude of nutrition related fields. An emphasis area of the FG program is learning about nutrition sustainability and supporting healthy communities. The SEL hours are incorporated into

courses that enable students to learn educational theory and evidence based nutrition practice. SEL hours are completed in Clinical, Community, Food Service, Management areas. This program strives to graduate students into entry level nutrition positions that will strengthen community through sustainability.

Required:

- NUTR 625 - Social Sustainability in Nutrition Practice
- NUTR 630 - Sustainable Community Nutrition
- NUTR 632 - Research & Sustainability
- NUTR 635 - Nutrition Assessment/NFPA
- NUTR 640 - Pharmacology
- NUTR 642 - Nutrition Ed & Advanced Counseling Techniques
- NUTR 645 - Nutrition Research Experience
- NUTR 650 - Sustainable Food Systems
- NUTR 652 - Medical Nutrition Therapy I
- NUTR 655 - Legislative & Nutrition Policy
- NUTR 660 - Medical Nutrition Therapy II
- NUTR 665 - Professional Seminar

Department of General Studies

Faculty

RACHEL GUIMOND (2010)

Chair, Department of General Studies
B.A., 2002, Point Loma Nazarene University
A.M., 2004, University of Chicago
D.S.W., 2015, University of Tennessee

KRISTY INGRAM (2008)

Executive Director, Center for Academic Excellence
Professor, Department of General Studies;
B.A., 2001, Olivet Nazarene University
M.A., 2005, Governors State University
TEFL Certification, 2005, Wheaton College
Ph.D., 2015, North Central University

JONATHAN FIGHTMASTER, (2015)

Assistant Professor, Department of General Studies
B.S., 2015, Olivet Nazarene University
M.A. Ed., 2018, Olivet Nazarene University

The Department of General Studies exists to help undergraduate students transition to university-level curriculum, set academic and life goals, and develop academic skills and attitudes required for personal and professional success. General Studies courses and peer-programming are designed to come alongside students to foster confidence and competence across all areas of study.

Bachelor of Science in Multi-Disciplinary Studies, B.S. (online GCS)

Rachel Guimond, D.S.W., Program Director

The Multi-Disciplinary Studies program provides an online degree path for students who cannot fulfill their educational goals through a single degree program. This online degree program provides a convenient option for students to self-design an individual degree program to fit individual needs. This program is intended to prepare students to be able to connect multiple disciplines to personal life philosophy and vocational goals. This program can prepare students for a variety of potential career paths or post-baccalaureate opportunities.

Program Features

Students can earn a Bachelor of Science or Bachelor of Applied Science in Multi-Disciplinary Studies degree by completing course work in up to 3 concentration areas. Possible concentrations include:

- Corporate Communication
- Intercultural Studies
- Management
- Leadership
- Healthcare
- Criminal Justice

Students transferring in credits may also qualify to create their own unique concentration of at least 15 credit hours, based on the coursework being transferred in. These unique concentrations are subject to transcript review and program director approval.

Students must complete 120 total hours of online coursework, with 45 unique credit hours in at least 2 concentrations. A minimum of 15 unique credit hours must be earned in each concentration. Students may

also choose to pursue 3 different concentration areas with a minimum of 15 credit hours earned in each concentration. All students pursuing a Multi-Disciplinary Studies degree will be required to complete the following courses:

- MDS 300 - Introduction to Multi-Disciplinary Studies
- MDS 495 - Multi-Disciplinary Studies Capstone

General Education Requirements

- ENG 109 - College Writing I (Prerequisite)
 - ENG 200 - College Writing II (Must be completed prior to or with the first course of the BUS core)
 - COM 105 - Oral Communication
 - SOC 120 - Introduction to Sociology or PSY 204 - Industrial/Organizational Psychology or PSC 223 - American Government
 - HIS 210 - Western Civilization
 - ENG 204 - World Literature or ENG 301 - Thematic Studies in Literature
 - FIN 105 - Fine Arts
 - GEO 121 - Physical Geography or CHM 101 - Chemistry
 - BIO 201 - General Biological Science
 - MTH 117 - Finite Mathematics or MTH 120 - Introduction to Statistics
 - FAC 126 - Nutrition in Health & Fitness
 - BIB 105 - Introduction to Christianity *
 - BIB 215 - Understanding the Bible
 - THE 300 - Faith and Contemporary Issues or THE 310 - Christianity & Culture
- *students who transfer in 45 hours do not have to take BIB 105

Learning Outcomes:

- Develop a personal life philosophy and worldview that drives personal and vocational goals.
- Demonstrate critical thinking skills necessary to connecting course work from multiple disciplines

- Ability to articulate connections between course work from multiple disciplines.
- Make applications between life philosophy, course work, and personal and vocational goals.

Note:

To graduate, students must successfully complete the MDS curriculum with a GPA of 2.0 or above and have earned a total of 120 credit hours. Students must complete 30 hours of upper-division coursework and two (2) or three (3) Bible classes at Olivet. Students falling below a 2.0 GPA will be put on academic probation and may be subject to suspension from the program.

Students who possess an Associate of Applied Science degree or comparable educational credentials in an applied science or technical field may be eligible for block transfer credit. Students using block credit will earn a Bachelor of Applied Science in Multi-Disciplinary Studies degree.

General Studies Major, B.S.

Though not administered by the Department of General Studies Olivet Nazarene University does offer a General Studies major, which allows students to select courses from several departments that will contribute to their life goal.

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

This major is ideal for a student whose interests lie in related fields such as art, music, and literature or psychology, physical education, and Christian education. It also accommodates those preparing for law or medical schools. In effect, it is a functional major. This major will consist of no fewer than 60 semester hours of courses related to the student's declared life objective selected from more than one department of the University. Normally, this declaration is made at the end of the sophomore year.

Application for candidacy for the degree in General Studies must be made to the Vice President for

Academic Affairs at least two semesters before graduation. The applicant will present in writing a full statement of vocational purpose and reasons for believing that such a degree program will best meet his or her individual needs.

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

Department of Military Science

Faculty

SHAWN ARTIS-FARMER (2019)

Director of Military Science; Major; Chair
B.S., 2001, University of Arkansas at Little Rock

LANDON E. MILLER (2019)

Assistant Professor of Military Science; Captain
B.A., 2013, Bethel College, Mishawaka, IN

MARIE "DAPHNEE" RUDICK (2020)

Assistant Professor of Military Science; Captain
M.B.A., 2012, Liberty University, Lynchburg, VA

RICHARD S. BADGER (2020)

Assistant Professor of Military Science; Staff
Sargeant

NATHAN S. LALONE (2011)

Scholarship Enrollment Officer
B.S., 2010, Olivet Nazarene University, Bourbonnais, IL

The purpose of the Department of Military Science is to prepare and commission the future Officer leadership of the United States Army. Upon successful completion of all university and departmental requirements, each cadet is awarded a baccalaureate degree in a field of study as well as a commission as a Second Lieutenant in the United States Army, Army Reserve, or Army National Guard.

Cadre leadership provides leadership and management training designed to develop the traits essential to achieving a high degree of success in both the military and civilian pursuits.

The Military Science curriculum consists of 2 two-year courses of study. The Basic Course of study consists of eight semester hours taken during the freshman and sophomore years. Students who are unable to complete the Basic Course on campus may attend Basic Camp; a comprehensive 31-day summer camp between their sophomore and junior years. In consultation with the registrar, the department chair may waive all or part of the Basic Course requirements based on prior military experience or Junior ROTC experience.

Once students have satisfactorily completed the Basic Course of study, they enroll in the Advanced Course of study. Students must be U.S. citizens to contract into the Advanced Course of study. After completing the Advanced Course and Cadet Summer Training, cadets accept a commission in the regular Army, the Army reserve or Army National Guard for a period as specified by the Secretary of the Army. The Advanced Course requires four semester-length courses, plus attendance at Cadet Summer Training, a 32-day advanced training course during the summer following the junior year. Students must also satisfactorily complete an approved military history course.

Army ROTC can offer two, three, and four-year scholarships that pay full tuition and mandatory fees to qualified students. Students can apply any time between the summer of their junior year in high school to the second semester of their sophomore year in college. All scholarship students also earn \$420 monthly stipend while in school, and an annual allowance of \$1,200 for books and miscellaneous fees. In addition, qualified non-scholarship cadets are eligible for a tuition reduction if participating in ROTC. Students should contact the Military Science department and ONU Student Financial Services to discuss complete benefit packages.

Military Affairs Minor

14 hours

Required:

- MSCI 121 - Introduction to Leadership

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

Military Science Minor

23 hours

Required:

- MSCI 331 - Tactical Leadership Development I
- MSCI 332 - Tactical Leadership Development II
- MSCI 338 - Advanced Camp
- MSCI 441 - Junior Officer Leadership I
- MSCI 442 - Junior Officer Leadership II
- MSCI 443 - American Military History

Department of Social Work and Criminal Justice

Faculty

HILLARY COLE (2015)

Associate Professor of Social Work; Chair, Department of Social Work and Criminal Justice
 B.S.W., 2009, Olivet Nazarene University
 M.S.W., 2010, Dominican University
 D.S.W., 2021, St. Thomas University

REBECCA STROUD (2013)

Associate Professor of Criminal Justice; Field Placement Coordinator, Criminal Justice
 B.A., 1990, Olivet Nazarene University
 M.A., 2013, Governors State University
 Ph.D., 2018, Capella University

MATTHEW ADAMSON (2015)

Assistant Professor of Criminal Justice; Program Director, Criminal Justice

B.S., 2013, Kaplan University
 M.P.A., 2015, Kaplan University

PAIGE SALOMONE (2021)

Assistant Professor of Social Work; Program Director, Social Work
 B.S.W., 2013, Olivet Nazarene University
 M.S.W., 2019, University of Illinois at Urbana-Champaign

TOM EDWARDS (2022)

Associate Professor of Social Work
 B.A., 2003, Eastern Illinois University
 M.S.W., 2006, Loyola University Chicago
 M.Ed., 2011, Benedictine University

JAMES POORTINGA (2022)

Associate Professor of Criminal Justice
 B.A., 1995, University of Illinois at Chicago
 J.D., 2005, The John Marshall Law School

Affiliate Faculty

NICK PACHOLSKI (2018)

Social Work Field Placement Coordinator
 B.S.W., 2009, Olivet Nazarene University
 M.S.W., 2011, Governor State University

The Department of Social Work and Criminal Justice operates within the College of Professional Studies. Its mission is to prepare students for a life of service to others through God's call into the social work and criminal justice fields. The department offers two distinct majors: Social Work and Criminal Justice. Students may also choose a minor in either of these fields. Criminal Justice majors may choose a concentration in either Law Enforcement, Criminology or General.

Social Work

The Social Work major consists of 50 credit hours of core social work courses, plus 9 hours of required supporting course work. Students are prepared for generalist social work practice, placing emphasis on developing foundational social work skills that are needed in a wide variety of professional social work environments. Utilizing the ecological and strengths-based perspectives, students learn about social work with individuals, families, groups, organizations, and communities.

The degree conferred upon successful completion of all requirements is a Bachelor of Social Work (BSW). The BSW degree prepares students for professional employment in a variety of social work settings as well as for advanced standing admission to many Master of Social Work (MSW) programs. The social work program is accredited by the Council on Social Work Education (CSWE).

A BSW degree from Olivet prepares students for professional social work licensure. The degree meets all educational requirements for professional licensure as a generalist practitioner in all 50 U.S. states. With their BSW, ONU Social Work graduates can apply for the generalist practitioner license in the state where they will practice. States may have additional requirements for licensure such as field experience and/or a licensing exam. Students should check the professional licensing body of their home state for details.

A BSW degree from Olivet also prepares students who qualify for abbreviated advanced degree programs in social work. With their BSW, ONU Social Work graduates can apply for "advanced standing" in any Master of Social Work (MSW) programs across the U.S. Advanced standing programs are typically 12-18 months in length instead of traditional MSW programs, which can be two years or more. Most advanced standing MSW programs require that students earn a 3.0 GPA or higher in their BSW programs.

Social Work faculty at Olivet take time to talk through career, graduate school, and licensure options with all Social Work majors as they progress through the ONU Social Work Program. Faculty are available at any time to answer questions.

Social Work Core Competencies

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

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic and environmental justice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.

6. Engage with individuals, families, groups, organizations and communities.
7. Assess individuals, families, groups, organizations and communities.
8. Intervene with individuals, families, groups, organizations and communities.
9. Evaluate practice with individuals, families, groups, organizations and communities.

Social Work Program Admittance

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

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

1. Completion of the following courses with a C- or higher grade:
 - SOWK 200 - Introduction to Social Work
 - SOWK 213 - Human Behavior and the Social Environment I
 - SOWK 214 - Human Behavior and Social Environment II
 - SOCY 120 - Introduction to Sociology **or**
PSYC 101 - Introduction to Psychology
2. Cumulative GPA of 2.50 or higher
3. Completion of one 20-hour block of applied learning in addition to the 30-hour block required in SOWK 200

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

At the discretion of the Social Work faculty, a student may be admitted into the program 'conditionally.' This may occur when a student needs to improve his or her GPA, repeat a course, modify attitude or behavior, or another reason deemed appropriate. When this occurs, the student will either be notified in writing with the reason for conditional status or a meeting will be conducted with the student to explain the conditional status.

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

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

- SOWK 310 - Practice I: Skills & Techniques for Working with Individuals
- SOWK 311 - Practice II: Skills & Techniques for Working with Groups and Families
- SOWK 412 - Practice III: Skills & Techniques for Working with Communities and Organizations
- SOWK 420 - Practice IV: Skills & Techniques for Working with Policies and Social Systems
- SOWK 401 - Social Work Field Seminar
- SOWK 405 - Social Work Field Seminar II
- SOWK 400 - Field Placement

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

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

Social Work Applied Learning

To gain understanding of, appreciation for, and experience in working with diverse clients in community-based human services, social work majors must complete 90 clock-hours of applied (or service) learning. Students complete 30 clock-hours during SOWK 200 or SOWK 202. An additional 60 clock-hours must be completed as outlined below.

1. Independent applied learning hours can begin after a student has completed the applied learning orientation in SOWK 200 or SOWK 202.
2. Hours may be completed during a semester, summer, or break; the hours may occur around Olivet, the student's home, or another community (including international volunteer service).

3. The 60-clock hours of applied learning must be divided into three separate applied learning experiences with three different demographics in three different agencies (20 hours each). Approved demographics include children's services, youth services, adult services, aging services, services for individuals (any age level) with disability, advocacy and policy services, organizational or community outreach, or formal training in areas related to social work.
4. All applied learning (except SOWK 200 and SOWK 202) must be approved by the student's academic adviser. Completion of applied learning must be officially documented using the Applied Learning Verification Form and signed by the agency supervisor where the applied learning occurs. This documentation must be submitted to the academic adviser who will approve it and sign it. Applied Learning Verification forms should be uploaded into Taskstream/Watermark. If the student's academic adviser is not a social work faculty member, the social work program director should give written approval for the applied learning.
5. Generally speaking, volunteering at church, church camps, regular study abroad activities, campus clubs and activities are not approved applied learning. Mission trips, MIA and campus club activities must be pre-approved by a Faculty Advisor to ensure Social Work appropriate activities will occur. One ONU ministry can be used for applied learning (as long as the hours can be verified by a ministry leader who is not a current ONU student). Ministries considered acceptable for applied learning will be determined by the student's advisor and must include direct contact with at-risk clients. Job shadowing and positions for which pay is received are not considered applied learning.
6. Service experiences must include a significant learning experience. For example, distributing food at a food pantry is not adequate; doing intake assessments for eligibility of food distribution at the pantry is acceptable.
7. Trainings must be formal in nature and include certification or documentation.
8. Once a student completes an applied learning experience (including all applied

learning completed during SOWK 200 and SOWK 202), they must complete an Applied Learning Verification Form and have it signed by the supervisor at the site where the applied learning occurred. This form is found on the department page of the "My.Olivet" portal. (The agency may submit documentation on letterhead in lieu of this form.) This verification must be given to the student's academic advisor to obtain a signature. Applied Learning Verification forms should then be uploaded into Taskstream/Watermark.

9. To be eligible to enter field placement, students must have a minimum of 90 clock hours documented and verified.
10. Students may have the applied learning hours recorded on a co-curricular transcript for future documentation to graduate programs and employers.

Attendance at Social Worker's Advancement Trainings (SWATs)

To assist students in identifying as a professional social worker who engages in life-long learning, every student must complete 3 Social Worker's Advancement Training (SWAT) workshops over the course of study prior to entering field placement. At least one workshop will be offered each semester and available for students to attend. SWAT certificates should be uploaded into Taskstream/Watermark.

Attendance at Advocacy Day

All students must attend one National Association of Social Worker's Advocacy Day event. This should be attended in a student's final spring semester prior to field placement. Students will be contacted for a coordinated enrollment. Participation in Advocacy Day should be confirmed in Taskstream/Watermark.

Attendance at CEU Event

All students must attend a Continuing Education Event. The Social Work Program offers an event each spring semester that students in their final spring semester prior to field placement are invited to attend. Students will be contacted for a coordinated enrollment. If a student fails to attend this event, he/she must make individual arrangements to attend a community CEU event and document attendance

with his/her adviser. CEU attendance certificates should be uploaded into Taskstream/Watermark.

Social Work Field Placement

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

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

1. Cumulative GPA of 2.50 or higher
2. All final grades for major courses, supporting courses, and social work elective courses must be C- or higher
3. All social work competency assessment score averages must be 70% or higher (based on specific assignments for social work courses). For students who have a competency score average(s) below 70%, the remediation process must be successfully completed before entering field placement.
4. Completion of applied learning:
 - o 30 clock-hours during SOWK 200 or SOWK 202
 - o 60 clock-hours--three learning experiences in differing practice settings of 20 clock-hours each
5. Students with conditional status must schedule an interview with social work faculty during the semester preceding the student's field placement to determine readiness for the field placement experience. Students must be accepted into the program unconditionally before entering into field placement.

A criminal background check may be required as a prerequisite for a student beginning field placement. This criminal background check will be at the expense of the student or the agency requiring a criminal background check.

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

Criminal Justice

The Criminal Justice major consists of 31 hours of core coursework, plus 9 hours of required supporting courses. The major balances theoretical concepts with practical experience. Students will be exposed to a variety of community, legal and police environments. The program is excellent preparation for careers in law enforcement, probation, the courts, and corrections. Students who successfully complete the criminal justice major will receive the Bachelor of Science (BS) degree. Criminal Justice majors have the option of adding one of three concentrations: Law Enforcement, Criminology, or General.

Criminal Justice - Law Enforcement Concentration

The Law Enforcement concentration requires additional courses, participation in Military Science Leadership classes, and an ability to pass the "Power Test" (physical readiness). The concentration includes 31 academic hours of core Criminal Justice courses plus 39 academic hours of required supporting courses.

Students seeking employment in law enforcement and corrections should consider the Law Enforcement Concentration.

To be eligible for the concentration students must:

- Maintain a cumulative GPA of 2.50 or higher
- All final grades for major and supporting courses must be C- or higher
- All criminal justice competency assessment scores are assessed. Students with competency scores below 70% will be reviewed by faculty for permission to continue.
- This concentration requires students to pay a Field Fee of \$450.00 upon enrolling in course CJUS 450 - Fundamentals of Police Training. Additional certificate opportunities may be made available to students in the concentration.
- *All students seeking to enroll in the CJUS 450 - Fundamentals of Police Training are required to complete and submit the form titled "Request for Consideration to Waive Pre-Requisite Enrollment in CJUS 450 Fundamentals of Police Training" in addition*

to completing and submitting a University Add/Drop form.

Students completing this concentration must do their field placement with a law enforcement agency or similar entity approved by the Criminal Justice Program Director.

Criminal Justice - Criminology Concentration

The Criminology Concentration focuses on the relationship between legal, social, criminal, and psychological issues and how they affect the processes of law, crime, and justice. This concentration prepares students to understand not only how the criminal justice system works but also how to apply theories of criminality, human behavior, and public policy. Students will learn how the criminal justice system is adapting to social change.

Students seeking employment in criminal investigation, public affairs, government and/or social justice advocacy should consider the Criminology Concentration.

The concentration includes 31 academic hours of core Criminal Justice courses plus 34 academic hours of required supporting courses.

To be eligible for the concentration, students must maintain a GPA of 2.0 or higher and earn a 70% or higher on competency scores for capstone projects in core courses.

Criminal Justice - General Concentration

The General Concentration focuses on a broad understanding of the criminal justice system. The concentration includes 31 academic hours of core Criminal Justice courses plus 18 academic hours of required supporting courses.

To be eligible for the concentration, students must maintain a GPA of 2.0 or higher and earn a 70% or higher on competency scores for capstone projects in core courses.

Criminal Justice Core Competencies

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

1. **Administration of Justice:** Students must demonstrate competence in the administration of justice and in systems of social control, policy, and practices. Emphasis is placed on the student's application of understanding of fairness, justice, ethical values, and support of diversity in the absence of prejudice. Practice behaviors include: The student demonstrates understanding of the systems, societal control, policy, criminal theory, and law adjudication within the Criminal Justice agency. The student demonstrates understanding of the administration of justice in law enforcement. The student demonstrates understanding of the administration of justice in correctional processes. The student demonstrates understanding of the administration of justice in the juvenile justice system.
2. **Critical Thinking and Reasoning Skills:** Students must demonstrate the ability to think critically, orally articulate, and logically justify thought processes and actions in the administration of justice. Practice behaviors include: The student demonstrates critical thinking skills and logically justifies his/her thoughts and actions in the administration of justice. The student demonstrates the ability to complete the required actions to achieve problem solving in a professional manner.
3. **Professionalism:** Students have an obligation to conduct themselves in a manner that demonstrates the qualities of a professional within the Criminal Justice System. Practice behaviors include: The student maintains legal and professional behavior, demonstrates a willingness to be mentored, and engages in effective interpersonal relationships. The student demonstrates integrity and practices personal and professional ethics. The student demonstrates the ability to meet professional expectations in his/her oral and written communications. The student practices an understanding of and appreciation for diversity. The student demonstrates commitment to fairness and equality.

4. **Research and Analytical Methods:** Students must demonstrate an understanding of meaningful research and the methods used for analyzing data in order to create and institute justice policy. Practice behaviors include: The student uses meaningful research and analysis to understand the administration of justice and inform decision-making.

Criminal Justice Field Placement

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

To be eligible to enroll in CJUS 400 - Field Placement I students must have a minimum cumulative GPA of 2.0 and have competency assessment scores of 70% or higher (based on specific assignments for criminal justice courses). Students whose competency assessment scores are less than 70% may be asked to meet with the Criminal Justice faculty and develop a plan of action for demonstrating mastery of the competencies.

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

A criminal background check may be required as a prerequisite for a student beginning field placement. This criminal background check will be at the expense of the student or the agency requiring the criminal background check.

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

Criminal Justice Major, B.S.

40-67 hours

Required:

- CJUS 243 - Introduction to Criminal Justice
- CJUS 343 - Criminal Law
- CJUS 373 - Criminology
- CJUS 316 - Corrections
- CJUS 325 - Police and Society
- CJUS 335 - Research Methods for Social Work & Criminal Justice
- CJUS 360 - Criminal Procedure
- CJUS 394 - Juvenile Justice
- CJUS 400 - Field Placement I
- CJUS 401 - Field Placement Seminar

- SOWK 360 - Child Welfare Services
- SOWK 365 - Crisis Intervention

Required Supporting Courses:

- SOCY 120 - Introduction to Sociology
- PSCI 101 - Introduction to Political Science
- or PSCI 223 - American Government
- PSYC 101 - Introduction to Psychology

Plus completion of one of the following concentrations:

A. General Concentration:

Select nine hours from the following:

- CJUS 327 - Urban Justice Policy
- CJUS 350 - Terrorism
- CJUS 375 - Behavioral Profiling
- CJUS 380 - Fundamentals of Emergency Management
- CJUS 405 - Field Placement II
- CJUS 410 - Crime Scene Investigation
- CJUS 440 - Human Trafficking
- COMP 130 - Introduction to Cybersecurity
- COMP 227 - System Administration
- COMP 246 - Database Programming
- COMP 237 - Network Technologies
- COMP 334 - Digital Law and Ethics
- COMP 335 - Incident Response
- COMP 337 - Digital Systems Security
- COMP 431 - Social Engineering
- HIST 280 - Law and Western Culture
or HIST 290 - Law, Justice, and Culture Institute
- PSCI 220 - Introduction to Law
- PSCI 344 - American Public Policy
- PSCI 447 - American Constitutional Law
- PSYC 321 - Social Psychology
- PSYC 361 - Theories of Personality
- SOCY 323 - Social Problems
- SOCY 280 - Ethnic Relations
- SOCY 315 - Drugs in Society
- SOWK 200 - Introduction to Social Work

B. Law Enforcement Concentration:

- CJUS 350 - Terrorism
- CJUS 375 - Behavioral Profiling
- CJUS 380 - Fundamentals of Emergency Management
- CJUS 410 - Crime Scene Investigation
- CJUS 450 - Fundamentals of Police Training

Required Supporting Courses:

- CHEM 101 - Introduction to Chemistry
- MSCI 121 - Introduction to Leadership
- MSCI 122 - Leadership and Decision Making
- MSCI 221 - Leadership and Problem-Solving
- MSCI 222 - Small Unit Leadership and Tactics
- PSYC 101 - Introduction to Psychology
- SOCY 120 - Introduction to Sociology
- SOCY 315 - Drugs in Society
- SOWK 365 - Crisis Intervention

C. Criminology Concentration

- CJUS 327 - Urban Justice Policy
- CJUS 375 - Behavioral Profiling
- CJUS 440 - Human Trafficking
- PSYC 101 - Introduction to Psychology
- PSYC 321 - Social Psychology
- SOCY 120 - Introduction to Sociology
- SOWK 213 - Human Behavior and the Social Environment I
- SOWK 214 - Human Behavior and Social Environment II
- SOWK 323 - Human Diversity

Select 9 hours from:

- CJUS 350 - Terrorism
- CJUS 499 - Topics in Criminal Justice
- PSCI 220 - Introduction to Law
- PSCI 344 - American Public Policy
- PSYC 362 - Psychological Testing
- PSYC 368 - Psychological Disorders
- SOCY 280 - Ethnic Relations
- SOCY 320 - Urban/Rural Sociology
- SOCY 323 - Social Problems
- SOWK 315 - Drugs in Society
- SOWK 365 - Crisis Intervention

Social Work Major, B.S.W.

50 hours

Required:

- SOWK 200 - Introduction to Social Work
- SOWK 213 - Human Behavior and the Social Environment I
- SOWK 214 - Human Behavior and Social Environment II
- SOWK 310 - Practice I: Skills & Techniques for Working with Individuals
- SOWK 311 - Practice II: Skills & Techniques for Working with Groups and Families
- SOWK 323 - Human Diversity
- SOWK 335 - Research Methods for Social Work & Criminal Justice
- SOWK 365 - Crisis Intervention
- SOWK 400 - Field Placement
- SOWK 401 - Social Work Field Seminar
- SOWK 405 - Social Work Field Seminar II
- SOWK 412 - Practice III: Skills & Techniques for Working with Communities and Organizations
- SOWK 420 - Practice IV: Skills & Techniques for Working with Policies and Social Systems
- SOWK 202 - Applied Learning Experience

Plus two courses selected from:

- CJUS 440 - Human Trafficking

- SOWK 315 - Drugs in Society
- SOWK 330 - Social Work with the Aging
- SOWK 332 - Advanced Research & Statistics
- SOWK 340 - Topics in Social Work
- SOWK 360 - Child Welfare Services
- SOWK 370 - Mental Health Issues in Social Work
- SOWK 375 - Behavioral Profiling
- SOWK 380 - Fundamentals of Emergency Management
- SOWK 383 - Disability
- SOWK 394 - Juvenile Justice

To be supported by the following:

- PSYC 101 - Introduction to Psychology
- SOCY 120 - Introduction to Sociology
- **Plus one additional from:**
- BSNS 385 - Fundraising and Grant Writing
- ECON 345 - Economics of the Public Sector
- SOCY 320 - Urban/Rural Sociology
- one additional SOWK elective course

Criminal Justice Minor

18 hours

Required:

- CJUS 243 - Introduction to Criminal Justice
- CJUS 343 - Criminal Law
- CJUS 373 - Criminology
- CJUS 394 - Juvenile Justice
- Plus six hours of upper-division Criminal Justice courses approved by the program director.

Philanthropy and Not-For-Profit Minor

21-22 hours

Required:

- BSNS 160 - Principles of Management
- BSNS 368 - Human Resource Management
- BSNS 385 - Fundraising and Grant Writing
- BSNS 478 - Advanced Human Resources for Profit & Non-Profit Organizations
or SOWK 412 - Practice III: Skills & Techniques for Working with Communities and Organizations
- ECON 345 - Economics of the Public Sector

Internship:

- BSNS 489 - Internship
or SOWK 400 - Field Placement

Elective (Choose one)

- BSNS 485 - Enactus I **and** BSNS 486 - Enactus II
- BSNS 450 - Entrepreneurship and Small Business Management

Social Work Minor

18 hours

Required:

- SOWK 200 - Introduction to Social Work
- SOWK 213 - Human Behavior and the Social Environment I
- SOWK 214 - Human Behavior and Social Environment II
- SOWK 365 - Crisis Intervention

And two of the following courses:

- SOWK 315 - Drugs in Society
- SOWK 323 - Human Diversity
- SOWK 330 - Social Work with the Aging
- SOWK 360 - Child Welfare Services
- SOWK 370 - Mental Health Issues in Social Work
- SOWK 383 - Disability
- SOWK 385 - Fundraising, Networking, and Community Engagement

School of Theology and Christian Ministry

Charles Perabeau, Ph.D., Dean

The mission of the School of Theology and Christian Ministry is to provide foundational knowledge of the Christian faith the student body of Olivet Nazarene University, theological education for students interested in increasing their knowledge of the Christian faith, and training for students and clergy who have a call to professional ministry.

The School provides foundational knowledge by introducing students to the history of the Christian faith, by introducing them to the narrative of our faith through the study of the Bible and by helping the students understand the ethical application of the Christian Faith.

The School provides training for students who have a call to professional ministry by offering practical courses in ministry in addition to courses in theology, philosophy, Bible and history.

The objectives of the School of Theology and Christian Ministry are as follows. Students will:

1. Engage in interpretation and exegesis of the Old and New Testaments.
2. Understand the theological and philosophical commitments of the Christian faith.
3. Understand the relationship between the Bible and the theological tradition of the church.
4. Be able to make informed ethical decisions, grounded in the Christian faith.
5. Understand the intellectual history of Christianity.
6. Understand the history of the church.
7. Understand the nature of ministry and learn the skills necessary for participation in active ministry.

Department of Christian Ministry

Faculty

LEON BLANCHETTE (2003)

Professor of Christian Education; Chair, Department of Christian Ministry

B.A., 1992, Trevecca Nazarene University

M.A., 1995, Trevecca Nazarene University

Ed.D., 2008, Southern Baptist Theological Seminary

JEFFERY STARK (2019)

Associate Professor of Christian Ministry; Director of Graduate Programs

B.A., 1998, Otterbein College

M.A., 2007, Trevecca Nazarene University

M.T.S., 2010, Vanderbilt University

D.Min., 2017, Lipscomb University

SIMONE TWIBELL (2020)

Assistant Professor of Christian Ministry

B.A., 2006, Olivet Nazarene University

M.A., 2007, Olivet Nazarene University

M.Div., 2013, Asbury Theological Seminary

Ph.D., 2019, Trinity International University

LAURA WIDSTROM (2021)

Associate Professor of Christian Ministry

B.A., 1997, Trinity Christian College

M.A., 2002, Wheaton College Graduate School

Ph.D., 2007, Trinity International University

Please see Accelerated Bachelor's/Master's Programs for information on undergraduate to graduate program completion.

For information on ordination in the Church of the Nazarene, please see Academic Requirements for Ordination.

Children's Ministry Minor

18 hours

Required:

- CHED 115 - Foundations of Christian Education
- CHED 210 - Foundations of Children's Ministry

- CHED 241 - Spiritual Formation and Leadership Development
- CHED 290 - Community Ministry Experience I
- CHED 300 - Issues in Children's Ministry
- CHED 330 - Teaching for Discipleship
- CMIN 116 - Fundamentals of Christian Ministry

Christian Education Minor

18 hours

Required:

- CHED 115 - Foundations of Christian Education
- CHED 241 - Spiritual Formation and Leadership Development
- CHED 290 - Community Ministry Experience I
- CHED 330 - Teaching for Discipleship
- CMIN 116 - Fundamentals of Christian Ministry
- Plus six upper-division hours of Christian Education approved by the advisor.

Intercultural Studies Minor

18 hours

Required:

- CHED 115 - Foundations of Christian Education
- CMIN 116 - Fundamentals of Christian Ministry
- CMIN 306 - Cross-Cultural Ministry
- CMIN 450 - Missiological Foundation
- CMIN 391 - Cross-Cultural Field Placement

And six hours selected from:

- COMM 349 - Intercultural Communication
- PHIL 325 - World Religions
- PSCI 221 - Foundations of International Relations

- SOCY 280 - Ethnic Relations
- SOCY 368 - Cultural Anthropology
- SOCY 381 - Sociology of Religion

Youth Ministry Minor

18 hours

Required:

- CHED 115 - Foundations of Christian Education
- CHED 200 - Foundations of Youth Ministry
- CHED 241 - Spiritual Formation and Leadership Development
- CHED 290 - Community Ministry Experience I
- CHED 330 - Teaching for Discipleship
- CHED 369 - Youth Ministry and the Local Church
- CMIN 116 - Fundamentals of Christian Ministry

Intercultural Studies Major, B.A.

30-32 hours

Required:

- BLIT 250 - Introduction to Biblical Interpretation
- BLIT 305 - Old Testament Introduction
- BLIT 310 - New Testament Introduction
- CHED 115 - Foundations of Christian Education
- CMIN 116 - Fundamentals of Christian Ministry
- CMIN 306 - Cross-Cultural Ministry
- CMIN 391 - Cross-Cultural Field Placement (2 semesters - 1 credit each)
- CMIN 450 - Missiological Foundation
- PHIL 325 - World Religions
- THEO 310 - Christian Theology I
- THEO 320 - Christian Theology II

Required Supporting Courses:

- CHED 482 - Peace Studies and Biblical Justice
or CHED 483 - Racial Reconciliation
- COMM 349 - Intercultural Communication
or ECON 308 - Comparative Economic Systems
- SOCY 280 - Ethnic Relations
- SOCY 368 - Cultural Anthropology

Recommended Courses:

- CHED 481 - Faith & Trauma
- ENGL 301 - Understanding Language: An Introduction to Linguistics
- PSYC 101 - Introduction to Psychology
- PSYC 323 - Human Diversity
- SOCY 374 - World Food Problem
- SOCY 381 - Sociology of Religion
- THEO 482 - Wesleyan-Holiness Theology

Children's Ministry Major, B.S.

66-72 hours

This major includes all academic outcomes required by the Course of Study Advisory Committee for ordination as an elder/deacon in the Church of the Nazarene as required.

Common Core Requirements

- BLIT 250 - Introduction to Biblical Interpretation
- BLIT 305 - Old Testament Introduction
- BLIT 310 - New Testament Introduction
- PHIL 201 - Introduction to Philosophy
- PHIL 325 - World Religions
- THEO 310 - Christian Theology I
- THEO 320 - Christian Theology II
- THEO 351 - History of Christianity I
- THEO 352 - History of Christianity II
- THEO 482 - Wesleyan-Holiness Theology

Required:

- CHED 115 - Foundations of Christian Education
- CHED 210 - Foundations of Children's Ministry
- CHED 241 - Spiritual Formation and Leadership Development
- CHED 255 - Sophomore Supervised Ministry (2 semesters)
- CHED 300 - Issues in Children's Ministry
- CHED 355 - Junior Supervised Ministry (2 semesters)
- CHED 455 - Senior Supervised Ministry (2 semesters)
- CMIN 116 - Fundamentals of Christian Ministry
- CMIN 306 - Cross-Cultural Ministry
- CMIN 315 - Church as Mission, Evangelism, and Movement
- CMIN 394 - Pastoral Care and Counseling
- CMIN 405 - Preaching and Worship as Congregational Formation
- CMIN 452 - The Minister as Leader and Administrator
3 hours BLIT Upper Division elective, excluding BLIT 303

Plus 3 additional hours of Christian Education electives from the following:

- CHED 200 - Foundations of Youth Ministry
- CHED 330 - Teaching for Discipleship
- CHED 369 - Youth Ministry and the Local Church
- CHED 415 - Advanced Christian Education and Leadership
- CHED 482 - Peace Studies and Biblical Justice
- CHED 483 - Racial Reconciliation
- CHED 488 - Topics in Christian Education
- CHED 490 - Integrated Summer Ministry Experience

Ordination Requirements

- THEO 272 - History, Missions, and Polity of the Church of the Nazarene

Christian Education Major, B.S.

57 hours

Common Core Requirements

- BLIT 250 - Introduction to Biblical Interpretation
- BLIT 305 - Old Testament Introduction
- BLIT 310 - New Testament Introduction
- PHIL 201 - Introduction to Philosophy
- PHIL 325 - World Religions
- THEO 310 - Christian Theology I
- THEO 320 - Christian Theology II
- THEO 351 - History of Christianity I
- THEO 352 - History of Christianity II
- THEO 482 - Wesleyan-Holiness Theology

Required:

- CHED 115 - Foundations of Christian Education
- CHED 241 - Spiritual Formation and Leadership Development
- CHED 290 - Community Ministry Experience I
- CHED 311 - Transformational Teaching
- CHED 390 - Community Ministry Experience II
- CMIN 116 - Fundamentals of Christian Ministry
- CMIN 306 - Cross-Cultural Ministry and 3 hours of Upper Division Biblical Literature elective, excluding BLIT 303

**Plus 9 additional hours of
Christian Education approved by
the advisor**

Recommended Supporting Courses:

- CHED 200 - Foundations of Youth Ministry
- CHED 210 - Foundations of Children's Ministry
- CHED 300 - Issues in Children's Ministry
- CHED 369 - Youth Ministry and the Local Church
- CHED 394 - Pastoral Care and Counseling
- CHED 415 - Advanced Christian Education and Leadership
- CHED 420 - Discipleship in Community
- CHED 482 - Peace Studies and Biblical Justice
- CHED 483 - Racial Reconciliation
- CHED 488 - Topics in Christian Education
- PSYC 211 - Child Developmental Psychology
- PSYC 212 - Adolescent and Adult Developmental Psychology

Ministerial Missions Major, B.S.

54-56 hours

This major includes all academic outcomes required by the Course of Study Advisory Committee for ordination as an elder/deacon in the Church of the Nazarene as required.

Common Core Requirements

- BLIT 250 - Introduction to Biblical Interpretation
- BLIT 305 - Old Testament Introduction
- BLIT 310 - New Testament Introduction
- PHIL 201 - Introduction to Philosophy
- PHIL 325 - World Religions
- THEO 310 - Christian Theology I
- THEO 320 - Christian Theology II
- THEO 351 - History of Christianity I
- THEO 352 - History of Christianity II
- THEO 482 - Wesleyan-Holiness Theology

Required:

- CHED 115 - Foundations of Christian Education

- CHED 241 - Spiritual Formation and Leadership Development
- CMIN 116 - Fundamentals of Christian Ministry
- CMIN 306 - Cross-Cultural Ministry
- CMIN 315 - Church as Mission, Evangelism, and Movement
- CMIN 391 - Cross-Cultural Field Placement (2 semesters of 1 credit each)
- CMIN 394 - Pastoral Care and Counseling
- CMIN 405 - Preaching and Worship as Congregational Formation
- CMIN 450 - Missiological Foundation

Required Supporting Courses:

- CMIN 482 - Peace Studies and Biblical Justice
or CMIN 483 - Racial Reconciliation
- COMM 349 - Intercultural Communication
or ECON 308 - Comparative Economic Systems
- SOCY 280 - Ethnic Relations
- SOCY 368 - Cultural Anthropology

Ordination Requirements:

- CMIN 452 - The Minister as Leader and Administrator
- THEO 272 - History, Missions, and Polity of the Church of the Nazarene

Recommended Courses:

- BLIT 233 - Elementary Greek I
- BLIT 234 - Elementary Greek II
or
- BLIT 243 - Elementary Hebrew I
- BLIT 244 - Elementary Hebrew II
- CHED 330 - Teaching for Discipleship
- ENGL 301 - Understanding Language: An Introduction to Linguistics
- PSYC 323 - Human Diversity
- SOCY 381 - Sociology of Religion

Pastoral Ministry Major, B.S.

68-74 hours

This major has been approved by the Course of Study Advisory Committee to meet the education requirements for ordination as an elder in the Church of the Nazarene.

Common Core Requirements

- BLIT 250 - Introduction to Biblical Interpretation
- BLIT 305 - Old Testament Introduction
- BLIT 310 - New Testament Introduction
- PHIL 201 - Introduction to Philosophy
- PHIL 325 - World Religions
- THEO 310 - Christian Theology I
- THEO 320 - Christian Theology II
- THEO 351 - History of Christianity I
- THEO 352 - History of Christianity II
- THEO 482 - Wesleyan-Holiness Theology

Required:

- BLIT 233 - Elementary Greek I
or BLIT 243 - Elementary Hebrew I
- BLIT 234 - Elementary Greek II
or BLIT 244 - Elementary Hebrew II
- CHED 115 - Foundations of Christian Education
or CHED 241 - Spiritual Formation and Leadership Development
- CHED 255 - Sophomore Supervised Ministry **(2 semesters)**
- CHED 330 - Teaching for Discipleship
- CHED 355 - Junior Supervised Ministry (2 semesters)
- CHED 455 - Senior Supervised Ministry (2 semesters)
- CMIN 116 - Fundamentals of Christian Ministry
- CMIN 306 - Cross-Cultural Ministry
- CMIN 315 - Church as Mission, Evangelism, and Movement
- CMIN 394 - Pastoral Care and Counseling

- CMIN 405 - Preaching and Worship as Congregational Formation
- CMIN 452 - The Minister as Leader and Administrator
- Plus six hours of upper-division Old or New Testament, excluding BLIT 303

- THEO 320 - Christian Theology II
- THEO 351 - History of Christianity I
- THEO 352 - History of Christianity II
- THEO 482 - Wesleyan-Holiness Theology

Recommended Supporting Courses:

- CHED 482 - Peace Studies and Biblical Justice
- CHED 483 - Racial Reconciliation
- CMIN 401 - Advanced Homiletics
- MUCH 377 - Music in Worship
- THEO 410 - Topics in Christian Theology
- Additional hours of upper-division Biblical Literature and Philosophy

Ordination Requirements

- CHED 115 - Foundations of Christian Education or CHED 241 - Spiritual Formation and Leadership Development (course not completed in the major will be required)
- THEO 272 - History, Missions, and Polity of the Church of the Nazarene

Youth Ministry Major, B.S.

66-72 hours

This major includes all academic outcomes required by the Course of Study Advisory Committee for ordination as an elder/deacon in the Church of the Nazarene as required.

Common Core Requirements

- BLIT 250 - Introduction to Biblical Interpretation
- BLIT 305 - Old Testament Introduction
- BLIT 310 - New Testament Introduction
- PHIL 201 - Introduction to Philosophy
- PHIL 325 - World Religions
- THEO 310 - Christian Theology I

Required:

- CHED 115 - Foundations of Christian Education
- CHED 200 - Foundations of Youth Ministry
- CHED 241 - Spiritual Formation and Leadership Development
- CHED 255 - Sophomore Supervised Ministry (2 semesters)
- CHED 355 - Junior Supervised Ministry (2 semesters)
- CHED 369 - Youth Ministry and the Local Church
- CHED 455 - Senior Supervised Ministry (2 semesters)
- CMIN 116 - Fundamentals of Christian Ministry
- CMIN 306 - Cross-Cultural Ministry
- CMIN 315 - Church as Mission, Evangelism, and Movement
- CMIN 394 - Pastoral Care and Counseling
- CMIN 401 - Advanced Homiletics
- CMIN 405 - Preaching and Worship as Congregational Formation
- CMIN 452 - The Minister as Leader and Administrator
- 3 hours BLIT Upper Division Elective (excluding BLIT 303)

Plus three hours of Christian Education selected from the following:

- CHED 210 - Foundations of Children's Ministry
- CHED 300 - Issues in Children's Ministry
- CHED 330 - Teaching for Discipleship
- CHED 415 - Advanced Christian Education and Leadership
- CHED 482 - Peace Studies and Biblical Justice
- CHED 483 - Racial Reconciliation
- CHED 488 - Topics in Christian Education

Ordination Requirement

- THEO 272 - History, Missions, and Polity of the Church of the Nazarene
- CMIN 452 - The Minister as Leader and Administrator

- THEO 613 - Systematic Theology
- THEO 651 - Historic Christian Thought
- THEO 682 - Wesleyan-Holiness Theology
- Free electives (6 hours)

Note:

A cumulative grade point average of 2.75 or better is required to complete this program. No course counting toward graduation may carry a grade of less than C.

Christian Ministry, M.A.

Jeffery Stark, D.Min., Coordinator

The Master of Arts in Christian Ministry offers both basic and advanced ministerial preparation in four areas: (1) biblical knowledge, (2) theological knowledge, (3) practical application in ministry, and (4) personal spiritual growth and formation as a minister. For students with little or no undergraduate study in Bible, theology, or ministry, this M.A. provides an academic and practical gateway to ministerial education; the program, however, will proceed at a graduate pace and level and will expect the student to be academically and personally mature. For students with an undergraduate background in Bible, theology, or ministry, this M.A. offers options for more advanced study in ministry.

Although this is a gateway program, persons already engaged in ministry may have a flexible enough schedule to commute each week to Olivet's campus for this program, which allows a wider variety of options over the Master of Ministry. Those with previous undergraduate study in theology, biblical studies or ministry may find that the possibility of more advanced courses in ministry means that the M.A. in Christian Ministry better suits their needs.

36 hours

Required:

- BLIT 652 - Biblical Interpretation
- BLIT elective (3 hours)
- CMIN 621 - Expository Writing for Graduate Students
- CMIN 631 - Life Management and Personal Renewal
- CMIN 635 - Leadership in Christian Ministry
- CMIN 674 - Pastoral Care and Counseling
- CMIN elective (3 hours)
- THEO 607 - Theology of Ministry

Program Format

Classes in the M.A. in Christian Ministry program meet in both modular and traditional formats. For a more detailed explanation of these course formats, please see "Academic Policies - SGCS: Program Formats".

Time Limits

A student is allowed four years from beginning the first graduate course to complete the entire MA.CRMN program. Coursework beyond four years is evaluated by the Program Coordinator, the Director of Graduate Studies, or the Dean of the School of Theology & Christian Ministry. Students granted permission for more than four years may be expected to meet current program requirements, and that may mean retaking one or more courses.

Family Ministry, M.A.

Leon Blanchette, Ed.D., Coordinator

This program provides a broad and powerful education for specialized ministry in the local church, the Master of Arts: Family Ministry focuses on ministry to the entire family in today's culture in a local church context. It integrates theory and praxis, reflection and life. A two-year program, the first year provides a traditional classroom-based education. During the second year, the student engages in a mentored ministry in a full-time capacity, coming back to Olivet for several one-week intensive courses, called modules. The mentor is a seasoned professional.

The M.A. in Family Ministry draws strength from leading experts in the fields of children, youth, and family ministry who come to campus for face-to-face

teaching, encounters, networking, and learning with our students. The combination of these experts with our own experienced residential faculty, who total over 60 years of highly successful experience in children and youth ministry, makes Olivet's Master of Arts in Family Ministry a powerful educational experience that will launch the student into a satisfying career of service for our Lord to the families of the 21st century.

36 hours

Required:

- BLIT 6xx - Elective
- CMIN 616 - Theology and Philosophy of Family Ministry
- CMIN 617 - Dynamics of Youth Ministry
- CMIN 627 - Biblical Teaching for Family Ministry
- CMIN 635 - Leadership in Christian Ministry
- CMIN 637 - Dynamics of Children's Ministry
- CMIN 665 - Issues in Family Ministry
- CMIN 670A - Mentored Ministry I
- CMIN 670B - Mentored Ministry II
- CMIN 673 - Spiritual Development of Students
- CMIN 674 - Pastoral Care and Counseling
- THEO 682 - Wesleyan-Holiness Theology

Note:

A cumulative GPA of 2.75 is required for graduation from the program, no course counting toward graduation may carry a grade of less than a C.

Core Values Motivating the M.A. in Family Ministry

- Integration of what the student learns in the classroom with the experience and practice of ministry in concrete settings.
- Intentionality, not only to integrate theory and praxis, but to do so consciously, clearly, explicitly and intentionally, never allowing any person to forget the need for and the practice of integration.
- Theological reflection draws on the belief of faculty members in the M.A. in Family

Ministry that there are right and wrong ways to speak about God with young people, their families, and communities. The goal is to encourage each student to grasp the theological foundations and implications of every aspect of ministry.

- Multiple voices, including those of other students, are valuable for students in the family ministry program to hear. Perhaps somewhat paradoxically though, students quite appropriately put a high value on quality interaction with the professor. Achieving these twin goals, the program is structured in modules and semesters, enabling Olivet to bring in a variety of complementary voices that the ministry community appreciates and the student deserves to hear.
- Mentoring goes "way beyond" mere programming. The mentoring model in the M.A. in Family Ministry can and should become a lifelong style for productive ministry. The student should learn a mode of human interaction that sustains in later life and ministry, both as one who mentors and as one who is mentored.
- Lifelong learning is a goal in giving the individual the tools and a renewed desire to become "global Christians" who possess the tools and seek to understand the ever-changing climate of our global community.

Program Format

More than most master's degree programs, the M.A. in Family Ministry uses a wide assortment of course formats and teaching methods: intensive modules, half-semester courses, full-semester courses, lecturing, mentoring, internships, seminars, papers, and projects. For a more detailed explanation of the various course formats, please refer to "Academic Policies: Program Formats".

The majority of the coursework in the M.A. in Family Ministry program is contained in the first year, and this allows the second-year students to engage in their mentored ministry experience on a full-time basis and gives them the option to do that mentored experience at locations quite distant from Olivet's campus in Bourbonnais, Illinois. The program culminates in an Integrated Capstone Project during the Mentored Ministry course, where the students present their

projects and bring all the facets of their Olivet education in Family Ministry into a coherent whole.

Time Limits

A student is allowed four years from beginning the first graduate course to complete the entire MA.FMIN program. Coursework beyond four years is evaluated by the Program Coordinator, the Director of Graduate Studies, or the Dean of the School of Theology & Christian Ministry. Students granted permission for more than four years may be expected to meet current program requirements, and that may mean retaking one or more courses.

Master of Arts in Ministerial Studies, M.A.

Jeffery Stark, D.Min., Coordinator

36 hours

The purpose of the Master of Arts in Ministerial Studies degree program is to provide a graduate level avenue for students seeking ordination as an elder in the Church of the Nazarene. The program is geared to those who feel called to ministry but have not met all of the educational requirements for ordination in their undergraduate degree.

Required:

- BLIT 604 - Introduction to Old Testament
- BLIT 606 - Introduction to Theological Research
- BLIT 632 - Cultural/Historical Influences and Biblical Interpretation
- CMIN 602 - Preaching and Worship as Congregational Formation
- CMIN 616 - Theology and Philosophy of Family Ministry
- CMIN 624 - Mission of the Church in the Contemporary World
- CMIN 631 - Life Management and Personal Renewal
- CMIN 635 - Leadership in Christian Ministry
- CMIN 648 - Missional Theology: Leadership and Praxis
- CMIN 674 - Pastoral Care and Counseling

- THEO 612 - Philosophy and Ethics for Ministry
- THEO 672 - History, Missions and Polity of the Church of the Nazarene
- CMIN 670A - Mentored Ministry I
- CMIN 670B - Mentored Ministry II

Master of Arts in Missional Multiplication, M.A.

Jeffery Stark, D.Min., Coordinator

36 hours

This program will seek to intentionally develop a curriculum and train students/practitioners within the field of Missional Theology and Multiplication.

Objectives of the Program:

- Understand a Wesleyan Theological Framework for Missional Community Engagement
- Identify Key Components for Creating Cultures of Missional Leadership Development
- Develop and Articulate a Theology of Place
- Trace the trajectory of the *Missio Dei* within both Church History and the arc of Scripture
- Enhance Capacity for Theologically Informed Adaptive Leadership in Changing Cultures

Required:

- CMIN 621 - Expository Writing for Graduate Students
- CMIN 629 - Developing and Reproducing a Leadership Culture
- CMIN 631 - Life Management and Personal Renewal
- CMIN 639 - Community Assessment and Development
- CMIN 648 - Missional Theology: Leadership and Praxis
- CMIN 649 - Missional Movements in an Age of Complexity
- CMIN 664 - Living Christian Justice in an Urban Context
- CMIN 669 - Understanding Competing Worldviews

- CMIN 670A - Mentored Ministry I
- CMIN 670B - Mentored Ministry II
- CMIN 675 - Christian Neighboring - The Ministry of Presence

Pastoral Leadership, M.A.

Jeffery Stark, D.Min., Coordinator

We believe that the best ministry is "practiced theology." The program leading to the Master of Arts in Pastoral Leadership degree is taught by leading pastors and church leaders, either actively engaged in ministry or with extensive ministerial experience, who also have the appropriate academic credentials (normally a doctorate) and a deep knowledge of theology. A small student/professor ratio allows for significant interaction within the group.

The aim of the program is to a) nurture theologically formed, technically competent, missionally effective, and ethically aware pastoral leaders; b) produce 'influence leaders' who will provide intentional patterns of leadership in ministry; c) encourage in these influence-leaders the development of a core theological vision that can be reproduced in other ministers, who, in the course of time, may be mentored by students in this program; d) address reflectively and purposefully the question, "What does it mean to be an effective pastoral leader of a community that embodies and nurtures the life of the Kingdom as presented in the Bible and incarnated today?" and e) develop in students an appreciation for and understanding of the history and theology of Christianity and especially the Wesleyan-Holiness tradition. The program assumes that Protestant, Wesleyan-Arminian, and Holiness traditions are normative for most students and faculty, but students from other traditions are, of course, welcome.

36 hours

Required:

- PAST 600 - Theology of Ministry
- PAST 610 - Christian Leadership
- PAST 620 - Life Management and Personal Renewal
- PAST 630 - Pastoral Leader as Prophet
- PAST 640 - Preaching and Worship as Pastoral Leadership

- PAST 650 - The Teaching Church
- PAST 660 - Pastoral Leader as Priest
- PAST 670 - The Church as a Community of Formation
- PAST 680 - The Church in the World
- PAST 690 - Pastoral Leader as King
- PAST 700 - Visionary Leadership
- PAST 710 - Development of a Ministry Plan

Note:

A cumulative GPA of 3.0 is required for graduation from the program, no course counting toward graduation may carry a grade of less than a B-.

Program Format

The cohort format is followed for the integrated sequence of 12 courses to maximize student interaction within the group. Students are 'in class' 36 out of the 52 weeks in a year, and although designed so that students can remain in ministry in their local situations, prospective students must be aware of the significant commitment of time and energy. The program is completed in two calendar years.

Time Limits

A student is allowed four years from beginning the first graduate course to complete the entire MA.PL program. Coursework beyond four years is evaluated by the Program Coordinator, the Director of Graduate Studies, or the Dean of the School of Theology & Christian Ministry. Students granted permission for more than four years may be expected to meet current program requirements, and that may mean retaking one or more courses.

Pastoral Ministry, M.A.

Jeffery Stark, D.Min., Coordinator

This program has been specially designed for men and women called by God into pastoral ministry. It assumes that the student enters with an undergraduate education in religion/ministry, such as that offered by Olivet's School of Theology and Christian Ministry. It aims to provide a comprehensive study of Bible, theology, and ministry, sufficient for the practice of ministry as understood by the Church of

the Nazarene. By combining focused undergraduate prerequisites with graduate coursework, the M.A. in Pastoral Ministry is able to provide a dynamic education for ministry in the local church. By including a mentored ministry component in the second year, this program both shortens the residential study requirement and strengthens the transition to ministry for the student. This lessens the personal and financial cost of more extended residential study while providing the student with an optimal ministry "launch." District Superintendents in the Church of the Nazarene are open to and interested in placing these students in pastoral assignments as a part of this program.

36 hours

Required:

- CMIN 616 - Theology and Philosophy of Family Ministry
- CMIN 631 - Life Management and Personal Renewal
- CMIN 635 - Leadership in Christian Ministry
- CMIN 648 - Missional Theology: Leadership and Praxis
- CMIN 670A - Mentored Ministry I
- CMIN 670B - Mentored Ministry II
- CMIN 674 - Pastoral Care and Counseling
- THEO 607 - Theology of Ministry
- THEO 612 - Philosophy and Ethics for Ministry
- THEO 682 - Wesleyan-Holiness Theology
- THEO 631 - Ecclesiology
or THEO 632 - Eschatology

Note:

A cumulative GPA of 2.75 is required for graduation from the program, no course counting toward graduation may carry a grade of less than a C.

Program Format

More than most master's degree programs, the M.A. in Pastoral Ministry uses a wide assortment of course formats and teaching methods: intensive modules, half-semester courses, full-semester courses, lecturing, mentoring, internships, seminars, papers,

and projects. For a more detailed explanation of the various course formats, please refer to "Academic Policies: Program Formats".

Time Limits

A student is allowed four years from beginning the first graduate course to complete the entire MA.PMIN program. Coursework beyond four years is evaluated by the Program Coordinator, the Director of Graduate Studies, or the Dean of the School of Theology & Christian Ministry. Students granted permission for more than four years may be expected to meet current program requirements, and that may mean retaking one or more courses.

Urban Ministry, M.A.

Jeffery Stark, D.Min., Coordinator

This is a highly intentional and focused course of study appropriate to preparation of emerging ministry leaders. The majority of the first year of graduate study is contained to the first year and can be completed from a distance either through online or module course. After the first academic year, students will typically move to assignments in an urban ministry context. These will be selected and approved in consultation with the program advisor. Courses will continue through the second year in intensive or extended delivery class formats. The program will conclude with a capstone course, as a component to the Mentored Ministry, integrating the students experience into a comprehensive and theologically purposeful vision for ministry.

36 hours

Required:

- CMIN 624 - Mission of the Church in the Contemporary World
- CMIN 634 - Issues of Poverty
- CMIN 635 - Leadership in Christian Ministry
- CMIN 644 - Compassionate Ministries Development
- CMIN 645 - Theology of the City
- CMIN 648 - Missional Theology: Leadership and Praxis
- CMIN 664 - Living Christian Justice in an Urban Context
- CMIN 670A - Mentored Ministry I

- CMIN 670B - Mentored Ministry II
- CMIN 675 - Christian Neighboring - The Ministry of Presence
- CMIN 681 - Issues in Urban Ministry
- THEO 607 - Theology of Ministry

Note:

A cumulative grade point average of 2.75 or better is required to complete this program. No course counting toward graduation may carry a grade of less than C.

Core Values Motivating the M.A. in Urban Ministry

- **Integration:** To integrate what the student learns in the classroom with the experience and practice of ministry in concrete settings.
- **Intentionality:** Not only to integrate theory and praxis, but to do so consciously, clearly, explicitly and intentionally. Not to let anyone -- faculty or student -- forget the need for and the practice of integration.
- **Theological reflection:** The faculty members in the M.A. in Urban Ministry believe that there are right ways and wrong ways to speak about God. The goal is to encourage each student to grasp the theological foundations and implications of every aspect of ministry.
- **Multiple voices:** Students in the Urban Ministry program should hear a variety of voices, including other students. And yet, perhaps somewhat paradoxically, students quite appropriately put a high value on quality interaction with the professor. To achieve these twin goals, we have structured our program with modules, half-semester (called blocks), and semesters, enabling Olivet to bring in the complementary voices that the ministry community appreciates and the student deserves to hear.
- **Mentoring:** Mentoring goes "way beyond" mere programming. The mentoring model in the M.A. in Urban Ministry can and should become a lifelong style for productive ministry. The student should learn a mode of human interaction that will sustain the student in later life and ministry, both as one who mentors and as one who is mentored.

- **Leadership:** A key to success in ministry is understanding the characteristics of a leader. Developing the student to be a leader is a key component of the M.A. in Urban Ministry.
- **Lifelong learner:** We seek to give the individual the tools and to reinforce the desire to become "global Christians" who seek to understand and who have the tools to understand the ever-changing climate of our global community.

Program Format

More than most master's degree programs, the M.A. in Urban Ministry uses a wide assortment of course formats and teaching methods: intensive modules, half-semester courses, full-semester courses, lecturing, mentoring, internships, seminars, papers, and projects.

A modular course meets for one week, normally on Olivet's campus. A modular course requires appropriate non-campus study before that week and additional off-campus study after that week. To complete the work done before and after the module, the student must have internet access. The entire M.A. in Urban Ministry program can be completed through online and module courses. This allows the second-year students to engage in their mentored youth ministry experience on a full-time basis and gives them the option to do that mentored experience at locations quite distant from Olivet's campus in Bourbonnais, Illinois. The modular courses are offered in August, January, and May. Students will complete a comprehensive Capstone Project as a part of their Mentored Ministry during the second year, then students will present their projects and bring all the facets of their Olivet education in ministry into a coherent whole.

Time Limits

A student is allowed four years from beginning the first graduate course to complete the entire program in the M.A. in Urban Ministry. Coursework beyond four years is evaluated by the Program Coordinator for the M.A. in Urban Ministry, or the Director of Graduate Studies, or the Dean of the School of Theology & Christian Ministry. Students granted permission for more than four years may be expected to meet current program requirements, and that may mean retaking one or more courses.

Master of Ministry in Spanish, M.M.

Wilfredo Canales, M.A., Coordinator (Spanish)

The Master of Ministry program is designed to resource serving ministers for effective leadership in missional congregations by equipping them and developing in them theological and practical competencies with a missional focus in the practice of ministry. The program focuses on integrating the best available resources of scholarship, ministry specialists, and contemporary ministry models with the practice of ministry. The Master of Ministry/Spanish, which is an online program designed for Spanish-proficient students, offers a pastoral track, requiring completion of nine courses and a culminating project.

This version of Olivet's Master of Ministry program is offered entirely in Spanish. It was designed to resource Hispanic ministers for effective leadership in missional congregations by equipping them and developing in them theological and practical competencies with a missional focus in the practice of ministry. The program, designed for Spanish-proficient students, offers a pastoral track requiring completion of seven online courses and two on-site courses, culminating in a final master's project.

30 hours

Required:

- MMSP 600 - Biblical Studies
- MMSP 610 - Life Management and Personal Renewal
- MMSP 611 - Christian Ministry in a Multicultural Society
- MMSP 612 - Contemporary Approaches to Preaching
- MMSP 613 - Equipping the Laity in a Hispanic/Latino Context
- MMSP 614 - Hispanic/Latino Leadership
- MMSP 620 - The Hispanic/Latino Church in USA/Canada
- MMSP 630 - Theology of Ministry
- MMSP 631 - Hispanic Theological and Social Ethics
- MMSP 690 - Masters Project

Note:

A cumulative GPA of 2.75 is required for graduation from the program, and no course counting toward graduation may carry a grade of less than a C.

Times and Format of Courses in the M. Min./Spanish Program

Although the M.Min/Spanish program is for the most part online, the two on-site courses required would follow the modular format.

Time Limits

A student is allowed six years from beginning the first graduate course to complete the entire M.Min. program. Coursework beyond six years is evaluated by the Program Coordinator, the Director of Graduate Studies, or the Dean of the School of Theology & Christian Ministry. Students granted permission for more than six years may be expected to meet current program requirements, and that may mean retaking one or more courses.

Master of Ministry, M.M.

Jeffery Stark, D.Min., Coordinator

The Master of Ministry program is designed to resource serving ministers for effective leadership in missional congregations by equipping them and developing in them theological and practical competencies with a missional focus in the practice of ministry. The program focuses on integrating the best available resources of scholarship, ministry specialists, and contemporary ministry models with the practice of ministry.

30 hours

Required:

- CMIN 631 - Life Management and Personal Renewal
- CMIN 635 - Leadership in Christian Ministry or Pastoral Leadership Elective
- CMIN 690 - Master of Ministry Project

- THEO 607 - Theology of Ministry

Plus:

Six elective courses selected by the student as part of a designed plan of study in ministry, in consultation with the student's adviser and approved by the M.Min. coordinator. While the student may, with the permission of the adviser or Program Coordinator, take any graduate course in the School of Theology and Christian Ministry, providing that the student meets the prerequisites, the entire set of courses should be a coherent plan of study for the ministry.

Note:

A cumulative GPA of 2.75 is required for graduation from the program, and no course counting toward graduation may carry a grade of less than a C.

Times and Format of Courses in the M.Min. Program

Courses are offered three times per year, in January, May, and July or August, on Olivet's Bourbonnais campus. The university may, on an "on-demand basis," offer additional courses at other off-campus sites. Courses are normally taught in an intensive modular format, beginning on Monday and concluding at noon on Friday. Coursework is assigned in preparation for, and following, the classroom session. To complete the work before and after the module, the student must have computer access to the internet.

Time Limits

A student is allowed six years from beginning the first graduate course to complete the entire M.Min. program. Coursework beyond six years is evaluated by the Program Coordinator, the Director of Graduate Studies, or the Dean of the School of Theology & Christian Ministry. Students granted permission for more than six years may be expected to meet current program requirements, and that may mean retaking one or more courses.

Scholarships

Scholarships are available to serving ministers in both the Church of the Nazarene and non-Nazarene Churches. Application and verification for these scholarships should be made directly to the Director of Graduate Programs in the School of Theology and Christian Ministry. Churches are encouraged to consider a matching-funds plan to assist serving ministers in their continuing education.

Certificate in Ministerial Studies

Students who do not wish to take courses for academic credit toward the degree may take the courses as continuing education leading to a Certificate in Ministerial Studies. The certificate may be earned by completing any five courses offered in the Master of Ministry program (with adjusted coursework expectations). Tuition for certificate participation would be at a reduced rate.

Master of Divinity, M.Div.

Jeffery Stark, D.Min., Coordinator

The Master of Divinity (M.Div.) degree is widely known among many graduate institutions of theological education for its role in the preparation of ministers. The purpose of this program is to prepare men and women for Christian ministry in many different contexts with concentrations in Pastoral Ministry, Family Ministry, Urban Ministry, Pastoral Leadership, Non-Profit Administration, Chaplaincy; as well as the academic fields of Theology and Bible. The course of study in the M.Div. provides a comprehensive education in Bible, theology, church history, and practical studies. It also features the requirement for "mentored ministry" in which a student engages in ministry under the guidance and direction of experienced ministerial guides. As with the other ministerial master's degrees at Olivet, the M.Div. integrates the academic study with the mentored ministry to provide a comprehensive ministerial education.

For the chaplaincy concentration, students have the opportunity to use the mentored ministry courses in chaplaincy settings to earn Clinical Pastoral Education credits. For students with the goal of hospital chaplaincy, this may be particularly helpful. However, the student can also do the mentored ministry in local church settings; some positions, such as the military chaplaincy, may prefer the student to have local church ministerial experience as part of

their background. The program can be completed on a three-year or four-year plan.

72 hours

Required Core Curriculum: (42 hours)

Biblical Literature: 12 credit hours

- BLIT 652 - Biblical Interpretation or BLIT 632 - Cultural/Historical Influences and Biblical Interpretation
- BLIT Elective - 9 credit hours

Christian Ministry: 12 credit hours

- CMIN 631 - Life Management and Personal Renewal
- CMIN 670A - Mentored Ministry I
- CMIN 670B - Mentored Ministry II
- CMIN Elective - 3 credit hours

Theology: 12 credit hours

- THEO 613 - Systematic Theology
- THEO 651 - Historic Christian Thought
- THEO Elective - 3 credit hours in church history
- THEO Elective - 3 credit hours

Free Electives: 6 credit hours

Students can select cross-listed courses from any discipline to experience a well-balanced course selection.

Concentrations: (30 hours)

Pastoral Ministry

- CMIN 616 - Theology and Philosophy of Family Ministry
- CMIN 635 - Leadership in Christian Ministry

- CMIN 648 - Missional Theology: Leadership and Praxis
- CMIN Elective
- THEO 607 - Theology of Ministry
- THEO 612 - Philosophy and Ethics for Ministry
- THEO 682 - Wesleyan-Holiness Theology
- THEO 631 - Ecclesiology
or THEO 632 - Eschatology

Family Ministry

- BLIT 6xx - Old or New Testament Elective
- CMIN 616 - Theology and Philosophy of Family Ministry
- CMIN 617 - Dynamics of Youth Ministry
- CMIN 627 - Biblical Teaching for Family Ministry
- CMIN 635 - Leadership in Christian Ministry
- CMIN 637 - Dynamics of Children's Ministry
- CMIN 665 - Issues in Family Ministry
- CMIN 673 - Spiritual Development of Students
- CMIN 674 - Pastoral Care and Counseling
- THEO 682 - Wesleyan-Holiness Theology

Urban Ministry

- CMIN 624 - Mission of the Church in the Contemporary World
- CMIN 634 - Issues of Poverty
- CMIN 635 - Leadership in Christian Ministry
- CMIN 644 - Compassionate Ministries Development
- CMIN 645 - Theology of the City
- CMIN 648 - Missional Theology: Leadership and Praxis
- CMIN 664 - Living Christian Justice in an Urban Context
- CMIN 675 - Christian Neighboring - The Ministry of Presence
- CMIN 681 - Issues in Urban Ministry
- THEO 607 - Theology of Ministry

Pastoral Leadership

- PAST 600 - Theology of Ministry
- PAST 610 - Christian Leadership

- PAST 630 - Pastoral Leader as Prophet
- PAST 640 - Preaching and Worship as Pastoral Leadership
- PAST 650 - The Teaching Church
- PAST 660 - Pastoral Leader as Priest
- PAST 670 - The Church as a Community of Formation
- PAST 680 - The Church in the World
- PAST 690 - Pastoral Leader as King
- PAST 700 - Visionary Leadership
- PAST 710 - Development of a Ministry Plan

Note:

Students in the Pastoral Leadership path will lose one of their free elective slots to offset the additional coursework required in this concentration.

Note:

The concentrations in Pastoral Ministry, Family Ministry, Urban Ministry, and Pastoral Leadership incorporate the field specific course work of the respective M.A. programs offered through the School of Theology and Christian Ministry.

Note:

A cumulative grade point average of 2.75 or better is required to complete this program. No course counting toward graduation may carry a grade of less than C.

Program Format

The M.Div. at Olivet follows a variety of time periods, course formats, and teaching methods; intensive modules, half-semester courses, full-semester courses, lecturing, mentoring, internships, seminars, papers, and projects. It should be noted that the majority of courses last a semester. To complete this program, the student must be able to commute regularly to Olivet's home campus in Bourbonnais. For a more detailed explanation of the various course formats, please refer to "Academic Policies - SGCS: Program Formats".

Time Limits

A student is allowed six years from beginning the first graduate course to complete the entire M.Div. program. Coursework beyond six years is evaluated by the Program Coordinator, the Director of Graduate Studies, or the Dean of the School of Theology & Christian Ministry. Students granted permission for more than six years may be expected to meet current program requirements, and that may mean retaking one or more courses.

Bachelor of Applied Science in Human Service Leadership, B.A.S. (Salvation Army only)

In collaboration with the Education Department of The Salvation Army Central Territory, Olivet Nazarene University offers a Bachelor of Applied Science degree in Human Service Leadership (BASHSL). The program is designed specifically for The Salvation Army audience. The program focuses on the general study and provision of human and social services to individuals and communities, preparing individuals to work in public and private human service agencies and organizations.

Learning Outcomes

- Analyze the history of human services impact on society
- Evaluate society from a systemic perspective
- Demonstrate effective oral and written communication in a global world
- Discover awareness of self
- Apply appropriate intervention and direct services
- Follow ethical standards

30 Credit Hours Required:

- BUS 410 - Leadership and Management
- BUS 411 - Leading Groups and Teams
- BUS 419 - Organizational Behavior
- BUS 441 - Conflict Management and Resolution
- CJS 440 - Human Trafficking
- HSL 411 - Missional Leadership for Human Service Organizations

- HSL 433 - Caseworker Certification Intervention and Direct Services
- HSL 543A & B - Life Coaching
- HSL 544 - Marriage and Family
- HSL 545 - Executive Coaching
- HSL 546 - Intercultural Competence

Note:

To graduate, students must successfully complete the BAS in Human Services Leadership curriculum with a GPA of 2.0 or above and have earned a total of 120 credit hours. *The Salvation Army Officers receive general education and elective credit from their CFOT and SACEP educational partnerships with ONU. Officers can request a degree audit from their Advisor. The degree audit will highlight both credits completed and outstanding credits needed to complete the degree requirements.

Transfer of Credit Policy:

Up to 98 semester hours (or equivalent quarter hours) may be accepted from the College for Officer Training (CFOT) or other accredited colleges and universities.

Bachelor of Applied Science in Practical Ministries, B.A.S. (Salvation Army only)

In collaboration with the Education Department of The Salvation Army Central Territory, Olivet Nazarene University offers a Bachelor of Applied Science degree in Practical Ministries (BASPM). The program is designed specifically for The Salvation Army audience. The goal of the program is the preparation of learners at the bachelor's degree level for ministry that confronts society as a whole while focusing on religious, social, and cultural issues, especially as they relate to The Salvation Army.

The purposes of the BASPM program are to:

- Assist learners in the continuing development of the skills of understanding and communicating the Biblical message to everyday circumstances, especially the

difficult spiritual, social, and economic circumstances of the needy.

- Help learners develop a personal growth plan - spiritually, socially, and professionally.
- Encourage learners to do competent research and writing in the areas of practical ministry, such as pastoral care and social service, including programs of enrichment for seniors, youth, and ministry management.
- Foster the continued development of those skills necessary for community leaders in the fields of pastoral leadership (both in church and institutional settings), social welfare ministries, community service ministries and development, and public relations responsibilities.

30 Credit Hours Required:

- ACC 407 - Managerial Accounting and Decision Making
- BUS 410 - Leadership and Management
- BUS 411 - Leading Groups and Teams
- BUS 419 - Organizational Behavior
- BUS 435 - Human Resource Management
- BUS 441 - Conflict Management and Resolution
- CJS 440 - Human Trafficking
- PRM 572 - Urban Mission Practicum
- HSL 411 - Missional Leadership for Human Service Organizations
- HSL 433 - Caseworker Certification Intervention and Direct Services
- HSL 543A & B - Life Coaching
- HSL 544 - Marriage and Family
- HSL 545 - Executive Coaching
- HSL 546 - Intercultural Competence

Note:

To graduate, students must successfully complete the BAS in Practical Ministries curriculum with a GPA of 2.0 or above and have earned a total of 120 credit hours. *The Salvation Army Officers receive general education and elective credit from their CFOT and SACEP educational partnerships with ONU. Officers can request a degree audit from their Advisor. The degree audit will highlight both credits completed and outstanding credits needed to complete the degree requirements.

Department of Theology

Faculty

KEVIN TWAIN LOWERY (2004)

Professor of Theology & Philosophy; Chair, Department of Theology

B.A., 1987, Frostburg State University

M.Div., 1993, Asbury Theological Seminary

Ph.D., 2004, University of Notre Dame

KEVIN MELLISH (2004)

Professor of Biblical Literature

B.A., 1990, Olivet Nazarene University

M.Div., 1995, Nazarene Theological Seminary

M.A.R., 2005, Claremont Graduate University

Ph.D., 2006, Claremont Graduate University

CHARLES PERABEAU (2005)

Professor of Religion & Society; Dean, School of Theology and Christian Ministry

B.A., 1994, Olivet Nazarene University

M.A., 1998, Loyola University

M.Phil., 2001, Drew University

Ph.D., 2011, Drew University

JAMES EDWARD ELLIS (2006)

Professor of Biblical Literature

B.A., 1986, Stetson University

M.Div., 1991, Asbury Theological Seminary

Th.M., 1999, Emory University

Ph.D., 2005, Baylor University

MARK FRISIUS (2008)

Professor of Theology

B.A., 1998, George Fox University

M.Div., 2002, Asbury Theological Seminary

M.A., 2006, The Catholic University of America

Ph.D., 2009, The Catholic University of America

CHAD MAXSON (2019)

Assistant Professor of Theology & Philosophy

B.A., 1998, Olivet Nazarene University

M.A., 2003, Chicago Theological Seminary

Ed.D., 2017, Olivet Nazarene University

Please see Accelerated Bachelor's/Master's Programs for information on undergraduate to graduate program completion.

For information on ordination in the Church of the Nazarene, please see Academic Requirements for Ordination.

Biblical Languages Minor

19 hours

Required:

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

Biblical Studies Minor

21 hours

Required:

- BLIT 250 - Introduction to Biblical Interpretation
- BLIT 305 - Old Testament Introduction
- BLIT 310 - New Testament Introduction
- And 12 additional hours of upper-division Biblical Literature approved by the Dean of the School of Theology and Christian Ministry.

Christian Studies Minor

18 hours

9 hours from:

Complete 9 hours in Biblical Studies, Christian Education, Christian Ministry or Theology

Plus:

9 additional hours of Upper Division (300/400 level) Biblical Studies or Theology

Greek Minor

14 hours

Required:

- BLIT 233 - Elementary Greek I
- BLIT 234 - Elementary Greek II
- And six additional hours of upper-division Greek.

Note:

Students majoring in Pastoral Ministry will be required to complete an additional 3 hours of upper division OT to complete the minor.

Hebrew Minor

14 hours

Required:

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

Note:

Students majoring in Pastoral Ministry will be required to complete an additional 3 hours of upper division NT to complete the minor.

Philosophy Minor

15 hours

Required:

- PHIL 201 - Introduction to Philosophy

Plus 12 additional hours from the Philosophy courses offered

Religious Studies Minor

18 hours

Required:

- PHIL 325 - World Religions
- THEO 310 - Christian Theology I
- THEO 351 - History of Christianity I or THEO 352 - History of Christianity II

Plus 9 upper-division hours of Theology, Philosophy or Biblical Studies

Theology Minor

18 hours

Required:

- THEO 310 - Christian Theology I
- THEO 320 - Christian Theology II
- THEO 351 - History of Christianity I
- THEO 352 - History of Christianity II

Plus 6 additional upper division hours of Theology

Biblical Studies Major, B.A.

39 hours

Required:

- BLIT 250 - Introduction to Biblical Interpretation
- BLIT 305 - Old Testament Introduction
- BLIT 310 - New Testament Introduction
- BLIT 330 - New Testament Greek Exegesis or BLIT 341 - Biblical Hebrew Exegesis
- PHIL 201 - Introduction to Philosophy
- PHIL 325 - World Religions

- THEO 310 - Christian Theology I
- THEO 320 - Christian Theology II
- THEO 351 - History of Christianity I
- THEO 352 - History of Christianity II

Old Testament Elective:

Upper Division (300/400 level) Old Testament elective credits required:

3 hours if completed BLIT 243/BLIT 244

6 hours if completed BLIT 233/BLIT 234

New Testament Elective:

Upper Division (300/400 level) New Testament elective credits required:

3 hours if completed BLIT 233/BLIT 234

6 hours if completed BLIT 243/BLIT 244

Required Supporting Courses:

- BLIT 233 - Elementary Greek I **and** BLIT 234 - Elementary Greek II **OR**
- BLIT 243 - Elementary Hebrew I **and** BLIT 244 - Elementary Hebrew II to satisfy the general education foreign language requirement.

Recommended Supporting Course:

8 hours of either Elementary Greek or Elementary Hebrew

3 additional hours of Greek or Hebrew Exegesis

Christian Studies Major (B.A.)

36 hours

Required:

- BLIT 250 - Introduction to Biblical Interpretation
- BLIT 305 - Old Testament Introduction
- BLIT 310 - New Testament Introduction
- PHIL 201 - Introduction to Philosophy
- PHIL 325 - World Religions
- THEO 310 - Christian Theology I
- THEO 320 - Christian Theology II
- THEO 351 - History of Christianity I
- THEO 352 - History of Christianity II

Plus:

9 additional Upper Division (300/400 level) hours in Biblical Studies, Christian Education, Christian Ministry or Theology.

Note:

This degree alone does not fulfill ordination requirements, but it can be combined with a ministry-focused master's degree to do so.

Philosophy and Religion Major, B.A.

39 hours

STCM Core:

- BLIT 250 - Introduction to Biblical Interpretation
- BLIT 305 - Old Testament Introduction
- BLIT 310 - New Testament Introduction
- PHIL 201 - Introduction to Philosophy
- PHIL 325 - World Religions
- THEO 310 - Christian Theology I
- THEO 320 - Christian Theology II
- THEO 351 - History of Christianity I
- THEO 352 - History of Christianity II

6 Hours from:

Upper division (300/400 level) Philosophy

Plus:

6 additional hours of upper division (300/400 level) Theology, Biblical Studies or Philosophy.

Philosophy Major (B.A.)

30 hours

Required:

- PHIL 201 - Introduction to Philosophy
- PHIL 301 - Logic
- PHIL 330 - Introduction to Christian Ethics
- PHIL 451 - Philosophy of Religion

Plus:

18 hours of upper division (300/400 level) Philosophy

Theology Major, B.A.

30 hours

Required:

- PHIL 325 - World Religions
- THEO 310 - Christian Theology I
- THEO 320 - Christian Theology II
- THEO 351 - History of Christianity I
- THEO 352 - History of Christianity II

Plus:

An additional 15 hours of upper division (300/400 level) Theology.

Required Supporting Courses:

- BLIT 250 - Introduction to Biblical Interpretation
- BLIT 305 - Old Testament Introduction
- BLIT 310 - New Testament Introduction
- PHIL 201 - Introduction to Philosophy

Note:

This degree alone does not fulfill ordination requirements, but it can be combined with a ministry-focused master's degree to do so.

Students preparing for graduate study are recommended to take German (when available), French and/or Greek.

Religion, M.A.

Kevin Lowery, Ph.D., Coordinator

The rich heritage of academic excellence that defines Olivet Nazarene University is clearly manifested in Olivet's Master of Arts degree in Religion. It comes to life in the relevant, real-world content of the coursework, in the impeccable credentials and sense of commitment of faculty, and in the impressive achievements of the program's alumni.

The Master of Arts degree in Religion program is taught by leading scholars in the Nazarene denomination with some scholars from other traditions as well. They are very active in professional organizations and scholarly research, contributing original work to the academic community. The M.A. in Religion provides professional knowledge, practical decision-making abilities, and vision to handle a variety of leadership positions for leaders in today's church or for those preparing for leadership in tomorrow's church.

The strong academic focus of the M.A. program in Religion at ONU provides a solid foundation for further graduate work and for Christian ministry. Flexibility in required courses allows you to customize your program, including a concentration in biblical studies, a concentration in theology, or a personalized, general program in biblical studies and theology. A small student/professor ratio allows for wholesome interaction with both professors and other students.

36 hours

Required:

- BLIT electives (6 hours)
- THEO 612 - Philosophy and Ethics for Ministry

- THEO 613 - Systematic Theology
- THEO 651 - Historic Christian Thought
- THEO 682 - Wesleyan-Holiness Theology
- THEO Elective - 20th Century Theologies
- THEO 699 - Thesis

Electives & Concentrations:

Theology Concentration

- THEO Electives (12 hours)

Bible Concentration

- BLIT Electives (12 hours)

Religious Studies Concentration

- THEO 625 - Philosophy of Religion
- THEO Elective (3 hours)
- BLIT/THEO Electives (6 hours)

Note:

A cumulative GPA of 3.0 is required for graduation from the program, and no course counting toward graduation may carry a grade of less than a B-.

Program Format

Students will select, in consultation with the adviser or program coordinator, the courses required to fulfill the degree requirements. Normally, however, the courses are to be chosen from the graduate-level courses in biblical literature and theology offered at Olivet. A concentration in either biblical studies or theology requires 12 semester hours in the respective area of concentration.

The M.A. in Religion program meets in traditional format, although students have the option to take modules as electives. For a more detailed explanation of the different course formats, please refer to "Academic Policies - SGCS: Program Formats".

Program Objectives

The M.A. in Religion program aims to:

- Assist students in developing advanced skills for exegesis, interpretation, and theological understanding of the Bible.
- Encourage students to do competent research and writing.
- Develop in students an appreciation for and understanding of the history and theology of the Christian tradition.
- Develop in students an appreciation for and understanding of the history and theology of the Wesleyan holiness tradition.
- Develop in students an understanding of contemporary issues in Biblical studies and theology.
- Motivate students to become lifelong learners who grow spiritually, think clearly, and serve redemptively.

Time Limits

A student is allowed four years from beginning the first graduate course to complete the entire MA.RLGN program. Coursework beyond four years is evaluated by the Program Coordinator, the Director of Graduate Studies, or the Dean of the School of Theology & Christian Ministry. Students granted permission for more than four years may be expected to meet current program requirements, and that may mean retaking one or more courses.

Academic Requirements for Ordination

While many of our students come from traditions outside the Church of the Nazarene, many Nazarene ministry students choose to pursue ordination in the Church of the Nazarene. To satisfy this need the School of Theology and Christian Ministry, in cooperation with COSAC (Course of Study Advisory Committee) of the Church of the Nazarene, has identified 25 courses that meet the academic outcomes required for ordination. After a student has successfully completed all 25 courses and verification has been made by the Office of the Registrar, a Certificate of Completion will be awarded that identifies that all academic requirements for ordination have been completed. This certificate will serve as verification of completion for all districts on the Olivet region as agreed upon by each of the regional District Superintendents. It is the intention of the university that this certificate also be accepted by all districts. Below is a list of the classes that must be successfully completed to meet the outcome requirements of COSAC.

BLIT 250 - Introduction to Biblical Interpretation

BLIT 305 - Old Testament Introduction

BLIT 310 - New Testament Introduction

CHED 115 - Foundations of Christian Education

CHED 241 - Spiritual Formation and Leadership Development

CHED 255 - Sophomore Supervised Ministry

CHED 355 - Junior Supervised Ministry

CHED 455 - Senior Supervised Ministry

CMIN 116 - Fundamentals of Christian Ministry

CMIN 306 - Cross-Cultural Ministry

CMIN 315 - Church as Mission, Evangelism, and Movement

CMIN 394 - Pastoral Care and Counseling

CMIN 405 - Preaching and Worship as Congregational Formation

CMIN 401 - Advanced Homiletics

CMIN 452 - The Minister as Leader and Administrator

COMM 105 - Fundamentals of Communication (oral)

ENGL 208 - College Writing II (CMS) (CMS) (oral and media)

PHIL 201 - Introduction to Philosophy

PHIL 325 - World Religions

THEO 310 - Christian Theology I

THEO 320 - Christian Theology II

THEO 351 - History of Christianity I

THEO 352 - History of Christianity II

THEO 272 - History, Missions, and Polity of the Church of the Nazarene

THEO 482 - Wesleyan-Holiness Theology

Educational paths to ordination in the Church of the Nazarene are available through a number of undergraduate degree options in the department of Theology and Philosophy in partnership with the Master of Arts in Ministerial Studies in the School of Theology and Christian Ministry graduate programs.

School of Theology & Christian Ministry Graduate Programs

Jeffery Stark, D.Min., Director

Theology and Christian ministry have stood at the very heart of Olivet's heritage since the university's founding over one hundred years ago. Today Olivet offers a rich range of options for graduate education in theology, Bible and Christian Ministry, with eleven master's degree programs and several specialized tracks for specific audiences. The professors in the School of Theology and Christian Ministry are committed to excellence in education and to the standards of the academy. Each member of the School's graduate faculty is committed to scholarship, publication, and the highest level of reasoned discourse in their respective field of expertise and strives for excellence in teaching. In addition, nearly all the School's faculty members have extensive experience and a record of successful and effective ministry. The eleven master's programs fall into three areas:

General Ministry programs

Olivet offers four Master's programs for general ministry. Each is distinct in format, prerequisites, and the kind of student for which it is intended. Students considering a degree in general ministerial studies should understand each option and choose the best fit for their circumstances.

- **Master of Divinity** presupposes a strong undergraduate education, which will continue at the graduate level. With concentrations in pastoral ministry, urban ministry, family ministry, chaplaincy, and more, the program serves those who wish to seriously explore a call to Christian ministry in many different contexts. The program follows a variety of course formats: modules, half-semester, full-semester, online, video conference, etc. Concentrations are available as follows: Urban Ministry, Family Ministry, Pastoral Leadership, Pastoral Ministry, Ministerial Studies, Missional Multiplication, Biblical Studies, and Theology.
- **Master of Arts in Christian Ministry** is a gateway program that does not presuppose previous study of theology or ministry, nor does it presuppose that the student is already in ministry. Coursework can be completed through a combination of on-site, online, and video conferencing options.
- **Master of Arts in Ministerial Studies** presupposes a strong undergraduate education, preferably in, but not limited to, theology, Bible, or Christian Ministry. The distinct purpose of this degree is to complete ordination requirements for ordination for the Church of the Nazarene. Coursework can be completed via distance learning options of online, video conference, and one-week intensives.
- **Master of Arts in Pastoral Ministry** presupposes a strong undergraduate education in theology and ministry and continues that study at the graduate level. The focus of this program is on general pastoral ministry as distinct from specialty ministries, such as urban, family, or youth ministry. It does not require that the entering student be in ministry at the time of entry. During the first year, the program is a residential program at Olivet's campus in Bourbonnais, Illinois. Most of the courses are based in the traditional classroom, although some are modular (see Program Formats section). During the second year, the student engages in mentored ministry, which may be at some distance from the campus.
- **Master of Ministry** program also presupposes that the student is currently engaged in ministry. The coursework can be completed through on-site, online, one-week intensive modules, and video conference options. This program allows students the flexibility to earn their degree at a pace that is fitting to their workload capacity, as well as accept some transfer credits.

Specialized Ministry programs

Olivet offers five Master's programs for specialized ministries. Each degree is designed to provide a highly focused and powerful education for specialized ministry in the local church. These degrees prepare students for ministry to a specific audience, and they are distinct in format and prerequisites. Students considering a degree in one of the following should choose one that best suits their background and calling.

- **Master of Arts in Pastoral Leadership** presupposes that the student is currently engaged in ministry. This program focuses on developing the students' theological understanding and vision of ministry to enhance their effectiveness as pastoral leaders. It follows the cohort program format (see Program Formats section of this chapter) and is entirely online. No coursework may be transferred in for this program.
- **Master of Arts in Missional Multiplication** presupposes a strong undergraduate education in theology, Bible, and/or ministry. The program provides graduate level study that focuses on a curriculum and training for students/practitioners within the field of Missional Theology, Church Planting, and Church Multiplication. Coursework can be completed entirely online or through other distance-learning and on-site class options.
- **Master of Arts in Family Ministry** presupposes a strong undergraduate education in theology, Bible, and/or ministry. The program provides graduate level study that focuses on ministry to the entire family in today's culture in a local church context. It does not require that the entering student be in ministry at the time of entry. During the first year, the program is residential at Olivet's campus in Bourbonnais, Illinois. Coursework can be completed via semester-long on-site and one-week intensive module options. In the second year, the student engages in mentored ministry, which may be some distance from campus.
- **Master of Ministry in Spanish** is offered entirely in Spanish. Most courses are taught online, and a few are offered as intensive week-long modules on Olivet's Bourbonnais, Illinois campus. This program is designed for pastors ministering in Hispanic contexts in the United States and Canada. Prospective students should hold a bachelor's degree from an accredited university, or a "licenciatura" in theology (at the university level) from a recognized Latin American theological seminary.
- **La Maestría del Ministerio en español**, se ofrece totalmente en este idioma. La mayoría de los cursos se imparten en línea (internet) y unos pocos se ofrecen como módulos intensivos de una semana en el campus de Olivet, en Bourbonnais, Illinois. Este programa está diseñado para pastores que ministran en contextos hispanos en los Estados Unidos y Canadá. Los candidatos para este programa deben tener un grado de bachiller de una universidad acreditada (USA/Canadá) o una licenciatura en teología (nivel universitario) de un seminario teológico reconocido de América latina.
- **Master of Arts in Urban Ministry** is designed to develop missional ministry leaders for service in an urban context. Intentional focus is given to forming theologically shaped leaders who are prepared practically for effective, as well as purposeful, ministry in these special urban contexts. Emphasis is placed on personal experience in urban ministry and teaching and coaching by experienced leaders in urban and compassionate ministry. Coursework can be completed from a distance through a combination of distance-learning options including online and video conference options; students already serving in an urban ministry do not have to leave their current assignment. Graduates of this program are expected to become leaders in the work of the church in urban contexts.

Scholarly programs

If scholarly study of the Christian faith is of interest, the following program is offered. The program focuses on the classic theological disciplines of Bible, theology, and church history. Both are offered on Olivet's campus in Bourbonnais, Illinois.

- **Master of Arts in Religion** Master of Arts in Religion is Olivet's oldest graduate degree and remains the most flexible for students with a variety of scholarly goals. The program allows students to mix and match courses in theology, Bible, church history, and some relevant philosophy options to form a coherent plan of study, which is approved by the program coordinator or the director of graduate studies for the School of Theology and Christian Ministry. With specific course selections, concentrations are available in Theology, Biblical Studies, and Religious Studies.

For further information as well as updates to rules and regulations, please visit <https://online.olivet.edu> and click on the "Ministry" programs option.

Course Descriptions - Residential Undergraduate

Course Numbering System

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

- 000 — Not available for degree credit
- 100 — Introductory or basic freshman-level courses
- 200 — Sophomores and qualified freshmen
- 300 — Juniors and qualified sophomores
- 400 — Seniors and qualified juniors
- 500 — Graduate students, qualified seniors
- 600 — Graduate students only
- 700 — Graduate students only
- 800 — Graduate students only
- 900 — Doctoral students only

ACCT 110 - Financial Accounting

4 hours

An introduction to the theory, concepts, and principles that govern the generation of financial accounting data. Topics studied include the nature of accounting; the accounting cycle for services and merchandising entities; accounting for cash, receivables, inventory, property, plant, and equipment; and current liabilities. Computer applications will be integrated throughout the course, enabling emphasis on the use and interpretation of accounting data. Prerequisite(s): Strongly recommended sophomore standing or Freshman standing allowed if declared accounting major. UG

ACCT 111 - Managerial Accounting

4 hours

This course emphasizes managerial accounting concepts, including management and reporting of cash flows, financial statement analysis, traditional cost accounting systems, activity-based accounting concepts, and just-in-time concepts. Additionally, this class explores the tools and techniques used to control operations such as budgetary planning, C-V-P analysis, and capital budgeting. Computer

applications will be utilized throughout the course. Prerequisite(s): ACCT 110. UG

ACCT 255 - Intermediate Accounting I

4 hours

An in-depth analysis of not only the "how-to's" but also the "why's" regarding the generation and reporting of accounting information. Topics covered include the need for accounting standards, what they are (the codification) and who is instrumental in developing standards; a brief review of the accounting cycle and financial statements; time value of money concepts; the accounting for cash, receivables, inventory, property and equipment and intangible assets. The course will also provide hands-on experience in recording transactions and preparing financial reports using QuickBooks. Prerequisite(s): ACCT 111 or permission of instructor. UG

ACCT 256 - Intermediate Accounting II

4 hours

A continuation of the study of accounting theory and practice commenced in Intermediate I. Topics covered include the accounting for liabilities and stockholder's equity; complexities in revenue recognition; computation of basic and diluted earnings per share; accounting for investments; accounting for pensions; leases; and the statement of cash flows. The course will also continue the exploration of using QuickBooks culminating with becoming a certified user of QuickBooks by the end of the course through successful completion of the certification exam. Prerequisite(s): ACCT 255. UG

ACCT 357 - Cost Accounting

3 hours

The utilization of basic cost accounting principles, practices, and procedures for industries using either a process job order or a standard cost system. The effective use of cost accounting as a management tool is emphasized. Prerequisite(s): ACCT 111 and junior standing, or permission of instructor. UG

ACCT 365 - Individual Income Tax

3 hours

Presents an analysis and interpretation of the Federal Income Tax Laws. Emphasizes the legal concepts of income, deductions, and exemptions. The information

is applied in a practical way through the preparation of returns for individuals. Prerequisite(s): ACCT 255, junior standing, or permission of instructor. UG

ACCT 367 - Auditing

3 hours

Presents the purposes of audits as conducted by the certified public accountant. Emphasizes the principles of auditing and the types of audits normally made. Professional ethics and legal responsibility are considered. A specific program or each phase of the audit is outlined in detail. Prerequisite(s): ACCT 255, junior standing, and/or permission of the instructor. UG

ACCT 461 - Consolidations and Partnerships

3 hours

A study of the accounting procedures and principles relating to business combinations, both internal and external. The procedures for the preparation of consolidated financial statements are emphasized. This course also covers the accounting principles relating to the formation, operation, and liquidation of partnerships. Prerequisite(s): ACCT 255, junior standing or permission of the instructor. UG

ACCT 462 - Governmental and Not-for-Profit Accounting

3 hours

This course involves the study of the unique accounting practices of governmental accounting and not-for-profit organizations. The focus will be on fund accounting and the reporting requirements of financial statements. Other topics in the governmental and not-for-profit sector will be covered as appropriate. Prerequisite(s): junior standing, ACCT 255, or permission of instructor. UG

ACCT 469 - Advanced Accounting

3 hours

A study of the accounting procedures and principles relating to business combinations, both internal and external. The procedures for the preparation of consolidated financial statements are emphasized. This course also covers the accounting principles relating to the formation, operation, and liquidation of

partnerships. Prerequisite(s): junior standing, ACCT 255, or permission of instructor. UG

ACCT 470 - Corporate and Other Entity Tax

3 hours

A study of the tax treatment of C corporations and S corporations. Topics include formation, taxation, distributions to shareholders, and liquidations. The emphasis will be on tax planning to minimize taxes. Part of the course will explore the basic rules of income taxation of estates and trusts. Tax research will be emphasized throughout the course, as well as the completion of computerized cases. Prerequisite(s): ACCT 365 or permission of instructor. UG

ACCT 475 - Advanced Auditing

3 hours

One emphasis of the course will be on the setup and maintenance of a computerized general ledger system. This aspect will be integrated with computerized case studies which will focus on audit planning, risk and materiality, evidence-gathering, evaluation of the internal control structure, and audit evidence and audit reports. Examination of the professional literature and pronouncements will be conducted throughout the course. Prerequisite(s): ACCT 367. UG

ACCT 489 - Internship

0-4 hours

All business majors are required to attain an internship experience with a minimum of on-site experience of 110 clock hours. Undergraduate students may elect up to two internship experiences, not to exceed 4 credit hours. An internship taken for no credit requires a minimum of 110 clock hours. An off-campus/study abroad program, ROTC, or Military Science minor will satisfy the requirement with approval of the Internship Coordinator. Same as BSNS 489. Every semester. Prerequisite(s): Junior or Senior standing and approval of the School of Business Internship Coordinator. UG

ACCT 589 - Internship

3 hours

Students must complete the following:

1. Self-search for appropriate work setting; 110 clock hours of internship experience;
2. Confirmation by supervisor of hours worked and level of performance;
3. Complete *Executive Summary* of experience;
4. Additional Internship paper describing experience;
5. Extensive research and analysis paper on industry and specific company;
6. Paper describing their contribution to the quantitative or qualitative improvement to their company.

An off-campus/study-abroad program, ROTC, or Military Science minor will satisfy the internship requirement with approval of the Internship Coordinator. Prerequisite(s): Junior or Senior standing, and approval of the School of Business Internship Coordinator. UG

ART 100 - Art Appreciation

1.5 hours

A general education course designed to give the student a basic understanding of the visual arts and its language. Studied in the course will be art from the ancient past, along with the development of architecture. At the end of the course students could expect to identify unfamiliar works of art, such as paintings and sculptures from various times in history. GER: Fine Arts. UG

ART 101 - Fundamentals of Drawing

3 hours

Introduction to drawing, the application of basic principles and elements of art as they relate to drawing. Students will work from observation in order to gain an understanding of design. UG

ART 111 - Textile Design

3 hours

Same as FACS 111. UG

ART 115 - Technology for Artists

1.5 hours

This course is an introduction on learning the basics of creating digital art assets for drawing, photo, and video using iPad and Apple Pencil, and an overview of technology best practices for artists, including the

basics of using iPad, Apple Pencil, and laptop in courses, in creating and presenting artwork, and sharing their portfolios. Copyright and fair use of new and existing art assets will also be discussed. Apple Pencil, iPad, and laptop required (see Department Technology Requirements for approved hardware). UG

ART 123 - Design Studio I

3 hours

A basic course in the fundamentals of the visual arts. Experiences in studio problems are geared to helping the student apply the information given. The course stresses discipline in arts, in language, and in the understanding of the principles and elements of art. UG

ART 125 - 3-D Design

3 hours

Examines the composition and plasticity of 3-D forms through design and construction involving various media. UG

ART 140 - Interior Design

3 hours

Same as FACS 140. UG

ART 160 - Introduction to Media Arts

3 hours

This course continues with creating art assets for use in modern applications using digital tools, including iPad, Apple Pencil, and laptop. Students will be introduced to creative applications of their iPad and Apple Pencil through curriculum developed by Apple. They will then brand and redesign templates of a website, a mobile app, a video game, and will create a piece in a 3D or Virtual Reality art application. Apple Pencil, iPad, and laptop required (see Department Technology Requirements for approved hardware). UG

ART 172 - Introduction to Photography

3 hours

This foundational course introduces students to the technical and creative application of digital photographic techniques at the beginning level.

Students will learn to control the camera for creative expression in addition to learning about various professional careers. Students will be challenged by regular technical, creative and written assignments. UG

ART 200 - Introduction to Graphics

3 hours

Includes basic computer graphic skills; study of elements and principles of art and design properties and use of color; and techniques for creating computer art. Prerequisite(s): Student must provide a laptop with Adobe Creative Cloud account with access to Photoshop, Illustrator, and InDesign. - Must be completed prior to taking this course. UG

ART 201 - Ceramics: Hand Construction

3 hours

Experience in basic hand-building methods in clay construction. The student will develop skills in slab and pinch techniques, glazing and under-glazing practices and electric firing procedures. UG

ART 206 - Figure Studies

3 hours

Emphasis is given to the understanding of the anatomical and expressive function of the figure, as it relates to drawing. Various compositional strategies will be introduced. Prerequisite(s): ART 101 UG

ART 215 - Introduction to Art Therapy

3 hours

This course covers issues and concepts related to orientation to the field of art therapy, and an overview of the associations related to the field of practicing art therapists. This course is open to anyone interested in pursuing a career in art therapy. UG

ART 230 - Introduction to Painting

3 hours

An introductory course to the materials and techniques of painting. Acrylics, oils, mixed media and/or digital process will be covered. Traditional and new techniques will be applied while working with color and composition to create finished works. Students will learn how to build and stretch their own

canvases for a more professional outcome. iPad required (see Department Technology Requirements). Prerequisite(s): ART 101 or permission of instructor. UG

ART 236 - Composition and Color

3 hours

This course explores color theory in relationship to 2-dimensional design to strengthen color interactions and compositional understanding. Students will become proficient in defining and applying content vocabulary through readings, discussion, and art analyses. Studio application of theory will include painted, collaged, and/or digital color studies, as well as refined artworks. Prerequisite(s): ART 123 UG

ART 250 - Portfolio Review

0 hours

Students pursuing any art degree must successfully complete portfolio review. This course is to be taken the spring of the sophomore year. The student portfolio will include an artist statement of intent, a self-evaluation form, a current progress report and a physical portfolio of seven to ten works of art created from foundational core classes. In addition, a CD portfolio will be submitted for archival purposes. The review will include an interview with the Department of Art and Digital Media faculty. A written evaluation will be submitted to the student and kept on file. Successful completion is required before student may enroll in 300 level art courses. Prerequisite(s): ART 101, ART 123, and ART 125. UG

ART 270 - Basic Darkroom Techniques

3 hours

Introduces students to the fundamental concepts of the traditional black and white darkroom. Essential information on current films and papers will be practically demonstrated through assignments which challenge the creativity of each student on an individual level. Prerequisite(s): ART 172. UG

ART 272 - Studio Lighting & Illustration

3 hours

This intermediate course introduces the controlled use of studio and location lighting. Lighting techniques will be demonstrated and applied in a series of tabletop still life, portrait, editorial, and illustrative

sessions. Practical applications of lighting styles and set building will be explored through real world assignments. iPad and laptop required (see Department Technology Requirements).
Prerequisite(s): ART 172. UG

ART 275 - Photoshop

3 hours

This is the second level graphics course concentrating on the software Photoshop. This course explores photography, manipulations, and graphics, and creates a wide range of experiences. Students will learn to use and understand the various components of this program. UG

ART 281 - History of Western Art I

3 hours

A survey course exploring the various cultural, religious, and social patterns of peoples from the cave art period to the Gothic period. Students will gain an understanding of the iconography of each period studied. UG

ART 282 - History of Western Art II

3 hours

This course continues as a survey course in the area of visual arts, starting at the proto-Renaissance and continuing through the modern period. UG

ART 300 - Perspective and Rendering

3 hours

This course begins with the practical application of perspective, light, shade and other rendering techniques for the designer. A focused shift will take place during the semester to perspective sketching and delineations of architectural structures. Various media and application techniques will be stressed for professional results and presentation. This course does not apply toward the requirements of an Art major. Prerequisite(s): ART 101, ART 123. UG

ART 302 - Ceramics: Wheel Construction

3 hours

Students will develop skills on the potter's wheel to create thrown ceramic ware. Emphasis on skill building and form will be emphasized. Students will

participate in a handmade mug exchange at the end of the semester. UG

ART 303 - Ceramics: Advanced Techniques

3 hours

Advanced studio projects reflecting a high level of technical and conceptual approaches. May be repeated for an additional three hours credit. UG

ART 308 - Advanced Figure Studies

3 hours

Continued emphasis on the anatomical and expressive qualities of the human figure as they relate to drawing. Thematic and conceptual development and experimentation will be encouraged. UG

ART 315 - Historical Dress and World Cultures

3 hours

Same as FACS 315. UG

ART 319 - Typography

3 hours

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

ART 320 - Package Designing

3 hours

Teaches students to combine different graphic program files as they design and build a variety of packages. Prerequisite(s): ART 275. UG

ART 324 - Printmaking

3 hours

Introduction to traditional and contemporary practices in printmaking. Relief and intaglio techniques will be emphasized. Advanced exploration of printmaking processes and their application to image development

will be explored. iPad required (see Department Technology Requirements). May be repeated up to 3 times UG

ART 330 - Studio Practice and Personal Vision

3 hours

This course is an intensive study of individual styles and techniques in their chosen area of emphasis. Students will create a cohesive body of work through personal research and investigation. The development of a professional artist statement, documentation of works, and a creation of an online presence is emphasized. iPad required (see Department Technology Requirements). Prerequisite(s): ART 250. UG

ART 334 - Beginning Watercolor

3 hours

The students will learn two approaches in watercolor: direct and indirect. The direct approach is the traditional methods of watercolor: wet-on-wet and glazing. The indirect methods are splattering and pouring the paint onto a prepared surface for unique looking paintings. Demonstrations will be an integral part of the course. UG

ART 338 - Conceptual Practices in Painting

3 hours

This course is designed to reinforce painting techniques, including working from life as well as combining other reference materials. Students will learn to research contemporary artists and apply new knowledge to unique works of art. This course is designed to guide students through the process of developing a conceptual series of work toward the end of the semester. Students are required to build their own painting surfaces. iPad required (see Department Technology Requirements). Prerequisite(s): ART 230. UG

ART 345 - Photographic Print

3 hours

This course for intermediate to advanced photography students will explore various printing technologies from Professional Labs, In-House Printing through

high resolution professional inkjet printers, while experimenting with paper choices. In addition, Historic Alternative Processes with digital negatives and/or large format camerawork will be examined and produced. This course will help photography students begin to finalize their photographic style, through conceptual projects, as well as producing professional quality prints toward exhibition, portfolio, and other potential personal and commercial products. Prerequisite(s): ART 172. UG

ART 350 - Visual Storytelling

3 hours

This course focuses on writing and illustrating a children's book or graphic novel through waterbased media. Included in this course is the development of storyboarding with characters and supporting background. The process will become digitally transferred into a template and submitted to an internet publishing company for the final project. Students are required to purchase two (2) books to submit for the final grade. iPad and laptop required (see Department Technology Requirements). UG

ART 359 - Advertising and Publication

3 hours

This is a layout and design course and looks at the theory, technology, and preparation needed for publication layout, print reproduction and manufacturing. The focus is on the development, planning, design and production of print and digital publications. Students will learn methods of preparation for creation of artwork and the principles of output to film for pre-press delivery and experience a range of projects that create innovative forms in design, theories of advertising, and proven ways to sell a product. Areas explored will be graphic advertising theories, categories, and product advertising digitally and for print. Apple Pencil, iPad, laptop, and an active subscription to the Adobe Creative Cloud required (see Department Technology Requirements). Prerequisite(s): ART 200 and ART 275. UG

ART 360 - Contemporary Art History

3 hours

The study of art from 1945 to present. This class will focus on current events in art as well as recent art history. Tour of the contemporary collections in the Art

Institute of Chicago is a requirement for this course.
Prerequisite(s): ART 281, ART 282 UG

ART 362 - Video Design

3 hours

This course introduces students to the primary feature set and basic interface of non-linear video editing software on both iPad and laptop. Students will learn to perform basic editing functions while familiarizing themselves with the user interface. Topics include basic setup of video cameras; adjusting and customizing preferences and settings; capturing video and audio; and various editing techniques. Apple Pencil, iPad, laptop, and an active Adobe Creative Cloud subscription required (see Department Technology Requirements for approved hardware). Prerequisite(s): ART 160 is strongly recommended. UG

ART 364 - 3D Graphics and Animation

3 hours

Students will learn how to redesign 3D graphics and animations using industry-leading software. Projects will include making 3D models, 3D animation, 3D printing, displaying models in Augmented Reality, and preparing for more advanced applications. Apple Pencil, iPad, and laptop required (see Department Technology Requirements for approved hardware). Prerequisite(s): ART 160 is strongly recommended. UG

ART 365 - Programming for Artists

3 hours

Students will continue to explore the foundational use of programming languages used to apply art for web, app, video game, and software applications. Topics include hosting HTML applications on a web server, responsive design, app design, efficient programming, and 2D/3D game development. Apple Pencil, iPad, and laptop required (see Department Technology Requirements for approved hardware). Prerequisite(s): ART 160 is strongly recommended. UG

ART 366 - Concept Art for Gaming and Animation

3 hours

This course will explore the history of designing art

assists for several generations of gaming and animation hardware. Students will build a portfolio of 2D and 3D models and art assets for use in video game development and animation purposes. Students will design and create a virtual world or theme and develop mockups of storylines, challenges, and goals for the characters to go through. Discussions will include current topics in video gaming, including hardware, input methods, ethics, emerging technology, education, and functional uses of gaming. Apple Pencil, iPad, and laptop required (see Department Technology Requirements for approved hardware). Prerequisite(s): ART 160 is strongly recommended. UG

ART 372 - Documentary Photography

3 hours

This course explores the world of photojournalism and documentary photography. The photographic medium as it relates to the professional industry, including: the history of photojournalism, advanced shooting techniques, and the development and research behind create short and long-term photographic essays. iPad and laptop required (see Department Technology Requirements). Prerequisite(s): ART 172. UG

ART 375 - History of Non-Western Art

3 hours

A comparative study of the art forms of non-Western based societies. Attempts to provide a basis for aesthetic appreciation of the works of the majors: Africa, Oceanic, Pre-Colombian, Native Americas, Asian, and Islamic cultures. Participation in the Japanese Tea Ceremony at U of I's Japan House and a tour of the Field Museum of Natural History in Chicago are requirements of the course. GER: Intercultural Understanding. Prerequisite(s): ART 281, ART 282 required for majors only. UG

ART 388 - Art Methods for Elementary/Middle Schools

4 hours

Same as EDUC 388. UG

ART 390 - Rise of Technology in Art

3 hours

This course covers the rise of technology in art,

focusing on the photographic and graphic design mediums. Students will study the development of printing and photographic technologies as it influences the art world and world culture. Important artists, trends, and technologies will be explored through lecture, demonstration, and research projects. iPad required (see Department Technology Requirements). UG

ART 399 - Special Topics

3 hours

This course will address materials, techniques, and theories that are not covered in other courses. It will cover a changing variety of themes and subjects as defined each time it is offered. iPad and laptop required (see Department Technology Requirements). May be taken twice for credit. Prerequisite(s): ART 250. UG

ART 400 - Historical and Theoretical Approaches to Art Therapy

3 hours

This course explores the history, philosophy, and theories of art therapy within counseling psychology. The fundamental elements of art therapy are addressed with attention to the influences of diverse cultural values, beliefs and practices. Prerequisite(s): ART 215. UG

ART 410 - Web Design

3 hours

Adobe Muse will be utilized for web page design in this course. Students will learn how to build a website, add pages, insert and format text and graphics, and hyperlink from page to page. Students will produce a website that includes a home page and links to resumé, gallery, and autobiographical pages. This course will also cover popular website building tools. This course requires an Apple Pencil, iPad, and laptop that meets or exceeds the specifications listed in the department's technology requirements, as well as an active subscription to the Adobe Creative Cloud. Prerequisite(s): ART 200, ART 250, and ART 275. UG

ART 412 - Motion Graphics and Animation

3 hours

Instruction on how to create basic animations using Adobe After Effects. The student will learn to navigate the software interface and create new animated files. Also included: importing images into the software, creating/editing text, creating/formatting drawing objects, and adding layers. Students will use the timeline feature in the software to create basic frame-by-frame animations and motion animations. This course requires an Apple Pencil, iPad, and laptop that meets or exceeds the specifications listed in the department's technology requirements, as well as an active subscription to the Adobe Creative Cloud. Prerequisite(s): ART 200, ART 250, and ART 275. UG

ART 466 - Game and VR Development

3 hours

This capstone course will cover how to apply digital art in software applications. Students will utilize their own digital art assets and design them to react to physics and user input. Discussions will include innovative ways to interact with digital media, incorporating traditional elements into nontraditional arts technology, collaborative functions, and an exploration of multiple key areas involved in designing and developing a software application. Students will then design a software application with a focus on the artistic style of these products. Topics include characters and environments that react visually to physics, as well as dynamic lighting camera angles, and graphics performance. Students will create a short demo of a software application that is ready for user testing. Apple Pencil, iPad, and laptop required (see Department Technology Requirements for approved hardware). Strongly recommend taking a minimum of 2 upper-level courses from the Media Arts concentration (ART 362, 364, 365 366) or instructor approval before taking this course. Prerequisite(s): Strongly recommend taking a minimum of 2 upper-level courses from the Media Arts concentration (ART 362, ART 364, ART 365, ART 366) or instructor approval. UG

ART 471 - History of Modern Art

3 hours

A survey course of the visual arts from the late 19th century up to 1945. Areas to be explored are Post-Impressionism, Dadaism, Expressionism, and Abstraction. Field trips to the Art Institute in Chicago will play an important role in the course. UG

ART 476 - Advanced Photography

3 hours

An advanced course in photographic media which is intended to give both an overview and an advanced proficiency in the various practices that now produce and employ photographic imagery. Students will develop technique through varied challenges, in addition to developing a personal vision in their work through an in depth personal or commercial project. UG

ART 489 - Art Internship

0-6 hours

This internship can be taken for up to 6 credit hours in any division of whole hours. An hour consists of 50 contact hours with the agency or firm of the internship. All internships must be approved by the chair or professor in charge ahead of time. At the end of the internship a portfolio of work is required along with a hourly log signed by the supervisor. Internships can be taken during the school year or during the summer. Students must be at 60 hours or higher to take this course. Prerequisite(s): 60 or more completed credit hours. UG

ART 491 - Thesis

3 hours

This capstone course is designed for the Senior Art Student in preparation for the Thesis Exhibition. Students will research and develop a finalized cohesive project to completion in preparation for their final presentation of work in a gallery setting. Emphasis will be placed on the development of concept, investigation of materials, and final presentation of work in a professional gallery. iPad required (see Department Technology Requirements). Prerequisite(s): ART 330. UG

ART 492 - Business Practices in Art

3 hours

In this seminar course, students will explore the business side of art. Focus will be placed on developing a branded marketing strategy, building an online presence, and developing a professional job packet and portfolio for application to Grad School or employment. iPad required (see Department Technology Requirements). Prerequisite(s): ART 250 and ART 491. UG

BLIT 210 - Christian Scriptures

3 hours

A survey of the content and theological themes of the Old and New Testaments in their literary and historical contexts in order to facilitate the reading, interpretation, and application of scripture to contemporary life. GER: Christianity UG

BLIT 233 - Elementary Greek I

4 hours

A comprehensive elementary course that includes grammar, pronunciation, reading, and translation of Koine Greek. UG

BLIT 234 - Elementary Greek II

4 hours

A continuation of BLIT 233. UG

BLIT 243 - Elementary Hebrew I

4 hours

A comprehensive elementary course that includes grammar, pronunciation, reading and translation of Biblical Hebrew. UG

BLIT 244 - Elementary Hebrew II

4 hours

A continuation of BLIT 243 with an emphasis on reading and exegeting the Biblical text. UG

BLIT 250 - Introduction to Biblical Interpretation

3 hours

Introduction to Biblical Interpretation is a study of the science and art of Biblical interpretation and practice of Biblical exegesis. The course will include a discussion of Biblical translations. Required for all majors within the School of Theology and Christian Ministry. Along with BLIT 310, this course will be taken in place of BLIT 210 as a general education requirement. UG

BLIT 305 - Old Testament Introduction

3 hours

An introductory course designed to examine the content of and methods for studying the Old Testament. This course introduces the student to critical issues in and resources for Old Testament studies and exposes the student to the various contexts (critical, religious, historical, social, etc.) in which the Old Testament texts were written. Attention is given to the history of the development of the discipline and to the issues and approaches which are currently being discussed. An overview of the content of the books of the Old Testament as well as some examination of the major theological themes of the Old Testament are included. Prerequisite(s): BLIT 250. UG

BLIT 310 - New Testament Introduction**3 hours**

An introductory study of the New Testament. This course introduces the student to critical issues in and resources for New Testament studies, exposes the student to the various contexts (cultural, philosophical, religious, social, etc.) in which the New Testament texts were written, and gives attention to the historical backgrounds, genre, message, and significant persons of the New Testament texts. Some attention will be given to comparing major theological themes and passages of the New Testament. Includes an overview of the process of formation for the canon of the New Testament. Prerequisite(s): BLIT 250. UG

BLIT 330 - New Testament Greek Exegesis**3 hours**

A continuation of grammar study and translation with attention to developing exegetical skills in the study of the Greek New Testament. This course will focus either on a selection of New Testament passages or on a selected New Testament corpus. May be repeated for credit as topic varies. Prerequisite(s): BLIT 233, BLIT 234. UG

BLIT 339 - Readings in Greek**1-3 hours**

A course that continues to develop and refine skills in the reading and study of selected Greek texts. Selections may include texts from the New Testament, the early Church, and/or ancient

philosophers. May be repeated with a different subtitle. Prerequisite(s): BLIT 233, BLIT 234, and BLIT 330. UG

BLIT 341 - Biblical Hebrew Exegesis**3 hours**

This course will be a continuation of grammar study and translation with attention given to developing exegetical skills in the study of Biblical Hebrew. Translation and exegetical exercises will be based on selections of individual texts or a particular book within the Hebrew Bible. At the instructor's discretion, attention may be given to the study of Biblical Aramaic during the semester. Course may be repeated under a different subtitle. Prerequisite(s): BLIT 243, BLIT 244. UG

BLIT 349 - Readings in Hebrew**1-3 hours**

This is a course that continues to develop and refine skills in the reading and study of selected Hebrew texts. Selections will include texts from the Pentateuch, the Historical Books, the Prophetic corpus, and Wisdom and Psalm Literature. At the instructor's discretion, students may be allowed to translate selected Aramaic texts from the books of Ezra and Daniel. Prerequisite(s): BLIT 243, BLIT 244, BLIT 341. UG

BLIT 356 - Psalms and Wisdom Literature**3 hours**

A survey of Hebrew poetry and wisdom literature in English translation. A study of selected Psalms and portions of Job, Proverbs, Ecclesiastes, and Song of Solomon. Prerequisite(s): BLIT 250, BLIT 305. UG

BLIT 365 - Hebrews and General Epistles**3 hours**

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

BLIT 369 - The Early Church and the Scriptures

3 hours

Same as THEO 369. UG

BLIT 371 - Pentateuch**3 hours**

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

BLIT 379 - Old Testament Prophets I**3 hours**

A study of the background, contents, and teachings of Hosea, Amos, Isaiah, Micah, Jonah, and Obadiah. Prerequisite(s): BLIT 250, BLIT 305. UG

BLIT 380 - Old Testament Prophets II**3 hours**

A study of the background, contents, and teachings of Jeremiah, Lamentations, Joel, Nahum, Habakkuk, and Zephaniah. Prerequisite(s): BLIT 250, BLIT 305. UG

BLIT 381 - Exilic and Post-Exilic Prophecy and Community**3 hours**

This course will study the structure, content and theological ideas of the prophetic writings from the exilic/post-exilic period: Isaiah 40-66, Ezekiel, Haggai, Zechariah, and Malachi. Attention will also be devoted to the study of the historical, political and religious context of the second-temple community, the biblical and apocryphal literature of this period, and the religious and intellectual trends which contributed to the development of the Hebrew text and the Jewish faith. Prerequisite(s): BLIT 250, BLIT 305. UG

BLIT 385 - Biblical Explorations**3 hours**

This course will survey specific topics in Biblical Studies. Potential topics include biblical texts, interpretive methods or movements, and theological

questions. May be repeated with different topics.

Prerequisite(s): BLIT 250, BLIT 305, BLIT 310. UG

BLIT 400 - Gospels: Mark and Matthew**3 hours**

This course is a study of the Gospels of Mark and Matthew. Utilizing a variety of critical methods, students will study each of these gospels in its literary and historical context and compare the two gospels. The goal will be to gain a better understanding of what each of these gospels says about the man named Jesus and the beginning of the Christian faith and community. Prerequisite(s): BLIT 250, BLIT 310. UG

BLIT 410 - The Deuteronomistic History**3 hours**

This course will examine the basic structure, content, themes, and theology of the historical books of the Old Testament, including the books of Deuteronomy, Joshua, Judges, Samuel, Kings, and Chronicles. Attention will also be given to the critical study of the compositional history of the Deuteronomistic History (DtrH). Selections of the principle scholarly works in the discussion on the development and purpose of the Deuteronomistic History, beginning with Martin Noth and continuing up to the recent period, will be examined. Prerequisite(s): BLIT 250, BLIT 305. UG

BLIT 420 - Apocalyptic Literature and the Book of Revelation**3 hours**

An exegetical study of the Book of Revelation. Special attention will be given to Revelation as seen within the literary and historical context of Jewish apocalyptic. Apocalyptic literature in both non-canonical and canonical Jewish writings will be surveyed. Major theological themes of apocalyptic literature and the Book of Revelation will be addressed. Prerequisite(s): BLIT 250, BLIT 310. UG

BLIT 445 - Old Testament Theology**3 hours**

This course will examine the Old Testament as Scripture of the Christian Church in order to hear and understand the biblical testimony of God and his revelatory and reconciling work in the world. It will examine the history of the discipline, which will

include noting various methods of doing biblical theology such as: themes and ideas, history of salvation, literary approaches, cultural and sociological methods, and the Bible as canon. It will also concentrate on an in-depth study of major theological themes of the Old Testament such as: covenant, grace, faithful response to God, sin and accountability, holiness, and hope for the future; as well as a reflective analysis of the theological role of the scripture for today amid various and shifting cultural concerns. Prerequisite(s): BLIT 250, BLIT 305. UG

BLIT 450 - New Testament Theology

3 hours

An investigation of major themes of New Testament theology, the distinctive contributions of the biblical authors, and the issue of unity and diversity within the canon of the New Testament. Prerequisite(s): BLIT 250, BLIT 310. UG

BLIT 467 - Pauline Epistles I

3 hours

An exegetical study of Romans, 1 and 2 Thessalonians, Colossians, Philemon, and/or the Pastoral Epistles with the background provided in Acts. Offered alternate years. Prerequisite(s): BLIT 250, BLIT 310. UG

BLIT 468 - Pauline Epistles II

3 hours

An exegetical study of Galatians, 1 and 2 Corinthians, Ephesians, and/or Philippians with the background provided in Acts. Prerequisite(s): BLIT 250, BLIT 310. UG

BLIT 474 - Johannine Literature

3 hours

An exegetical study of the gospel and epistles of John in English translation. Prerequisite(s): BLIT 250, BLIT 310. UG

BLIT 475 - Luke-Acts

3 hours

An exegetical study of the gospel of Luke and the Book of Acts. Special attention will be given to the

history and current state of Lukan studies, critical issues surrounding both Luke and Acts, and major theological themes. Issues relating to the continuity of Luke and Acts will be explored. Prerequisite(s): BLIT 250, BLIT 310. UG

BLIT 476 - Topics in Biblical Studies

3 hours

A study of significant areas of contemporary and enduring interest in the field of Biblical studies, such as hermeneutics, the parables of Jesus, miracles, the Greco-Roman world, and theology. Courses related to specific Biblical writings may also be offered. Prerequisite(s): BLIT 250, BLIT 305, BLIT 310. UG

BLIT 486 - Topics in Old Testament

3 hours

This course offers a focused treatment of various topics within the field of Old Testament studies. UG

BLIT 496 - Topics in New Testament

3 hours

This course offers a focused treatment of various topics within the field of New Testament studies. UG

BLIT 600-699 - Graduate Level Courses

Open to some seniors. See the coordinator of Graduate Studies in Religion.

BIOL 125 - Biology I

3-4 hours

Beginning course for all Biology majors. Study of biomolecules, cell structure and function, energy, metabolism, photosynthesis, genetics, history of life, and diversity of animal life.

GER: Biology. Three lecture periods and one laboratory period. Nursing majors may register for 3 hours without completing lab component of the course. UG

BIOL 126 - Biology II

4 hours

The second course for all Biology majors. Study of plant diversity, and plant and animal anatomy, physiology, and development.

GER: Biology. Prerequisite(s): BIOL 125. Three lecture periods and one laboratory period. UG

BIOL 169 - Survey of Anatomy and Physiology

4 hours

A non-major laboratory science course to study the human body in health and disease. Basic anatomical and physiological information concerning cells, tissues, and the organ systems will be studied. Relevant clinical applications will be included. GER: Biology. Three lecture periods and one laboratory period. UG

BIOL 201 - General Biological Science

3 hours

A survey course focusing on information, topics, and experiences derived from the biological sciences. The course systematically builds a sequential scientific information base derived from chemical/molecular, genetic, cellular, tissue/organ, organism, population/ecological areas, and environmental issues. Contemporary topics in biology, biomedicine, evolution, stem cell use, risk assessment, human disease, cancer, and environmental stewardship are also studied. Laboratory experiences are designed to augment and extend the lecture experience. The interaction between human systems and natural systems is also explored. When possible, human connections are emphasized so as to encourage students to see their role in the magnificent scheme of life. Thus, the primary goal is to help the student learn and connect basic biological content with a larger, more integrated perspective.

GER: Biology. Prerequisite(s): Preferred PHSC 102. UG

BIOL 211 - Medical Terminology

2 hours

A specialized course designed to familiarize the student with the unique terminology related to specialized fields of medicine. UG

BIOL 215 - Environmental Science and Society

3 hours

The systematic and interdisciplinary study of how the

earth's natural systems function, and the impacts of human society within that environment. Students will be introduced to physical and biological systems that create the conditions that surround an organism (environment). The course will explore how perturbations to those systems impact human and non-human communities. Emphasis will be placed on the scientific investigation of sustainable solutions to environmental issues and steps towards stewardship. GER: Biology Non-lab UG

BIOL 246 - Human Anatomy and Physiology I

4 hours

The first of a two-semester sequence. Both courses consider the morphology and physiology of the human body using the organ systems approach with emphasis on the "connectedness" of human structure and function. BIOL 246 focuses on tissues, skin, skeleton, articulations, muscle, nervous, and sensory systems. Three lecture periods and one laboratory period per week. UG

BIOL 247 - Human Anatomy and Physiology II

4 hours

The second of a two-semester sequence. It considers circulatory, respiratory, digestive, excretory, endocrine, and reproductive systems of the human body. Three lecture periods and one laboratory period. UG

BIOL 296 - Seminar in Biology

½ hour

Recommended for students of sophomore standing. This seminar provides for the discussion of biological developments and topics of current interest. Related topics such as bioethics and social concerns of specific biological advances are often discussed. Student presentations are an integral part of this course. UG

BIOL 305 - Ornithology

4 hours

The biology of birds, including their taxonomy, evolution, morphology, behavior, ecology and conservation. Emphasis will be placed on

identification of local birds. Laboratories will be largely field-based and emphasize identification, survey techniques, and engaging current methods in avian research and conservation. Prerequisite(s): BIOL 125, BIOL 126. UG

BIOL 319 - Genetics

4 hours

An introductory study of the principles and mechanisms of heredity. This includes the study of transmission of inherited traits in individuals and populations, the study of chromosomes and their variations and the molecular and biochemical understanding of the genetic material. The gene is examined at several levels: its structure, function, organization, mutation, and regulation. Modern concepts such as recombinant DNA technology, genomics, and gene manipulation are also addressed. Assignment of genetics problems occurs throughout the course. Prerequisite(s): BIOL 125, BIOL 126, or consent of the instructor. Three lecture periods, one laboratory period, and one problem-solving session. UG

BIOL 330 - Pathophysiology

3 hours

A study of the concepts and applications of Pathophysiology for pre-health care professionals. A systems approach based on a previous knowledge of normal physiological homeostatic mechanisms. Disease as a loss of the steady state is emphasized and therapeutic approaches are discussed as mechanisms that act to restore and maintain the steady state. Prerequisite(s): BIOL 246 and BIOL 247. UG

BIOL 331 - Conservation Biology

4 hours

This course engages the interdisciplinary field of conservation biology by exploring the historical foundations of biological conservation, the ways human beings value biological diversity, why and how it is documented, the impacts of human society on species declines and extinction, and importantly, the methods and approaches used to conserve and restore species. Students will be exposed to local, national and international examples of species declines and conservation actions and conservation successes. Prerequisite(s): BIOL 125. UG

BIOL 332 - Exploring Neurobiology

1 hour
UG

BIOL 335 - Biochemistry

4 hours

This course is the study of central biochemical principles which demonstrate the relationship of structure to function in bioenergetics, regulation and other cellular activities. Special emphasis is placed upon the physical, chemical, and biological context in which biomolecules and metabolic pathways function. Animal, plant, and microbial systems are given balanced treatment and are often covered together to highlight similarities and distinctions. Important experimental techniques that underlie advances in biochemistry, molecular biology and cell biology are explained in the context of concepts and principles. Many major concepts and methods are also incorporated into the laboratory experience. Additional coverage of proteins, enzyme structure and function, DNA, and RNA is included. Prerequisite(s): BIOL 125 or BIOL 126; CHEM 104, CHEM 311, or consent of instructor. Three lecture periods and one laboratory period. UG

BIOL 339 - Professional Development for Medical Fields

2 hours

This course is designed to help prepare for the Medical College Admission Test (MCAT[®]) or Dental Admission Test (DAT). It is designed to provide not only an instructor-led review of the relevant content (now applied to human physiological scenarios), but also training in test-taking strategies and endurance. The course will be taken in-person, and so will also provide accountability for test-takers to help motivate them to reach each milestone along the arduous journey of preparation. Research has shown that the use of full-length practice exams coupled with test-enhanced learning (students will receive feedback on practice exam questions) is an effective learning strategy. This course will use published and proven exam preparation resources in order to utilize that strategy. Prerequisite(s): Grade of C or higher (not C minus) in BIOL/CHEM 335. UG

BIOL 352 - Advanced Botany

4 hours

An integrative approach to advanced topics in the study of plants with emphasis on physiology, taxonomy, anatomy, and ecology. Prerequisite(s): BIOL 125, BIOL 126. Three lecture periods and one laboratory period per week. UG

BIOL 354 - Developmental Biology**4 hours**

A study of the processes involved in the development of an organism from a fertilized cell. The study includes both classical embryological concepts as well as modern principles. Although emphasis is placed on the development of vertebrates, the development of various invertebrates is also examined. Prerequisite(s): BIOL 125, BIOL 126. Recommended BIOL 319. Three lecture periods and one laboratory period per week. UG

BIOL 356 - Microbiology**4 hours**

An introduction to microorganisms is presented with special emphasis on bacteria and viruses. Studies include history, morphology, classification, physiology, genetics, aseptic culturing techniques, and practical applications. Host parasite interactions in relation to disease-health equilibrium are also studied, with emphasis on microbial virulence factors and host immune and non-immune defense mechanisms. Prerequisite(s): BIOL 125, BIOL 126, or equivalent; four hours of chemistry. Dietetics majors may substitute BIOL 335 or CHEM 311 for BIOL 126. Nursing majors may substitute BIOL 246/BIOL 247 for BIOL 126. Three lecture periods and two laboratory periods per week. UG

BIOL 359 - Immunology**4 hours**

Examines the molecular and cellular responses to infection and disease. Antibody structure, mechanisms of antibody formation, and the consequences of antibody interaction with antigen are studied. Cell-mediated and humoral immunity, histocompatibility, tumor immunology, immunodeficiencies, allergies, and autoimmune disease mechanisms are evaluated within the framework of a normal functioning immune system. Prerequisite(s): BIOL 125 and BIOL 319. Three lecture periods and one laboratory period. UG

BIOL 360 - Invertebrate Zoology**4 hours**

A study of the principles of zoology as they apply to the invertebrates. The study is approached from a comparative standpoint with emphasis upon the anatomy and physiology of various representative organisms. Prerequisite(s): BIOL 125, BIOL 126. Three lecture periods and one laboratory period. UG

BIOL 367 - Animal Behavior**4 hours**

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

BIOL 368 - Vertebrate Natural History and Anatomy**4 hours**

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

BIOL 369 - Human Anatomy**4 hours**

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

BIOL 370 - Ecology**4 hours**

The relationships between organisms and their environment at the individual, population, and ecosystem levels. Laboratories emphasize concepts, research, and field work in local habitats. Prerequisite(s): BIOL 125, BIOL 126. Three lecture periods and one laboratory period. UG

BIOL 379 - Tropical Field Study

3 hours
UG

BIOL 380 - Toxicology

4 hours

The science of poisons, including fundamental principles, classification of toxicants, and target organ toxicity. The course uses pharmacologic principles as the foundation for understanding toxicology. The course will address a range of topics, including historical aspects, risk assessment and management, environmental toxicology, clinical toxicology, and regulatory concerns. Prerequisite(s): BIOL 125 or BIOL 126, CHEM 104. Three lecture periods and one laboratory period. UG

BIOL 396 - Seminar in Biology

½ hour

Recommended for students of junior standing. This seminar provides for the discussion of biological developments and topics of current interest. Related topics such as bioethics and social concerns of specific biological advances are often discussed. Student presentations are an integral part of this course. UG

BIOL 430 - Neurobiology

4 hours

A study of the general principles of neural function, covering some invertebrates as well as some vertebrates, describing neuroscience at all levels from molecules to behavior. Prerequisite(s): BIOL 246 or BIOL 455. Three lecture periods and one lab per week. UG

BIOL 440 - Advanced Genetics

4 hours

An advanced study of genetics on the molecular and biochemical levels. This includes structure, function, organization, regulation and the repair of the genetic material, in prokaryotes and eukaryotes. The laboratory involves cloning and manipulating a bacterial gene utilizing various recombinant DNA techniques. Prerequisite(s): BIOL 319, CHEM 311. Three lecture periods and one laboratory period. UG

BIOL 448 - Comparative Vertebrate Anatomy

4 hours

An investigation of the morphology of vertebrates, focusing on their shared and derived anatomical and physiological characters. Specific attention will be paid to the discernable patterns of vertebrate structure and function, and the development of those structures throughout evolutionary history. Laboratory will provide a hands-on opportunity to examine the major vertebrate organ systems across various taxonomic levels through dissections, as well as components of animal physiology. Prerequisite(s): BIOL 125 and BIOL 126. UG

BIOL 455 - Physiology

4 hours

The study of physiological and homeostatic principles. The concepts of chemistry and physics are the framework applied to comprehend basic physiological mechanisms. Prerequisite(s): BIOL 125, CHEM 104, and either one year of physics or one other upper division Biology course (excluding BIOL 330). Three lecture periods and one laboratory period. UG

BIOL 484 - Molecular and Cell Biology

4 hours

Examines the fundamental molecular nature of life. Acquainting students with basic biochemical and genetic mechanisms, it uses this information base to explore the details of cellular structure and function from a molecular orientation. Understanding each element of a normally functioning cell is the goal. From gene regulation to protein expression and function, to internal cellular architecture and molecular signaling, the relationships between different interacting components are emphasized. The goal is to lead students to an appreciation of the overwhelming complexity of life and the simultaneous simplicity inherent in living cells. The social aspects of cells are also examined with the goal of understanding how different cell types interact successfully in the multicellular context of tissues, organs, and whole organism. Prerequisite(s): BIOL 125, BIOL 126, BIOL 319 and BIOL 335. Three lecture periods and one laboratory period. UG

BIOL 487 - Field Experience

4 hours

Options include field station courses and supervised internships. Intent is to provide biology/zoology experience and course work not available on campus. All options must be academically rigorous, have clear application to one's ONU degree program and potential career path, and must be approved by the ONU Biology department. UG

BIOL 490 - Research in Biology**1-4 hours**

Open to advanced students with high academic achievement. Original research is to be conducted and a paper presented. Prerequisite(s): Permission of instructor, and at least junior standing. Credit is not to accumulate more than four hours. UG

BIOL 494 - Internship in Zoology**0 hours**

Students will complete a pre-approved 200-clock hour internship. Placement must be approved by department faculty prior to the start of the internship. Prerequisite(s): Instructor consent. UG

BIOL 497 - Senior Capstone**1 hour**

This course will include senior surveys, MFT biology exam, readings and discussions. Topics considered will include science/faith topics, bioethics topics, and other current biology topics of interest.

GER: Stewardship. Prerequisite(s): Senior status (90 or more hours). UG

BSNS 160 - Principles of Management**3 hours**

The introductory course to any track in the business program, focusing on management theory and practice; applied concepts such as planning, organizing, staffing, directing, and controlling; principles of self-development and professional development; and examination of historic and contemporary readings to explore the full meaning of "management" as a professional endeavor.

Prerequisite(s): This course is a prerequisite for all upper division Business courses. UG

BSNS 171 - Business Computer Applications and Communication**3 hours**

This course serves to establish a foundation of business applications through the use of the computer and business applications software. Students will be required to show competency in the following areas: key terminology and basic Windows operations; spreadsheets; word processing; presentation software; Internet navigation and research and other current topics. The primary focus is on business applications to prepare students in each of the functional areas of marketing, finance, economics, and accounting. Business casework and problem solving will be emphasized. Prerequisite(s): This course is a prerequisite for all upper division Business courses. UG

BSNS 197 - Freshmen Career Management**1 hour**

The purpose of this course is to introduce basic principles of professionalism for freshmen students in the McGraw School of Business. The necessity for career preparedness through networking, résumé building, teamwork, and interviewing skills will be the primary focus of this course. An engaging learning environment will be fostered to allow students to make connections between understanding of calling, career preparedness, and career advancement. UG

BSNS 241 - Business Statistics**3 hours**

An introduction to descriptive and inferential statistical methods with an emphasis on the evaluation of business problems using computer technology. Topics include graphical descriptive techniques, measures of central tendency and dispersion, sampling, probability, discrete and continuous probability distributions, statistical inferences about the mean including estimation and hypothesis testing, and simple linear regression. Prerequisite(s): MATH 117, MATH 137, or MATH 147. UG

BSNS 253 - Principles of Marketing**3 hours**

An overview study of marketing that introduces the student to the dynamics of the marketplace and the

processes used to successfully develop and deliver goods and services to meet market needs. A philosophy of management by the "marketing concept" is fostered. Specific topics include the role of marketing in business and society, consumer analysis, market evaluation and segmentation, the marketing mix, and marketing decision-making. UG

BSNS 271 - Business Computations and Management Support

3 hours

Two thirds of the course emphasize advanced EXCEL spreadsheet techniques and tools to solve complex business problems in accounting, finance, marketing, and economics. Particular attention will be given to working with large complex spreadsheets and modeling. The remaining third of the course focuses on building intermediate skills in the ACCESS database systems. Prerequisite(s): BSNS 171. UG

BSNS 297 - Sophomore Career Management

1 hour

The purpose of this course is to introduce basic principles of professionalism for sophomore students in the McGraw School of Business. The necessity for career preparedness will be the primary focus of this course through working in teams, résumé building, networking, and interviewing. An engaging learning environment will be fostered to allow students to make connections between understanding of calling, career preparedness, and career advancement. UG

BSNS 302 - Personal Finance and Stewardship

3 hours

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

BSNS 315 - Federal Seminar

1-3 hours

Credit is given for participation in an extended seminar in Washington, D.C., involving lectures, group sessions, and visits to various governmental agencies. Attendance at, and participation in, campus-based class sessions and follow-up activities may also be required. This course may not be applied toward the general education history requirement, nor does it fulfill the teacher education requirements of American History or American Government. This course is similar to a capstone seminar course designed to help the student integrate and apply the skills and knowledge gained throughout the whole of his or her academic studies in business with an emphasis in government policy as it relates to commerce. If taken for 3 credit hours, this course may be applied as an elective for the Business Administration (Management Concentration) major, the Marketing (Management Concentration) major, or in place of BSNS 490 - Business Policy & Strategy. Prerequisite(s): Junior standing, BSNS 160, BSNS 171, **AND** permission of instructor. UG

BSNS 325 - Event Planning

3 hours

Same as COMM 325. UG

BSNS 330 - Applied Investment Management I

1 hour

This series of courses will give students a unique hands-on opportunity to develop their investment skills and build a resume ready investment portfolio by acting as an in-house Investment Agency for the McGraw School of Business. Further, this series of courses requires students an opportunity to lead the Student Investment Club (SIC), leading Investment Club meetings, teaching prospective members the topics required to learn before becoming members, and proposing investments to the club. In addition, students perform thorough fundamental and technical analyses on investments, co-author quarterly and annual investment reports sent to the Foundation, and report on current macro-and micro-economic events impacting the Fund. Students must take Applied Investment Management I-IV consecutively. Prerequisite(s): Successfully pass the educational

training and exam as proctored by the faculty sponsor and current Club officers. UG

BSNS 331 - Applied Investment Management II

1 hour

This series of courses will give students a unique hands-on opportunity to develop their investment skills and build a resume ready investment portfolio by acting as an in-house Investment Agency for the McGraw School of Business. Further, this series of courses requires students an opportunity to lead the Student Investment Club (SIC), leading Investment Club meetings, teaching prospective members the topics required to learn before becoming members, and proposing investments to the club. In addition, students perform thorough fundamental and technical analyses on investments, co-author quarterly and annual investment reports sent to the Foundation, and report on current macro-and micro-economic events impacting the Fund. Students must take Applied Investment Management I-IV consecutively.

Prerequisite(s): BSNS 330; Successfully pass the educational training and exam as proctored by the faculty sponsor and current Club officers. UG

BSNS 351 - Business Law I

3 hours

A study of the judicial system of the United States, constitutional authority to regulate business, business torts and crime, contracts, sales, and commercial paper. Prerequisite(s): BSNS 160, BSNS 171. UG

BSNS 352 - Business Law II

3 hours

A study of the law of agency. Credit and bankruptcy, sole proprietorship and partnership, corporation, property law, and liability of accountants. Prerequisite(s): BSNS 351. UG

BSNS 355 - Intermediate Finance

3 hours

Reflects the intersection of accounting, economics, and financial management. The theories of finance will be applied to capital budgeting, cost of capital, valuation risk, the sources of corporate financing, and will be studied at an intermediate level of analysis. Prerequisite(s): ACCT 110, BSNS 160, BSNS

171 and ECON 110. Actuarial Science majors will also take either ACCT 111 or MATH 147. UG

BSNS 356 - Retail Merchandising

3 hours

Same as FACS 356. UG

BSNS 362 - Financial Markets and Institutions

3 hours

A survey of the financial organizations of society, including the functioning and characteristics of money and credit, investment banking, trust companies, and commercial banking, with emphasis on the Federal Reserve System. Current money and banking problems are evaluated in conjunction with the theoretical concepts studies. Prerequisite(s): ECON 110. UG

BSNS 365 - International Trade and Finance

3 hours

Same as ECON 365. Prerequisite(s): ECON 110. UG

BSNS 367 - Organizational Behavior

3 hours

This course will analyze the behavior of people in organizations. Discusses organizational motivation, group behavior, group dynamics, communication, and decision-making. This is an extension and intensification of the behavioral portion of BSNS 160 Principles of Management. Prerequisite(s): BSNS 160, BSNS 171. UG

BSNS 368 - Human Resource Management

3 hours

Presents principles and current practices in handling personnel as individuals and as groups, with emphasis upon the role of operating supervisors, executives, and the union in dealing with such problems as selection, placement, training, wage and salary administration, promotion, transfer, fringe benefits, employee services, and management-labor relations. Prerequisite(s): BSNS 160 and BSNS 171. UG

BSNS 371 - Fall Marketing Agency 1

1 hour

This series of courses will give students a unique hands-on opportunity to develop their strategic marketing skills and build a resume-ready project portfolio by acting as an in-house Marketing agency for the School of Business, other campus departments, schools and initiatives as well as external clients. Students must take all four courses consecutively. Offered every fall. Prerequisite(s): ACCT 110, BSNS 160, BSNS 171, BSNS 241, BSNS 253. UG

BSNS 372 - Spring Marketing Agency 2

1 hour

This series of courses will give students a unique hands-on opportunity to develop their strategic marketing skills and build a resume-ready project portfolio by acting as an in-house Marketing agency for the School of Business, other campus departments, schools and initiatives as well as external clients. Students must take all four courses consecutively. Offered every spring. Prerequisite(s): ACCT 110, BSNS 160, BSNS 171, BSNS 241, BSNS 253, BSNS 371. UG

BSNS 385 - Fundraising and Grant Writing

3 hours

This course focuses on basic principles and strategies of not-for-profit fundraising, donor engagement, donor development, community engagement, and board development. Topics include annual campaigns, special events, major gifts, planned giving, volunteer recruitment and leadership. Student will also be introduced to the topic of grant writing and be required to complete the introductory stages of preparation of writing an actual grant. Prerequisite(s): BSNS 160, BSNS 171 are strongly recommended for Social Work majors. UG

BSNS 390 - Fundamentals of Salesmanship and Sales Management

3 hours

The application of behavioral and persuasive communication theories and techniques necessary to develop effective personal skills at both the consumer and business level. Also, management of the sales

force; emphasis on recruitment, selection, and training of sales representatives; and problems in allocation of sales effort, supervision, and control. Prerequisite(s): BSNS 160, BSNS 171, BSNS 253. UG

BSNS 392 - Grant Writing

3 hours

This course is a continuation of BSNS 385 - Fundraising and Grant Writing. Topics include establishing a community non-profit grant project partnership, researching potential funder/foundations, completion and submission of an actual grant for the benefit of a Not-For-Profit organization, and measuring outcomes for accountability and improvement. UG

BSNS 394 - Global Marketing Management

3 hours

A study of marketing theory that presents a strategic overview of the marketing concept. Students will learn how to plan and implement marketing strategies and policies. Topics include consumer behavior, feasibility studies, market segmentation, marketing strategies, marketing mix, forecasting, and budgeting. The course incorporates theory and practice of contemporary global marketing management. The context or environment of international marketing management is covered along with the task of marketing within a variety of national and cultural markets. Prerequisite(s): BSNS 160, BSNS 171, BSNS 253. UG

BSNS 403 - Management Information Systems

3 hours

This course is an overview of the design, implementation and use of computer based information systems within a business organization. The course will focus on the management of information in helping an organization reach its goals. It provides the student with an appreciation of the technology department and the typical IT roles in an organization. The use of enterprise resource planning (ERP) systems will be discussed in the context of business functions. The course analyzes how IT can be used to support business operations, management and decision making using lecture, experiential

learning, field trips, and guest speakers.
Prerequisite(s): BSNS 160 BSNS 171 UG

BSNS 415 - Healthcare Quality Control Six Sigma

3 hours

This course is a step-by-step, how to simplify, analyze, and optimize healthcare performance using tested Lean Six Sigma and change management techniques. Lean Six Sigma for Hospitals follows the patient from the front door of the hospital or emergency room all the way through discharge. The course fully explains how to improve operations and quality of care while dramatically reducing costs. Real-world case studies from major healthcare institutions illustrate successful implementations. Students have the opportunity to attain their initial level Six Sigma professional certification.
Prerequisite(s): BSNS 160, BSNS 171, minimum Sophomore standing and approval of concentration coordinator. UG

BSNS 416 - Healthcare Lean Process Improvement

3 hours

Students will learn the purpose and basics of value stream mapping, be able to create a flow map of a product or process, identify what is value added vs. non-value added, identify and prioritize the opportunities for improvements. Students will learn that value stream maps are used to drive improvements and the importance of observation of process as well as obtaining staff input. They will learn how to draw current state and future state maps and how to plan and implement them. Along with the Lean Facilitator, students will work on a project with a Lean Team where they will be able to apply Lean methodology to make improvements in an actual healthcare setting. This course provides the basis for students to gain experience to eventually attain their initial Lean Professional Certification. Prerequisite(s): BSNS 415, minimum Sophomore standing and approval of concentration coordinator. UG

BSNS 430 - Applied Investment Management III

1 hour

This series of courses will give students a unique hands-on opportunity to develop their investment

skills and build a resume ready investment portfolio by acting as an in-house Investment Agency for the McGraw School of Business. Further, this series of courses requires students an opportunity to lead the Student Investment Club (SIC), leading Investment Club meetings, teaching prospective members the topics required to learn before becoming members, and proposing investments to the club. In addition, students perform thorough fundamental and technical analyses on investments, co-author quarterly and annual investment reports sent to the Foundation, and report on current macro-and micro-economic events impacting the Fund. Students must take Applied Investment Management I-IV consecutively.
Prerequisite(s): BSNS 331; Successfully pass the educational training and exam as proctored by the faculty sponsor and current Club officers. UG

BSNS 431 - Applied Investment Management IV

1 hour

This series of courses will give students a unique hands-on opportunity to develop their investment skills and build a resume ready investment portfolio by acting as an in-house Investment Agency for the McGraw School of Business. Further, this series of courses requires students an opportunity to lead the Student Investment Club (SIC), leading Investment Club meetings, teaching prospective members the topics required to learn before becoming members, and proposing investments to the club. In addition, students perform thorough fundamental and technical analyses on investments, co-author quarterly and annual investment reports sent to the Foundation, and report on current macro-and micro-economic events impacting the Fund. Students must take Applied Investment Management I-IV consecutively.
Prerequisite(s): BSNS 430; Successfully pass the educational training and exam as proctored by the faculty sponsor and current Club officers. UG

BSNS 432 - Not-For-Profit Finance, Operations and Government Reporting

3 hours

Instructs students about non-profit financial, management, and social accounting; accounting issues specific to non-profits; budgeting; reporting; and non-profit analysis. This course will also address the legal requirements for establishing a Not-For-Profit organization within the state of Illinois. UG

BSNS 440 - Marketing Research

3 hours

Marketing research methods, role of marketing research information as a tool in management decision-making. Emphasis is on current marketing research theory and literature as well as practical application. The class conducts a hands-on marketing research activity working with a real world client case study.

Students will take the primary and secondary research that they have developed and turn the data into actionable insights that can be used to create a fully integrated marketing campaign and media plan. Students may also present their research-driven-campaign in regional and national competitions during the Spring Semester. This course is part 1 of 2 continuation courses where Marketing Research is followed the next semester with Advertising and Promotions.

All non-marketing majors must attain written permission from marketing faculty prior to registering for the course. Prerequisite(s): BSNS 160, BSNS 171, BSNS 241, BSNS 253. UG

BSNS 444 - Corporate Finance

3 hours

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

BSNS 445 - Insurance Planning

3 hours

Introduces students to risk management and insurance decisions in financial planning. Topics include insurance for life, health, disability, property and liability risks, as well as annuities, group insurance, and long term care. Prerequisite(s): ACCT 110, BSNS 160, BSNS 171, BSNS 241, BSNS 302, BSNS 351, BSNS 352, ECON 110. UG

BSNS 450 - Entrepreneurship and Small Business Management

3 hours

A workshop approach to study and practice of methods, problems, and skills necessary for launching and operating a successful small business venture. Procedures for raising capital, real-time development of a business plan, and seminar format will be used to create a hands-on environment.

Prerequisite(s): ACCT 110, BSNS 160, BSNS 171, BSNS 253, or approval of instructor. UG

BSNS 451 - Entrepreneurship II/Catalyst Implementation

3 hours

A project-based learning approach to study and practice methods and skills necessary to launch and operate a simulated/real and functioning start-up business. Students will take their business plan from Entrepreneurship I or a new idea and work to launch their venture. Students will learn methods for setting up a business, raising capital, market research, and troubleshooting issues in their models.

Prerequisite(s): BSNS 440, BSNS 450. UG

BSNS 457 - Advertising and Promotions

3 hours

This course will accommodate both marketing and non-marketing majors. This course is a continuation (part 2/2) of BSNS 440 - Marketing Research. Advertising & Promotions builds on foundational work generated during BSNS 440 where students research a real-world marketing challenge provided by a corporate sponsor. Students combine their strategic marketing acumen, research insights, and creativity to develop a fully integrated marketing campaign and media plan. Through this hands-on learning experience, a student team may "pitch" their integrated marketing campaign to a panel of judges during regional and national competitions.

Prerequisite(s): BSNS 160, BSNS 171, BSNS 241, BSNS 253. UG

BSNS 467 - Digital and Emerging Marketing Technology

3 hours

This course is an exploration of the best ideas and latest innovations across marketing, technology, and management. Students will discover the ever-changing role of a digital marketing professional as a marketer, a technologist, and a manager. Coursework

will encourage cross-collaboration between Marketing and IT (strategy and software) to help students gain a better understanding of how to leverage Marketing Technology to successfully serve customers.

Prerequisite(s): BSNS 160, BSNS 171, BSNS 241, BSNS 253. UG

BSNS 471 - Fall Marketing Agency 3

1 hour

This series of courses will give students a unique hands-on opportunity to develop their strategic marketing skills and build a resume-ready project portfolio by acting as an in-house Marketing agency for the School of Business, other campus departments, schools and initiatives as well as external clients. Students must take all four courses consecutively. Offered every fall. Prerequisite(s): ACCT 110, BSNS 160, BSNS 171, BSNS 241, BSNS 253, BSNS 372. UG

BSNS 472 - Spring Marketing Agency 4

1 hour

This series of courses will give students a unique hands-on opportunity to develop their strategic marketing skills and build a resume-ready project portfolio by acting as an in-house Marketing agency for the School of Business, other campus departments, schools and initiatives as well as external clients. Students must take all four courses consecutively. Offered spring only. Prerequisite(s): ACCT 110, BSNS 160, BSNS 171, BSNS 241, BSNS 253, BSNS 471. UG

BSNS 473 - Investments

3 hours

Provides the student with an understanding of various types of securities traded in financial markets, investment theory and practice, portfolio construction and management, and overall risk/investment strategies and tactics. Prerequisite(s): BSNS 355, BSNS 362. UG

BSNS 478 - Advanced Human Resources for Profit & Non-Profit Organizations

3 hours

An advanced look at current issues facing Human Resource Management. Topics include: (1) The HR approach for different types of organizations (not-for-

profit, public administration, and for profit organizations). (2) A review of HR policies and law utilizing the case analysis method. (3) Preparation for the Society of Human Resource Management (SHRM), Assurance of Learning Assessment professional certification which is designed to measure student readiness to enter the HR workplace. UG

BSNS 480 - Enterprise Resource Planning I

3 hours

As part of the strategic planning of an organization, students will be required to research an ERP system specifying the hardware, software, and licensing requirements to be obtained. Students will also develop a training and implementation schedule to properly integrate the ERP system for the organization. An introduction to Project Management will also be required. Prerequisite(s): BSNS 160, BSNS 171, BSNS 271, BSNS 403. UG

BSNS 481 - Enterprise Resource Planning II

3 hours

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

BSNS 482 - Business as a Mission

3 hours

Examination of the current Business as Mission (BAM) movement with emphasis on BAM opportunities in international business. Topics include the biblical basis for BAM, contextualization of faith in the international work environment, resources and training programs for BAM preparation. Specific models will be examined such as the Apostle Paul's "tent making," micro loans, micro startups, teaching English as a second language, and corporate liaison. UG

BSNS 483 - Portfolio Structure and Management

3 hours

In this course, students will be introduced to portfolio structure and management. This course utilizes theories of portfolio management, such as Modern Portfolio Theory, to develop, measure and manage several types of investment portfolios. Students will measure, analyze, and evaluate equity and fixed-income portfolios consistent with risk-return relationships. Furthermore, students will utilize derivatives for proper risk management to mitigate adverse movements in the markets. Finally, students will apply these concepts to the Student Managed Investment Fund for proposals for proper asset allocation given current and future macro- and micro-economic developments. Prerequisite(s): BSNS 473. UG

BSNS 485 - Enactus I

2 hours

This course will give students a unique hands-on opportunity to develop their managerial and analytical skills by acting as consultants for a profit or nonprofit organization. Students will also compete in ENACTUS regional and national competitions. Students must take BSNS 485 and BSNS 486 consecutively. Credit for BSNS 485 can be earned only upon successful completion of BSNS 485 and BSNS 486. UG

BSNS 486 - Enactus II

2 hours

A continuation of BSNS 485. Prerequisite(s): BSNS 485. UG

BSNS 488 - Compensation and Benefits

3 hours

This course provides an overview of the strategic choices that employers must make when developing a total rewards system. This course addresses management, policy, and legal issues in developing pay structures, incentive plans, and benefit offerings. This course establishes an effective performance review process and also addresses the following topics: total compensation and competitive strategy, executive compensation, and international compensation. UG

BSNS 489 - Internship

0-4 hours

All business majors are required to attain an internship experience with a minimum of on-site experience of 110 clock hours. Undergraduate students may elect up to two internship experiences, not to exceed 4 credit hours. An internship taken for no credit requires a minimum of 110 clock hours. An off-campus/study abroad program, ROTC, or Military Science minor will satisfy the requirement with approval of the Internship Coordinator.

Prerequisite(s): Junior or Senior standing, and approval of the School of Business Internship Coordinator. UG

BSNS 490 - Business Policy and Strategy

3 hours

A capstone seminar course designed to help the student integrate and apply the skills and knowledge gained throughout the whole of his or her academic studies in business. Emphasis will be placed on current practitioner literature and real world examples. Each student will participate in a team-based company research project and write a comprehensive individual case analysis. Students must have senior standing and have had all other courses in their major track (prior completion or concurrent enrollment). Prerequisite(s): ACCT 110, BSNS 241, BSNS 253, BSNS 302, BSNS 351, BSNS 403, ECON 110, Senior standing. UG

BSNS 494 - Global Immersion

3 hours

This course explores cultural intelligence, foreign business climate, societal and personal transformation and culminates in a global journey where students experience the intersection of business, faith and culture. Course work includes pre and post cultural assessments, and a detailed look at personal and societal transformation. UG

BSNS 496 - Financial Planning Capstone

3 hours

Focuses on the efficient conservation and transfer of wealth, consistent with client goals. It is a study of the legal, tax, financial, and non-financial aspects of this process, covering topics such as trusts, wills, probate, advanced directives, charitable giving, wealth

transfers and related taxes. Prerequisite(s): ACCT 365, BSNS 302, BSNS 351, BSNS 352, BSNS 445. UG

BSNS 497 - Seminar in Leadership and Business Ethics

3 hours

Focus will be on clarifying the distinction between management and leadership, and the integration of the Christian faith into various business topics.

Prerequisite(s): BSNS 160, BSNS 171, Senior standing. UG

BSNS 503 - Management Information Systems

3 hours

This course is an overview of the design, implementation and use of computer based information systems within a business organization. The course will focus on the management of information in helping an organization reach its goals. It provides the student with an appreciation of the technology department and the typical IT roles in an organization. The use of enterprise resource planning (ERP) systems will be discussed in the context of business functions. The course analyzes how IT can be used to support business operations, management and decision making using lecture, experiential learning, field trips, and guest speakers.

Prerequisite(s): BSNS 160 BSNS 171 UG

BSNS 589 - Internship

3 hours

Students must complete the following:

1. Self-search for appropriate work setting; 110 clock hours of internship experience;
2. Confirmation by supervisor of hours worked and level of performance;
3. Complete *Executive Summary* of experience;
4. Additional Internship paper describing experience;
5. Extensive research and analysis paper on industry and specific company;
6. Paper describing their contribution to the quantitative or qualitative improvement to their company.

An off-campus/study-abroad program, ROTC, or Military Science minor will satisfy the internship

requirement with approval of the Internship Coordinator. Prerequisite(s): Junior or Senior standing, and approval of the School of Business Internship Coordinator. UG

BSNS 590 - Business Policy and Strategy

3 hours

A capstone seminar course designed to help the student integrate and apply the skills and knowledge gained throughout the whole of his or her academic studies in business. Emphasis will be placed on current practitioner literature and real world examples. Each student will participate in a team-based company research project and write a comprehensive individual case analysis. Students must have senior standing and have had all other courses in their major track (prior completion or concurrent enrollment). Prerequisite(s): ACCT 110, BSNS 241, BSNS 253, BSNS 302, BSNS 351, BSNS 403, ECON 110, or approval of instructor. UG

BSNS 597 - Seminar in Leadership and Ethics

3 hours

Focus will be on clarifying the distinction between management and leadership, and the integration of the Christian faith into various business topics. Prerequisite(s): BSNS 160, BSNS 171, Senior standing. UG

CHEM 101 - Introduction to Chemistry

4 hours

A beginning chemistry course for students with limited background in science and mathematics. Basic treatment of chemical calculations, measurements, atomic structure, bonding, nomenclature, states of matter, gas laws, solutions, reactions, kinetics, equilibrium, acids, bases, electrolytes, and radioactivity is given. The course covers many topics, but deals with them at an elementary level. GER: Physical Science. Offered every fall and spring. Prerequisite(s): two units of high school mathematics. Three lecture periods and one laboratory period. UG

CHEM 103 - General Chemistry I

4 hours

A study of the structure and properties of matter. Atomic and molecular structure, chemical bonding,

periodic law, nomenclature, stoichiometry, gas laws, states of matter, solutions, and descriptive chemistry of selected nonmetallic elements are studied.
GER: Physical Science. Offered every fall and spring.
Prerequisite(s): high school chemistry or CHEM 101.
Three lecture periods and one laboratory period. UG

CHEM 104 - General Chemistry II

4 hours

Acid base chemistry, equilibrium, kinetics, thermodynamics, solubility, electrochemistry, coordination chemistry, and nuclear chemistry are treated in detail in the lecture. Offered every fall and spring. Prerequisite(s): CHEM 103. Three lecture periods and one laboratory period. UG

CHEM 301 - Quantitative Analysis

4 hours

A careful study of gravimetric and volumetric analysis with special attention given to sources of error, to calibration of instruments and apparatus, and to other important details in the improvement of laboratory technique. Volumetric analyses give experience in acid base, precipitation, complexation, and reduction-oxidation chemistry. Equilibria governing each type of volumetric analysis are studied. Problem-solving skills are developed. Instrumentation is introduced as a tool for use in analytical chemistry. Required for a major in Chemistry. Offered spring of odd years.
Prerequisite(s): CHEM 104. Three lecture periods and two laboratory periods. UG

CHEM 311 - Organic Chemistry I

5 hours

The study of the compounds of carbon, including structural formulas, nomenclature, physical properties, preparations, chemical reactions, and mechanisms. Only some of the important classes of organic compounds are covered, with remaining classes covered in CHEM 312. The laboratory experience includes determination of physical and chemical properties, separation, isolation, purification, synthesis, and analysis of organic compounds. Required for a major in Chemistry. Offered every fall.
Prerequisite(s): CHEM 101 or CHEM 103, and CHEM 104. Three lecture periods and two laboratory periods. UG

CHEM 312 - Organic Chemistry II

5 hours

A continuation of CHEM 311, covering the remaining important classes of organic compounds. Required for a major in Chemistry. Offered every spring.
Prerequisite(s): CHEM 311. Three lecture periods and two laboratory periods. UG

CHEM 320 - Inorganic Chemistry

3 hours

A study of atomic structure, chemical bonding, and the chemistry of selected elements. Offered fall of odd years. Prerequisite(s): CHEM 104. Three lecture periods. UG

CHEM 335 - Biochemistry

4 hours

Same as BIOL 335. Offered every fall. UG

CHEM 340 - Drug Chemistry

3 hours

From the viewpoint of organic chemistry, this course is a study of how the human body acts upon drug molecules, and how they act upon the body. The structures of various organic drug molecules are presented and discussed in relation to their pharmacological activities, many of which are common "drugs of abuse." For the latter, the organic chemical structures of several drugs of intervention against addiction are presented and discussed, along with a discussion of how they achieve the intervention. Offered fall of even years.
Prerequisite(s): CHEM 311. CHEM 312 is recommended. Three lecture periods. UG

CHEM 375 - Optical and Electron Microscopy

3 hours

Same as ESS 375. Offered fall of odd years. UG

CHEM 390 - Topics in Chemistry

1-2 hours

Selected topics in chemistry to provide opportunities for study in more specialized areas. Often offered in cooperation with other ACCA colleges. Previous topics have included medicinal chemistry, green chemistry, nanochemistry, forensic chemistry, and

polymer chemistry. This course may be repeated for additional credit, provided the topics are different. Offered every fall. UG

CHEM 403 - Synthetic Inorganic Chemistry

2 hours

A study of the preparation and properties of inorganic substances, with emphasis on developing laboratory skills. Offered spring of even years. Prerequisite(s): 14 hours of Chemistry. UG

CHEM 410 - Instrumental Methods of Analysis

4 hours

Utilization and comparison of modern analytical instrumentation for chemical analysis. The techniques covered include: emission spectroscopy; ultraviolet, visible, infrared, and nuclear magnetic resonance absorption spectroscopy; mass spectrometry; fluorimetry; gas and liquid chromatography; and electrochemical methods of analysis (potentiometry, polarography, cyclic voltammetry, amperometric determinations, and coulometry). Offered spring of even years. Prerequisite(s): CHEM 311. Two lecture periods and two laboratory periods. UG

CHEM 436 - Advanced Biochemistry

4 hours

A more detailed treatment of the concepts established in CHEM 335 with an emphasis on metabolism and the metabolic basis of diseases. This course also includes a detailed look at nucleic acid chemistry and the role of nucleic acids in protein synthesis. Aspects of control of biochemical processes are investigated in biochemical pathways. Offered spring of even years. Prerequisite(s): CHEM 335 or consent of the instructor. Three lecture periods and one laboratory period. UG

CHEM 482 - Physical Chemistry Survey

4 hours

A study of chemical thermodynamics, kinetics, and molecular structure. Includes thermodynamics topics including first law concepts (with applications to expansion work and thermochemistry) and second law concepts (with applications to phase equilibrium,

solutions, and chemical equilibrium). Includes treatment of rate laws for simple and complex reactions and activated complex theory and quantum theory principles and applications to atomic and molecular structure. Offered fall of even years. Prerequisite(s): CHEM 104, PHYS 121 or PHYS 201, and MATH 147. Three lecture periods and one laboratory period. UG

CHEM 493 - Advanced Physical Chemistry

4 hours

A study of advanced topics in Physical Chemistry. Includes rotational, vibrational, and electronic spectroscopy, computational chemistry, electrochemistry, and advanced thermodynamics topics. Offered spring of odd years. Prerequisite(s): CHEM 104, PHYS 121 or PHYS 201, and MATH 147. Three lecture periods and one laboratory period. UG

CHEM 495 - Seminar in Chemistry

½ hour

Students give presentations in class and at student symposia, and are encouraged to publish in journals such as the American Journal of Undergraduate Research. Guest speakers give presentations on their industrial, academic, or governmental research. This course may be repeated for additional credit. Offered every spring. Prereq/Corequisite(s): CHEM 312. UG

CHEM 498 - Research in Chemistry

1-4 hours

Students will perform an original research project supervised by a faculty member, concluding with presentations of the work. At least one hour credit is required up to a maximum of four credit hours. The course will be offered in the spring semester, but students may elect to perform research over the course of several semesters. Prerequisite(s): At least Junior standing or consent of instructor. UG

CDEV 101 - Introduction to Child Development

1 hour

Students will study the history of Child Development, career opportunities, educational requirements, credentialing, and professional organizations related

to each major area of CDEV. Department standards are introduced. UG

CDEV 211 - Child Developmental Psychology

3 hours

A study of human physical, intellectual, emotional, perceptual, social, and personality development from conception to puberty. UG

CDEV 226 - Health, Safety, and Nutrition of Young Children

3 hours

Course content covers contemporary health, safety, and nutritional needs of infants - school age children and guides the student in implementing effective early childhood practices. Students will learn to partner with families in regards to their cultural beliefs about health and their unique health care needs. Other topics include disease prevention, childhood obesity, early childhood mental health, resilience, chronic and acute health conditions, environmental quality and children with special medical needs. UG

CDEV 230 - Learning Through Play

3 hours

This course provides an overview of classical and contemporary theories on play with specific focus to the essential role play has for a child's growth, development and learning across all stages of childhood (birth to 18). Looks at the knowledge and skills that are important for the facilitation of developmentally appropriate learning. Participants learn strategies for engaging children in art, music and other alternative therapeutic play opportunities to support developmental coping needs. Addresses the importance developmentally appropriate learning environments have for play along with attention given to the role therapeutic play has in both clinical (medical treatment) and non-clinical settings (family, community school). UG

CDEV 265 - Infant and Toddler Care

3 hours

Examines the theories and research related to infants and toddlers in social, emotional, physical, and cognitive development. Focus is given to

parent/caregiver communication and interpersonal skills, developmentally appropriate curriculum planning based on observation, the nature of group care, and the needs of the individual. Includes field experience. UG

CDEV 330 - Grief, Loss and Bereavement

3 hours

This course explores the foundations of loss, bereavement and death/dying. Historical, current, cultural, spiritual and religious perspectives related to death, along with focus of ambiguous loss, transitions, palliative care, self-awareness and self-care are explored. A study of a variety of special needs, interventions and coping strategies for crisis situations and trauma with children and families, dying children and youth and grieving families is provided. Addresses the support available by multidisciplinary roles and programming (including pastoral care, social work, healthcare professionals, and child life specialists) for children and families. UG

CDEV 351 - Sociology of the Family

3 hours

Sociology of the Family addresses important historical changes in the family. Discussion focuses on current sociological trends and debates, factors that contribute to healthy family life, and an analysis of why families matter. Family issues pertaining to childhood, adolescence, and parenthood are covered. UG

CDEV 364 - Early Childhood Physical Growth and Motor Development

3 hours

Drawing from concepts of child development, content will focus on children prenatally to age 5 and the changes in motor development and behavior due to the interaction of environmental and biological factors. Content will include interactions of physical, cognitive, and personal-social development as it relates to the acquisition of motor skills. In addition, students will study the development of visual and auditory perception during the prenatal period, infancy and early childhood. Includes field experience. Prerequisite(s): EDUC 200, CDEV 211, and CDEV 226. UG

CDEV 365 - Child, Family and Community Relations

3 hours

For parents, educators and others with responsibility for the care of children. Increases understanding of the sociological and developmental factors impacting the interpersonal relationships between the child, family, caregivers and community. Implementation of community resources and educational programs and the effects on child development are included.

Theoretical and effective approaches for parenting are discussed.

GER: Stewardship UG

CDEV 372 - Observation and Assessment of Young Children

3 hours

Course content will include a variety of formal and informal screening and assessment techniques used in early childhood settings. An emphasis on the importance of observing young children and how to use these observations to develop strategies for learning. The Association for the Education of Young Children (NAEYC) guidelines for assessment will be integrated into class discussion for insight into the best practices with young children. Includes field experience. Prerequisite(s): CDEV 364. UG

CDEV 472 - Early Childhood Program Development

3 hours

Course content introduces students to developing an early childhood program philosophy and carrying through to other program areas, such as leading staff, implementing curriculum, assessing children and programs, designing and furnishing the facility and working with families. Students will explore aspects of effective program leadership, codes of professional ethics, establishing policies, and program evaluation. Prerequisite(s): FACS 252 . UG

CDEV 488 - Internship

1-5 hours

An individualized career-oriented internship. Selected learning experiences in approved work situations in child care, vocational career centers, or welfare

agencies. Prerequisite(s): Consent of instructor and chair of the department. UG

CDEV 490 - Senior Seminar for Child Development

2 hours

History and philosophy of Child Development, current issues in the field, ethics, and strategies for professional involvement and for continued professional development. UG

CHED 115 - Foundations of Christian Education

3 hours

A study of the aims, methods, materials, and programs of Christian education. Agencies of the local church for educational evangelism and development of Christian character will be considered, including Sunday school, youth groups, mission society, home and extension services, weekday religious instruction, and activities in the church and community. The organization and administration of all Christian education in the local church will be considered, including present-day problems and trends. UG

CHED 200 - Foundations of Youth Ministry

3 hours

An examination of the theological, developmental, sociological, and historical frameworks which shape evangelical youth ministry. Includes the reaching and teaching of youth through the local church. Students will begin the formation of a philosophy of youth ministry. UG

CHED 210 - Foundations of Children's Ministry

3 hours

An examination of the theological, developmental, sociological, and historical framework which shape evangelical children and family ministries. Includes the reaching and teaching of children and their families through the local, district and general church. Administrative issues will also be discussed. Students will begin the formation of a philosophy of children and family ministry. UG

CHED 241 - Spiritual Formation and Leadership Development

3 hours

How one "leads" and develops other leaders as a minister in the church is deeply connected to how we are formed by the practices and theology of the church. All leadership springs from both the character of Christ and a connection with one's true self as Beloved of God. Leadership must always be understood within the context of Spiritual Formation, Identity, Calling, Vocation, and Relational Intelligence. Throughout the first half of the course, students will take a journey into the heart of spiritual formation, investigating the various "means of grace" as necessary for ongoing growth and development. Throughout the second half of the course, students will integrate spiritual formation within the context of leadership and leader development within the church, exploring postures, practices, and methods for leading faithfully. Prerequisite(s): THEO 110, CMIN 116. UG

CHED 255 - Sophomore Supervised Ministry

0-1 hour

An integrated experience in local church ministry, usually during the sophomore year, that engages students in hands-on ministry. Children's ministry students will serve under the leadership of the children's director/pastor and youth ministry students will serve under the leadership of the youth director/pastor. Student will serve for two semesters. May be repeated once for credit. ug

CHED 290 - Community Ministry Experience I

0-1/2 hour

An integrated ministry experience, generally during the sophomore year, in harmony with the student's interest and calling. Experience must include at least 50 hours of ministry experience in a local church, parachurch organization, or appropriate ministry setting. Assessment of students includes that student's knowledge of the field, experiences in leadership, personal spiritual leadership, ministry skill preparedness, and interpersonal competencies. A mentor will provide direction and appropriate feedback. UG

CHED 299 - Summer Ministries in the Church of the Nazarene

1-3 hours

This course is designed to prepare the student for practical involvement in the summer ministries program of the Church of the Nazarene. It emphasizes the nature and background of the specific ministries, cross-cultural understanding, personal growth, Biblical understandings, churchmanship, and special skills appropriate to these respective ministries. UG

CHED 300 - Issues in Children's Ministry

3 hours

An exploration of the skills, strategies, challenges, and resources relevant to children and family ministry. Issues such as weekday programs, worship, storytelling techniques, discipling, outreach, counseling children and parents, retreats, and recruiting and equipping a team of leaders will be addressed. Prerequisite(s): CHED 210. UG

CHED 306 - Cross-Cultural Ministry

3 hours

Same as CMIN 306. UG

CHED 311 - Transformational Teaching

3 hours

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

CHED 330 - Teaching for Discipleship

3 hours

A study of the principles of educational theory as it relates to the teaching ministry of the church and the development of disciples. The course will explore practical teaching methods and historical foundations of small group and discipleship ministry. John

Wesley's small group systems will be explored for the purpose of application to current contexts. UG

CHED 355 - Junior Supervised Ministry

0-1 hour

An integrated experience in local church ministry, usually during the junior year, that engages students in hands-on ministry. Children's ministry students will serve under the leadership of the children's director/pastor and youth ministry students will serve under the leadership of the youth director/pastor. Student will serve for two semesters. May be repeated once for credit. UG

CHED 367 - Materials and Methods for Recreation

2 hours

Same as PHED 367. Prerequisite(s): CHED 115, PSYC 101, PSYC 211. UG

CHED 369 - Youth Ministry and the Local Church

3 hours

Addressing concerns regarding the effectiveness of youth ministry in the local church, this course attempts to answer tough questions about what will be essential program content for youth and families in determining the future of youth ministry in the 21st century. For the student, practical tools should assist in designing local church ministry programming that is Biblical, missional, relevant and sustainable. Prerequisite(s): CHED 200. UG

CHED 377 - Music in Worship

2 hours

Same as MUCH 377. Prerequisite(s): successful completion of MUAP 225 (Music majors); MUTH 130 (Music minors); sophomore standing for other majors. UG

CHED 385 - Ministry Conference

0-1 hour

Participation at a ministry conference approved by the School of Theology and Christian Ministry. Additional requirements are specific to each

conference. Students may take the class more than once. UG

CHED 390 - Community Ministry Experience II

0-1/2 hour

An integrated ministry experience, generally during the junior year, in harmony with the student's interest and calling. Experience must include at least 50 hours of ministry experience in a local church, parachurch organization, or appropriate ministry setting. Assessment of student includes the student's knowledge of the field, experiences in leadership, personal spiritual leadership, ministry skill preparedness and interpersonal competencies. A mentor will provide direction, and appropriate feedback. UG

CHED 394 - Pastoral Care and Counseling

3 hours

Same as CMIN 394. UG

CHED 415 - Advanced Christian Education and Leadership

3 hours

This course will examine the history and philosophy of Christian education and its impact on the development of a discipling community. Attention will be given to the principles, planning, and practice of Christian education that transforms lives. UG

CHED 420 - Discipleship in Community

3 hours

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

CHED 450 - Senior Seminar

1 hour

This course is intended to prepare the senior student for their final stages of their ministry education. The course is designed in a seminar format and will include guest speakers that address practical subjects for ministry preparation, including, but not limited to, interview skills, résumé development, clergy taxes, and leadership development. UG

CHED 452 - The Minister as Leader and Administrator**3 hours**

Same as CMIN 452. UG

CHED 455 - Senior Supervised Ministry**0-1 hr**

An integrated experience in local church ministry, usually during the senior year, that engages students in hands-on ministry. Children's ministry students will serve under the leadership of the children's director/pastor and youth ministry students will serve under the leadership of the youth director/pastor. Student will serve for two semesters. May be repeated once for credit. UG

CHED 475 - Contemporary Issues in Youth Ministry**3 hours**

An exploration of the skills, strategies, challenges, and resources of relevant youth ministry. Issues such as discipling, outreach, recreation, counseling youth and parents, retreats and camping, building a family friendly ministry, and recruiting and equipping a team of leaders may be examined. UG

CHED 481 - Faith & Trauma**3 hours**

This course addresses the intersection of trauma and faith. Whether victims of crime, survivors of abuse, sexual abuse and/or rape, combat veterans, civilian survivors of disaster, or survivors of various other traumatic events - there are struggles to be navigated. Recent studies have shown the correlation of high ACE (Adverse Childhood Experiences) scores to lifelong illnesses and early death. However, studies also show that rewiring the brain to produce hopeful outcomes can occur when therapy and recovery

options are in play. The emotional and spiritual consequences of living through trauma can be difficult to comprehend and often trauma response is lacking. This Christian Ministry/Christian Education course is designed to bring understanding through the lenses of science, therapy, psychology, theology, scriptural wisdom, reason, tradition, and experience that would inform dialogue and help create a more hopeful ministerial response to trauma and recovery. Students will be encouraged to discuss and enact Jesus Kingdom principles and engage in practice skills and exercises that bring support and hope of recovery to trauma survivors. UG

CHED 482 - Peace Studies and Biblical Justice**3 hours**

Throughout the evangelical tradition, there has been an unnecessary disconnect between gospel proclamation and gospel activation, evangelism/salvation and the work of ethics. Throughout this course, students will explore how inextricably evangelism and public witness (through justice and peace) are bound together. Students will explore various definitions of justice, develop a well-informed biblical framework for "just action," explore the deeply-embedded assumptions of "shalom" within the Scriptures, and anchor this exploration in a robust spirituality of activism. UG

CHED 483 - Racial Reconciliation**3 hours**

Upon a short survey of the history of racism in the United States, students will explore both the theological and Biblical frameworks for remedying the injustice of racialization, inequality, and prejudice. Operating under the assumptions of "beloved community," a vision for a redeemed and reconciled community, this course will explore racism within both a personal and systemic/structural framework of sinfulness. In addition, students will explore meaningful ways in which followers of Jesus and the church corporately can both address contextual systemic injustice in local communities and provide a means of spiritual transformation within communities often divided by race. UG

CHED 484 - Spiritual Development of Students

3 hours

The student will learn to develop a holistic approach to the spiritual formation of students. In order for this to happen, the student will identify his/her personality type, identify other personality types and use this information to understand that basic spiritual development of self and others might look unique in everyone. It will be crucial to discover disciplines and practices that further holistic and age-appropriate spiritual formation. Understanding leadership as a reflection of one's soul as well as the brain function that accompanies is imperative. This class will look at the challenges facing the church by exploring through the lenses of cultural context, the sciences, Scripture, reason, tradition, and experience. Learning more about the tensions between the systems of empire and the counter-cultural systems of the church and the way these shape the lives of adolescents, their families and the church itself will bring more clarity as to the leadership that is needed for the spiritual development of ourselves and those we are called to lead. UG

CHED 488 - Topics in Christian Education**3 hours**

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

CHED 489 - Problems in Christian Education**1-2 hours**

Individual study of a practical problem in Christian education. The student must decide upon a problem, study it, and propose its solution. The major requirement is a written report of the student's research. Open to majors only. UG

CHED 490 - Integrated Summer Ministry Experience**3 hours**

An integrated ministry experience usually during the summer in harmony with the student's calling. The experience will include at least 150 hours of ministry experience. Attention will be given to the student's personal maturation, development of interpersonal

competencies, and sharpening of professional skills for leadership facilitated by the instructor and mentored by the field supervisor. UG

CMIN 116 - Fundamentals of Christian Ministry**3 hours**

A course designed to acquaint the student with the foundation and avenues for fulfilling the special call to service and to introduce Olivet's ministerial training objectives. Required of all freshmen in the ministerial training program. UG

CMIN 125 - Short-Term Missions and Cultural Engagement**0-1 hour**

The cross-cultural short-term engagement course is designed to prepare and equip students for an effective and intentional short-term ministry experience. The student will receive training specific for the ministry they have been selected for and engage in learning about short-term mission, cross cultural ministry, and reflection throughout the course. By participating in this course, students will be able to think critically about short-term mission, increase their cultural intelligence, and will have the opportunity for increased empathy and participation in service and missions. Prerequisite(s): Instructor consent. UG

CMIN 272 - History, Missions, and Polity of the Church of the Nazarene**3 hours**

This course covers three related topics: (1) a selective historical study of the world regions of the Church of the Nazarene, with primary emphasis upon the U.S. regions; (2) a review of the World Mission division and a discussion of internationalization and its implications; and (3) a concentrated examination of the Manual of the Church of the Nazarene, with focus on the government of the Church at its various administrative levels and consideration of the denomination's distinctive identity. UG

CMIN 290 - Cross-Cultural Ministry Experience**0-3 hours**

A supervised, semester-long ministry experience of at

least 50 hours per credit hour of ministry in a local church, an approved Parachurch organization, or other appropriate ministry setting. The experience is to take place in a ministry setting that is culturally divergent from the student's own cultural background. A mentor will be assigned to the student who will assist the student in finding a specific ministry position, provide direction to the student, and offer appropriate assessment. Assessment will be based on the following criteria: the student's preparedness for ministry; spiritual leadership; interpersonal skills; and developing awareness of, respect for, and flexibility in the face of cultural differences.

Prerequisite(s): CMIN 116. Pass/Fail grading. UG

CMIN 306 - Cross-Cultural Ministry

3 hours

A study of the theory and practice of cross-cultural ministry within the contexts of a single predominant culture and of multiple cultures. This will also include ways of reformulating and presenting the Christian message in culturally specific ways. Courses will include an introduction to world religions.

GER: Intercultural Understanding. UG

CMIN 310 - Christian Living

3 hours

This course assists the students in thinking critically about matters of Christian faith/theology in a multi-cultural and pluralistic context. Recognizing the increasingly post-Christian context of North America, students will be challenged to integrate personal faith, vocation, and theological conviction in a world of diversity and plurality. GER: Christianity UG

CMIN 315 - Church as Mission, Evangelism, and Movement

3 hours

Missional Theology has provided an opportunity for the church to reconceive of itself as central to the Mission of God. Throughout this course, students will explore a missional ecclesiology, rooted in the Scriptural call to live as a "sent, contrast community" into the world for the sake of bearing witness to the Kingdom of God. Students will then discuss the importance of proclaiming, in word and deed, the Good News of God's Kingdom and embedding evangelism in the cultural fabric of the church. Finally, students will explore the church as movement versus

institution, exploring multiplication and innovative strategies as outgrowth of the Mission of God.

Prerequisite(s): CMIN 116. UG

CMIN 380 - Introduction to Missionary Service

1 hour

A 16-hour, weekend seminar introducing prospective missionary candidates to missionary service in the Church of the Nazarene. The course is conducted by personnel from the Church of the Nazarene's World Mission division one weekend a year, Thursday evening through Sunday morning. Topics covered include the stages of becoming a missionary, missionary life, and cross-cultural orientation. Pass/Fail grading. UG

CMIN 390 - Cross-Cultural Field Experience

0-3 hours

Credit is given for participation in a group short-term (2-8 weeks), cross-cultural ministry program under the auspices of Olivet Nazarene University, the Church of the Nazarene's World Mission, or another missionary organization. A minimum of 80 hours of actual ministry time is required for two credits; 120 hours of ministry for three credits. Prerequisite(s): CMIN 116. UG

CMIN 391 - Cross-Cultural Field Placement

1 hour

An integrated ministry experience during the junior or senior year with particular attention to multicultural ministries in a local church setting. Experience must include at least 50 hours per credit hour for a total of two semesters of ministry experience in an ethnic local church different from the student's background, multicultural church, or ethnic ministry within an Anglo church. Prereq/Corequisite(s): CMIN 306. UG

CMIN 394 - Pastoral Care and Counseling

3 hours

An introductory study to pastoral ministry to individuals and small groups. Attention will be given to human development, spiritual formation, personality disorders, crisis intervention, counseling principles

and techniques, premarital and marital counseling tools and techniques, and pastoral visitation agendas and techniques. Prerequisite(s): THEO 310, junior standing. UG

CMIN 401 - Advanced Homiletics

3 hours

This course addresses homiletics within the larger context of classic Christian worship. Emphasis is given to preaching the various literary genres of Scripture, which also include the wider variety and function of homiletical forms (designs). Students preach original sermons in class and outside of class. Prerequisite(s): CMIN 405. UG

CMIN 405 - Preaching and Worship as Congregational Formation

3 hours

Throughout the late 20th Century, both preaching and worship were often viewed as attractive elements for the seeking public. As the West has become increasingly post-Christian and less and less people are arriving "at church" in search of God, preaching and worship must recover their constitutive and formational purpose; equipping the church to faithfully fulfill its mission in the world. This course will explore the ways in which the work of the preacher and the work of liturgy are necessary corporate means of grace for bearing a counter-cultural witness to the Kingdom of God in this world. In addition, students will be provided to opportunities to prepare and preach sermons, explore language that connects with congregations, and evaluate the integral connection between Preaching and Worship. Prerequisite(s): THEO 310. UG

CMIN 425 - Urban Ministry

3 hours

This course provides the student with a broad introduction to the unique challenges and opportunities for Christian ministry in an urban context. Students are encouraged to reflect on their own lifestyles and future ministry choices in light of the needs of the city and the response of the gospel in meeting human need. Exposure to city life and church-based organizations provide a dynamic context for the various learning activities in this course. The class is offered during the first summer session, with the class experience and trips to

Chicago occurring over one week and an additional week spent at the Shepherd Community in Indianapolis. Additional fees apply. UG

CMIN 440 - Senior Seminar

1 hour

This course is intended to prepare the senior student for their final stages of their ministry education. The course is designed in a seminar format and will include guest speakers that address practical subjects for ministry preparation, including, but not limited to, interview skills, résumé development, clergy taxes, and leadership development. UG

CMIN 450 - Missiological Foundation

3 hours

This course is designed to explore issues related to global world missions. The course will include a biblical theology for missions, a brief history of modern missions, the key definitions for modern missiology, and a study of current mission philosophies and strategies. Prerequisite(s): CMIN 306. UG

CMIN 452 - The Minister as Leader and Administrator

3 hours

A comprehensive study of the organization and activities of the local church and the pastor's leadership in these concerns. Class work will include such topics as understanding small-group dynamics, problem-solving, planning (including long-range planning), discipling other leaders (lay and staff), budgeting, accounting, raising funds, property management, leadership styles and skills, followership, conflict resolution techniques, fostering and maintaining relations with the denomination and especially the district, and personal ethics and financial budgeting. UG

CMIN 480 - Topics in Christian Ministry

3 hours

A study of significant areas of contemporary and enduring interest in the field of Christian ministry, such as Images of Ministry in Church History, Women in Ministry, Leadership of the Church for the Unchurched, etc. Prerequisite(s): CMIN 315 or consent of instructor. UG

CMIN 481 - Faith & Trauma

3 hours

This course addresses the intersection of trauma and faith. Whether victims of crime, survivors of abuse, sexual abuse and/or rape, combat veterans, civilian survivors of disaster, or survivors of various other traumatic events - there are struggles to be navigated. Recent studies have shown the correlation of high ACE (Adverse Childhood Experiences) scores to lifelong illnesses and early death. However, studies also show that rewiring the brain to produce hopeful outcomes can occur when therapy and recovery options are in play. The emotional and spiritual consequences of living through trauma can be difficult to comprehend and often trauma response is lacking. This Christian Ministry/Christian Education course is designed to bring understanding through the lenses of science, therapy, psychology, theology, scriptural wisdom, reason, tradition, and experience that would inform dialogue and help create a more hopeful ministerial response to trauma and recovery. Students will be encouraged to discuss and enact Jesus Kingdom principles and engage in practice skills and exercises that bring support and hope of recovery to trauma survivors. UG

CMIN 482 - Peace Studies and Biblical Justice

3 hours

Throughout the evangelical tradition, there has been an unnecessary disconnect between gospel proclamation and gospel activation, evangelism/salvation and the work of ethics. Throughout this course, students will explore how inextricably evangelism and public witness (through justice and peace) are bound together. Students will explore various definitions of justice, develop a well-informed biblical framework for "just action," explore the deeply-embedded assumptions of "shalom" within the Scriptures, and anchor this exploration in a robust spirituality of activism. UG

CMIN 483 - Racial Reconciliation

3 hours

Upon a short survey of the history of racism in the United States, students will explore both the theological and Biblical frameworks for remedying the injustice of racialization, inequality, and prejudice. Operating under the assumptions of "beloved

community," a vision for a redeemed and reconciled community, this course will explore racism within both a personal and systemic/structural framework of sinfulness. In addition, students will explore meaningful ways in which followers of Jesus and the church corporately can both address contextual systemic injustice in local communities and provide a means of spiritual transformation within communities often divided by race. UG

CMIN 496 - Field Training

0-3 hours

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

CMIN 521 - Expository Writing

3 hours

A review of expository writing norms from the basic level of punctuation, grammar, and sentence construction through the more advanced level of coherent paragraphs and overall organization. The goal is to write clearly, coherently, and credibly while using correct punctuation, spelling, and grammar. Attention will also be given to formatting a paper, using selections from the latest edition of Turabian's Manual and noting the recommendations of the Society of Biblical Literature. UG

CMIN 524 - Cross-Cultural Ministry

3 hours

This course will explore the fundamentals of intercultural communication and the implications for interactions and for ministry in a culturally diverse world. The course will cover a variety of topics, emphasize self-reflection, and engage participants in experiences designed to develop competencies needed for leadership in multicultural settings. UG

CMIN 525 - Topics in Christian Ministry

3 hours

This course will explore issues, disciplines or methodologies in Christian Ministry. Attention will be given to scholarship and theory as well as implications for practice. This course may be repeated under different subtitles. UG

CMIN 534 - Issues of Poverty

3 hours

This course will look deeply into the issues of poverty facing ministry broadly; and the urban ministry context specifically. Students will learn about the significant issues that contribute to the cycle of disadvantage and will gain tools for ministry to break the cycle. UG

CMIN 544 - Compassionate Ministries Development

3 hours

The purpose of this course is to look at the various challenges of developing effective compassionate ministries. We will examine the process of helping people break the cycle of dependency on social services. We will look at the do's and don'ts of fundraising built on a Biblical basis, as well as world views of fundraising. Additionally, we'll discuss ways of building relationships between the community and the church. UG

CMIN 545 - Theology of the City

3 hours

This course identifies and examines the various aspects of ministry in the city. It reviews the Biblical support for urban ministry. It also investigates various writers' views on ministry in the city. Learners will view urban ministry through the lens of Wesleyan-Arminianism. UG

CMIN 546 - Urban Missiology

3 hours

The purpose of this course is to develop an understanding of the urban context, globally and locally, and promote a relevant and practical approach to ministry in the city. The goal of this course is to lay the missiological foundation necessary for long-term and effective mission strategy in the urban setting. UG

CMIN 564 - Living Christian Justice in an Urban Context

3 hours

This course will explore the essential theological foundations of a Wesleyan view of justice and hope applied to the urban ministry context. Students will

develop a biblical concept of restorative justice from the prophets, Jesus, and new testament writers. UG

CMIN 572 - Missional Leadership Practicum

3 hours

This is a hybrid course where online content and on-site experience are combined in a 5-day practicum conducted at the Urban Mission Center in St Louis area and Benton Park West neighborhood in partnership with the Salvation Army. Benton Park West has a good blend of urban life (density, diversity, and disparity) to submerge into for practicing theory and principles learned in Urban Studies. The course will look at neighborhoods, areas of marginalization, areas of conflict and identified sacred spaces. Time will be given for discussion and study on the Urban Millennium and how it impacts the region, city and neighborhood and how the church has been impacted. While present in the community, students will learn and practice the 6 postures for creating and practicing missional community (Thin Places) and will spend time daily in the urban garden for spiritual reflection. UG

CMIN 575 - Urban Neighboring - The Ministry of Community Presence

3 hours

The uniqueness of ministering within the context of the urban community can vary widely, this course will study what it means to minister by being intentionally present in and learning from the surrounding community. Specifically, we will address connecting to community programs and activity centers, building meaningful relationships with community leaders, developing and discipling indigenous leaders, as well as ministering to a community in times of crisis. UG

CMIN 581 - Issues in Urban Ministry

3 hours

Looking at challenging issues unique to Urban Ministry, this course will help students gain a better understanding of the causes behind issues such as teen pregnancy, gang and domestic violence, drug and substance abuse, prostitution and more. Student will begin to formulate an understanding and strategy to develop ministries that will help the urban population address these issues. UG

CMIN 594 - Pastoral Care and Counseling

3 hours

An introductory study to pastoral ministry to individuals and small groups. Attention will be given to human development, spiritual formation, personality disorders, crisis intervention, counseling principles and techniques, premarital and marital counseling tools and techniques, and pastoral visitation agendas and techniques. Prerequisite(s): THEO 310, junior standing. UG

CMIN 602 - Preaching and Worship as Congregational Formation

3 hours

Throughout the late 20th Century, both preaching and worship were often viewed as attractive elements for the seeking public. As the West has become increasingly post-Christian and less and less people are arriving "at church" in search of God, preaching and worship must recover their constitutive and formational purpose; equipping the church to faithfully fulfill its mission in the world. This course will explore the ways in which the work of the preacher and the work of liturgy are necessary corporate means of grace for bearing a counter-cultural witness to the Kingdom of God in this world. In addition, students will be provided to opportunities to prepare and preach sermons, explore language that connects with congregations, and evaluate the integral connection between Preaching and Worship. GR

COMM 100 - Communication Foundations

1 hour

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

COMM 102 - Performance Studies

3 hours

The student will learn theories and skills for the oral performance of various types of literary texts, including dramatic literature, prose, and poetry. Also explores the development of programs on a theme. UG

COMM 105 - Fundamentals of Communication

3 hours

This course, through the methods of public speaking, interpersonal communication, and small group communication, will enable the general education student to perform orally in various kinds of situations. Primary focus will be given to oral presentation skills, while integrating both theory and practice in interpersonal and small group communication skills. The course will also emphasize the importance of critical listening, audience adaptation, and responsible research.

GER: Speaking. UG

COMM 110 - Introduction to Acting

3 hours

Study of the process of analyzing and creating roles for performance. Students will develop technical performance skills through scene work. Theories of acting will be analyzed and applied. Offered in alternate years. Prerequisite(s): Restricted to theatre/musical theatre minors/concentrations and film studies/tv video concentrations. Exception can be made upon approval of instructor. UG

COMM 120 - Introduction to Theatre

3 hours

The study of the theatre as an art form. This course will integrate various approaches to the study and appreciation of the theatre, including its performance and historical and literary aspects. Major project includes production work on the current school play. UG

COMM 132 - Introduction to PR

3 hours

A general course introducing technique of establishing and maintaining public relations. Activities span a variety of media to influence public opinion and manage an organization's reputation. UG

COMM 141 - Introduction to Journalism

3 hours

An introduction to the journalistic writing style.

Emphasis is on learning what news is, how to gather news, and how to write news stories. Students are encouraged to publish in the student newspaper. UG

COMM 160 - Media Service Learning

1 hour

Designed for students planning to apply their multimedia communication skills in a ministry context. Experiences must meet departmental criteria and learning outcomes for acceptable media service learning projects. Ideally, these experiences will be in the context of international media mission trips, although some domestic church or para-church opportunities may be approved by the instructor if they don't overlap with a student's other media practicum experiences. UG

COMM 171 - Fundamentals of Radio/Beginning Announcing

3 hours

Emphasizes the communication and performance skills that are essential for successful announcing. Topics include: interpreting copy, voice and diction, broadcast interviewing, and sports and music announcing. Students are given practical experience with broadcast studio equipment necessary for announcing. UG

COMM 175 - Nonlinear Editing

3 hours

An introduction to digital editing with a nonlinear editing system. While the post-production phase of editing will be emphasized, students will also be introduced to cameras (production), and storyboarding (pre-production). Students will also learn professional audio recording software in the campus audio recording lab. Prerequisite(s): Restricted to multimedia communication majors. Exception can be made upon approval of instructor. UG

COMM 198 - Dramatic Practicum

1-6 hours

Credit will be granted to persons who make major contributions to a theatrical production on campus. Participation may include acting, assistant directing, lighting, set design/construction, etc. Up to six credit hours may be earned in this manner. Determination of

credit and major contribution is to be judged by the faculty member directing the production. Each practicum hour will require approximately four working hours per week. UG

COMM 203 - Interpersonal Communication

3 hours

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

GER: Stewardship. Prerequisite(s): COMM 105. UG

COMM 215 - Audio Production

3 hours

Multi-track audio production introducing students to practices and techniques used to create final production and elements of audio and video production. Projects include, but are not limited to; sound effect creation, natural sound gathering, interview editing, editing for news packages, voice-over editing, editing for time and content, use of effects for "sweetening" music and voice-over tracks for audio and video, producing narration and soundtracks for video. Prerequisite(s): COMM 171. UG

COMM 221 - Mass Media and Society

3 hours

History and current issues in mass communication; examines basic technology, social and regulatory control, economics, audience uses and gratification, and media effects on individuals and society. Prerequisite(s): COMM 105. UG

COMM 235 - Teambuilding and Leadership

3 hours

This course examines theories of group dynamics and leadership. It also utilizes experiential learning

methods as students are placed in groups and, throughout the semester, are given various group tasks in which they apply (and reflect upon) the theoretical concepts. Special attention is given to the development of ethical leadership skills. UG

COMM 240 - Scriptwriting for Multimedia

3 hours

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

COMM 255 - Online Media Production

3 hours

This class focuses on the technical, practical and creative skills needed to produce multimedia stories in an online environment. Students will use various software programs to develop skills in basic HTML and CSS, web design and planning, content management systems, and social media content creation and analytics. Students will create, format and prepare interactive graphics, video, audio and image files for online and mobile platforms. UG

COMM 260 - Film Studies

3 hours

Study of major works of film, focusing upon fundamental philosophies informing criticism as well as the practical application of critical methods. Attention is given to developing tools of critical analysis of film, including aesthetics of cinematography, screenwriting, acting, film production, and directing. Prerequisite(s): COMM 100, and COMM 175, or permission of instructor. UG

COMM 265 - Live Event Media Practicum

1 hour

Credit will be granted to students who contribute to live event production of a campus event/presentation. Activities may include, but are not limited to; live sound, video production, camera operation, video switching, technical directing, or live lighting production. Each practicum hour will require 60 hours/semester per credit hour of direct work

and/or supervision of work related to the above. Work to be supervised by faculty or staff related to the event. Can be repeated up to 3 credit hours. UG

COMM 276 - Media News and Interviewing

3 hours

An in-depth study of media news including reporting for audio & television platforms. Emphasis will be on story development, writing, shooting, and editing for a university television or online news magazine as well as audio podcasts and other internet platforms. Daily newsroom routines and jobs will be discussed with an emphasis on interviewing skills. Prerequisite(s): COMM 171 and COMM 175. UG

COMM 290 - Basic Video Production

4 hours

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

COMM 305 - Professional Communication

3 hours

This course is designed to give the student frequent and intense experience in public speaking and debate. This course emphasizes the importance of clarity and understanding of informative messages and power of persuasive messages. Attention is given to the process of analyzing an issue, structuring arguments, using evidence, and handling refutation and rebuttal in oral communication. Prerequisite(s): COMM 105. UG

COMM 312 - Inspired Strategies Agency

1 hour

This course will house a communication practicum where students will manage professional clients for Inspired Strategies Agency, Olivet Nazarene

University's student-run strategic communication firm. Repeatable up to 8 credits. Every semester. Prerequisite(s): Sophomore status or instructor consent. UG

COMM 320 - Directing

3 hours

An examination of the directorial process from script analysis to actual theatrical production. This course examines such topics as dramaturgy, blocking, stage movement, casting, rehearsal, production, and play analysis. Students will provide direction for scene work in class and work on a scene or one-act play for the Department of Communication's annual "Night of Performance." Offered in alternate years. Prerequisite(s): COMM 110, COMM 120 or approval of instructor. UG

COMM 325 - Event Planning

3 hours

This course is designed to provide an introduction to the event industry, including all aspects of planning and executing events, meetings, and conferences, and to acquaint students with the skills and tools necessary for industry success. Students will gain understanding of the meeting/event planning industry and its required competencies through classroom study as well as practical application, guest lectures, and field trips. Topics covered will include: the history of the industry, the building blocks for event management, research, sales and marketing, risk management, creative elements, food and beverage, entertainment, technical production, and logistical considerations. Prerequisite(s): 45 completed credit hours or more. UG

COMM 331 - Public Relations Writing

3 hours

This course prepares students to strategically communicate with the various publics and stakeholders through the wide variety of communication channels in order to maintain reputation management. Emphasis focuses on effective writing through relevant formats including, but not limited to media advisories, press releases, blogging, speech writing, opinion editorials, social media content, newsletters, brochures, digital media kits, and additional current industry trends. This course will also address public relations role as a

media liaison, how public relations writing fits into campaign development, ethical issues, and professional industry trends. Prerequisite(s): COMM 132 and Communication Major or permission of instructor. UG

COMM 332 - Public Relations Strategy and Implementation

3 hours

Students learn the elements of a strategic public relations campaign by creating a proposal through research and campaign development for community clients. Following the planning process, students will learn campaign implementation, client relations, budget planning, calendar development, message implementation and evaluation measurements of campaign effectiveness. This advanced course is designed for those who desire specialized skills in public relations and promotional communication and will serve as a capstone course for public relations and strategic communication students. Prerequisite(s): COMM 132, COMM 331 and Communication major status or by permission of instructor. UG

COMM 336 - Beat Journalism

3 hours

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

COMM 340 - Multimedia Storytelling

3 hours

This course focuses on the practical and creative skills needed to produce multimedia stories in an online environment. Students will analyze, plan, create, format, and prepare multimedia content using text, photos, video, audio and interactive graphics for online and mobile platforms. Students are encouraged to submit their work to professional online platforms, including student media outlets. Prerequisite(s): COMM 141 or approval of instructor. UG

COMM 342 - Persuasion and Media Influence

3 hours

A study of principles and techniques of attitude and behavior change at group and societal levels. Special attention will be given to the use and misuse of propaganda. Term project will include the production of an actual persuasive campaign based on principles developed earlier in the term. Prerequisite(s): COMM 105. UG

COMM 349 - Intercultural Communication**3 hours**

Similarities and differences of communication patterns across cultures are the foci of this course. Of particular concern will be communication rituals, nonverbal signals, and communication patterns of cultural groups.

GER: Intercultural Understanding. UG

COMM 352 - Communication Training & Development**3 hours**

Focuses on the development and delivery of corporate training. Major topics include conducting needs analyses, designing audience-centered training, meeting targeted learning outcomes, and training assessment. Students design professional training programs.

Prerequisite(s): COMM 100 and Sophomore status or higher. UG

COMM 356 - Corporate Video Production**3 hours**

This course focuses on all production stages for planning and producing corporate and promotional videos. Students are treated as members of a professional video production company with emphasis on creating projects for their résumé reels. Projects include shooting commercials, promotional features and corporate videos for clients in the local community. Prerequisite(s): COMM 175 and COMM 290. UG

COMM 362 - Social Media Strategies**3 hours**

Students learn the basics of researching, planning and critical analysis of social media in communication campaigns, evaluate strategies and tactics for varying size organizations, and analyze past and current

campaigns for effective campaign use. Alternate fall semesters. Prerequisite(s): COMM 132 and any communication major status **or** by permission of instructor. UG

COMM 364 - Dramatic Literature/History**3 hours**

Survey course examining representative plays from each period of theatre history. Special attention is paid to the cultural and historical factors influencing the development and decline of each period.

Prerequisite(s): LIT 105 or approval of instructor. UG

COMM 371 - Studio Production**3 hours**

A hands-on television studio experience involving the pre-production, production, and post-production of a television program. The emphasis will be on how to produce and direct the program as well as defining and practicing the staff jobs of a studio production crew including; camera operator, floor director, technical director, and video editor among others. Students will also participate in production teams that will produce television commercials which will run during the program aired on university television or online media. Prerequisite(s): COMM 175 and COMM 290. UG

COMM 375 - Radio Programming/Advanced Announcing**3 hours**

Lecture based class discussing and developing advanced skills and techniques related to the programming of radio. Historical perspective of programming will be given, discussion of actual techniques used by programmers using music, promotions, imaging, jingles and personalities. Critiquing air talent, music scheduling, audio production, copy writing, advanced imaging, and staff management is a sampling of projects. Offered alternate years. Prerequisite(s): COMM 171. UG

COMM 380 - Documentary Production**3 hours**

Designed to have students produce, direct, write, and edit a documentary project. The class will emphasize the three stages of production: pre-production, production, and post-production, specific to the

documentary process. While the focus will be on producing their own documentary project, students will participate in studying classic and current documentaries along with researching documentary history and documentary directors. Prerequisite(s): COMM 175 and COMM 290. UG

COMM 390 - Multimedia Practicum

3 hours

As a capstone experience, students will propose a multimedia project appropriate to his/her area of concentration. Approved projects must meet departmental criteria and learning outcomes specified for each concentration. Prerequisite(s): Junior or Senior status. UG

COMM 393 - College Media Practicum

1 hour

Prerequisite(s): Instructor consent UG

COMM 394 - Event Planning Practicum

1-3 hours

This practicum course is an elective for students interested in gaining additional event-planning experience as well as event-planning certification. One hour of credit equals 60 hours of supervised event planning experiences. Prerequisite(s): COMM 325 and instructor consent. UG

COMM 398 - Dramatic Practicum

1-6 hours

Credit will be granted to persons who make major contributions to a theatrical production on campus. Participation may include acting, assistant directing, lighting, set design/construction, etc. Up to six credit hours may be earned in this manner. Determination of credit and major contribution is to be judged by the faculty member directing the production. Each practicum hour will require approximately four working hours per week. UG

COMM 399 - Special Topics in Communication

3 hours

Each "Special Topics" course will explore in-depth

one particular topic within one of the major areas of study: Radio, Journalism, Theatre, Corporate Communication, Television and Video Production, and Film Studies. "Special Topics" courses will rotate among these six areas of study. UG

COMM 410 - Media Management

3 hours

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

COMM 430 - Public Relations Research Methods

3 hours

This course will establish a strong foundation for communication students to understand professional research methodologies. Students will learn how to use principles of scientific research to establish, monitor and evaluate communications programs. The course will cover research planning; theory; design including sampling, surveys, experiments, focus groups, content analysis and participant observation; qualitative and quantitative analysis; and reporting of research with advanced technologies. Alternate fall semesters. Prerequisite(s): COMM 100, COMM 132 and any communication major status **or** by permission of the instructor. UG

COMM 450 - Senior Seminar

2 hours

Designed to integrate previous studies in speech communication, this course stresses refinement of students' analytical abilities and public-speaking skills by providing opportunities for individual projects. Other considerations include preparation for graduate

school and career options. Prerequisite(s): COMM 105, COMM 305. UG

COMM 457 - Communication Theory

3 hours

The purpose of this course will be to provide an in-depth look at some of the dominant theories being used in the study of human communication today. Some of the topics to be covered will be symbolic interactionism, rhetorical sensitivity, coordinated management of meaning, systems theory, and information processing. Offered in alternate years. Prerequisite(s): A total of at least 15 hours in the major, or approval of the instructor. UG

COMM 460 - Philosophy of Human Communication

3 hours

Reading and detailed study of the theories of principal rhetoricians from ancient to modern times. Attention will be given to research techniques in rhetoric; students will conduct a major research project. Offered in alternate years. Prerequisite(s): A total of at least 15 hours completed in the major, or approval of instructor. UG

COMM 466 - Communication Internship

0-6 hours

The student will intern under the supervision of a professional in an off-campus organization. The internship must be served in an area appropriate to the student's course of study. A minimum of 60 clock hours per credit hour must be spent on site. Students must be registered during the term of the internship. It is the student's responsibility to secure an internship and obtain departmental approval prior to beginning the experience. Students must have junior status or higher to earn internship credit. UG

COMP 107 - Computational Engineering

3 hours

Same as ENGR 107. Every semester. Prereq/Corequisite(s): MATH 147. Laboratory experience. UG

COMP 120 - Introduction to Programming

2 hours

A gentle introduction to programming for students with no previous computer programming experience. Students will write many small computer programs to practice problem solving and programming methodology. Problems will be taken from a variety of application domains. Builds a foundation for subsequent programming courses. With the approval of the Department Chair, this course may be waived and credits to be replaced by additional COMP elective or other approved University course. UG

COMP 125 - Cloud Foundations

2 hours

This online block course provides a fundamental understanding of cloud based computing and concepts. Topics include services, architecture, and security. This course may be waived with evidence of Amazon AWS Cloud Practitioner Proficiency Exam and Certification, credits to be replaced by additional COMP elective or other University approved course. UG

COMP 130 - Introduction to Cybersecurity

2 hours

This course introduces basic concepts of cybersecurity and information assurance. The course introduces students to the global characteristics of cybercrime, security principles, technologies, and procedures to defend networks. Through interactive, multimedia content, lab activities, and multi-industry case studies, students build technical and professional skills to pursue careers in cybersecurity. UG

COMP 141 - End User Systems I: Computer Hardware

2 hours

This course provides learners with exposure to computing hardware systems including computers and mobile devices. Emphasis is placed on understanding components, peripherals and troubleshooting. This course may be waived with evidence of CompTIA A+ Proficiency Exam and Certification, credits to be replaced by additional COMP elective or other University approved course. UG

COMP 142 - End User Systems II: Software

2 hours

This course focuses on the installation and configuration of software, information security and software troubleshooting. This course may be waived with evidence of CompTIA A+ Proficiency Exam and Certification, credits to be replaced by additional COMP elective or other University approved course. UG

COMP 150 - Programming: Control Structures

3 hours

First in a sequence of programming courses designed to build professional programming skills. Covers control structures used in many programming languages for expressing procedural solutions to problems. Control structures include sequence, selection, repetition, recursion, and functions. Prerequisite(s): COMP 107, COMP 120, or permission of instructor. UG

COMP 227 - System Administration

3 hours

This course is an introduction to Windows and Linux systems. It covers software installation, setup, configuration, and administration. The course also includes system security planning and administration. Includes lab. UG

COMP 230 - ServerOps

3 hours

This course is a study of server architecture, administration, and disaster recovery. This course will also address storage, security, and troubleshooting. This course may be waived with evidence of CompTIA Server+ Proficiency Exam and Certification, credits to be replaced by additional COMP elective or other University approved course. UG

COMP 237 - Network Technologies

3 hours

Study of computer networks. Focuses on networking hardware and software including switches, routers, and network interface cards. Also includes both wired

and wireless network communication media. The layered model of network communication provides structure for the discussion of the many protocols and services. Lab focuses on installation, setup, configuration, and administration of network devices and server based services such as DHCP, DNS, X.500, NFS, web server. This course may be waived with evidence of CompTIA Network+ Proficiency Exam and Certification, credits to be replaced by additional COMP elective or other University approved course. Prerequisite(s): COMP 150 or ENGR 107. COMP 227 is recommended. UG

COMP 238 - Packet Switching and Routing

3 hours

Learners are provided with concepts of network routing and switching. This includes proper switch configuration, router configuration, and device management. Prerequisite(s): COMP 237. UG

COMP 246 - Database Programming

2 hours

This course exposes learners to the use and application of database query, manipulation, and control language. Prerequisite(s): Any 100-level COMP course or transfer equivalent. Includes lab. UG

COMP 247 - Database Design and Administration

2 hours

Study of database management systems and their application to information systems. Includes database design and management using a relational database management system. Prerequisite(s): COMP 246. Includes lab. UG

COMP 250 - Programming: Data Structures

3 hours

Continuation of COMP 150 with a transition to Java. Covers implementations and application of common data structures including stacks, queues, trees, graphs, and others. Introduction of algorithm analysis and computational complexity for comparison and

selection of alternative algorithms including searching and sorting. Prerequisite(s): COMP 150. UG

COMP 260 - Shell Programming

3 hours

Basic Linux shell programming. Students will learn and practice: editing files with *vi*, using built-in *bash* commands, and writing *bash* shell script programs for improving productivity and automating system administration tasks. Prerequisite(s): COMP 107, COMP 120, COMP 150, or permission of instructor. UG

COMP 311 - Discrete Mathematics

3 hours

Same as MATH 311. Prerequisite(s): MATH 137 or MATH 147; COMP 107 or COMP 150; or consent of instructor. UG

COMP 322 - Mobile Application Development

3 hours

This course exposes learners to development of mobile applications. Special attention is focused on application security. Prerequisite(s): COMP 250. UG

COMP 325 - Cloud Development

3 hours

This course is focused on the use of development of cloud applications. This course may be waived with evidence of Amazon AWS Cloud Developer Associate Proficiency Exam and Certification, credits to be replaced by additional COMP elective or other University approved course. Prerequisite(s): COMP 125, COMP 150, and COMP 227. UG

COMP 330 - Web Development

3 hours

Programming for the world wide web. Uses a variety of tools for editing, debugging, and testing web programs. Emphasizes programming languages and frameworks commonly used for both browser side and server side scripting. Includes HTML, CSS, JavaScript, PHP, and SQL. Prerequisite(s): COMP 150. UG

COMP 332 - Linux System Administration

3 hours

This course provides students with necessary skills to administer Linux based systems. Topics include installation, configuration, and management with focus on security. Prerequisite(s): COMP 237. UG

COMP 333 - Windows Server Management

3 hours

This course provides students with necessary skills to administer Windows based systems. Topics include installation, configuration, and management of Windows servers and systems with focus on security. Prerequisite(s): COMP 237. UG

COMP 334 - Digital Law and Ethics

3 hours

This course concentrates on government regulations, frameworks, and ethics affecting cybersecurity professionals. Topics include GLBA, FERPA, HIPPA, and GDPR. UG

COMP 335 - Incident Response

3 hours

Students will learn risk assessment, security documentation processes, how to respond to cyber security related incidents and threats, and chain of custody protocols leading to an understanding of critical infrastructure protection (CIP). This course may be waived with evidence of EC Council Certified Incident Handler Proficiency Exam and Certification, credits to be replaced by additional COMP elective or other University approved course. UG

COMP 337 - Digital Systems Security

3 hours

Study of the security planning and administration of a computer network. Includes security update application, malware protection, intrusion detection, firewall organization and policy management. Focuses on a multi-layer approach to network security. This course may be waived with evidence of CompTIA Security+ Proficiency Exam and Certification, credits to be replaced by additional

COMP elective or other University approved course. Offered alternate years. Prerequisite(s): COMP 237, or approval of instructor. UG

COMP 338 - Wireless Technologies and RF

3 hours

This course discusses fundamentals of radio frequencies, proper wireless network design and troubleshooting methods. Prerequisite(s): COMP 237. COMP 238 is recommended. UG

COMP 340 - Human Computer Interface

3 hours

Study of the properties of high quality user interfaces. Emphasizes graphical user interfaces and components such as menus, forms, and reports. Relates psychological theories of human perception and cognition that contribute to the design of efficient human computer interfaces. Offered alternate years. Prerequisite(s): COMP 120 or COMP 150. UG

COMP 343 - Introduction to Robotics

3 hours

A lab-based course introducing the basic concepts of robotics including mechanics, electronics and programming of autonomous mobile robots. Prerequisite(s): PHYS 121/PHYS 201, and PHYS 122/PHYS 202; ENGR 107, COMP 120, or COMP 150, or other programming experience with permission of instructor. UG

COMP 345 - Cloud Architecture

3 hours

Learners will be exposed to cloud design patterns and best practices for implementing a cloud computing environment. Students are provided with access to hands-on labs. This course may be waived with evidence of Amazon AWS Solutions Architect Associate Proficiency Exam and Certification, credits to be replaced by additional COMP elective or other University approved course. Prerequisite(s): COMP 125 and COMP 237. UG

COMP 347 - Machine Learning and Artificial Intelligence

3 hours

A project-based course exploring the theory and application of machine learning and artificial intelligence. An introduction to learning algorithms including: Bayesian classifiers, artificial neural networks, genetic algorithms, principle component analysis, and k-nearest neighbors. Prerequisite(s): Approval of the instructor. UG

COMP 348 - Packet Analysis and Inspection

3 hours

This course dives into an advanced understanding of packet construction and compliance with established protocols and standards. Attention will be placed on using tools to perform packet analysis and the understanding of cybersecurity concerns relating to corrupt or altered packets. Prerequisite(s): COMP 237. UG

COMP 350 - Programming: Object Oriented

3 hours

Continuation of COMP 250 with a focus on object-oriented aspects and program design. Covers encapsulation, polymorphism, and inheritance. Also includes techniques to aid in developing modular programs with simple design. An emphasis on designing is covered. Prerequisite(s): COMP 250. UG

COMP 354 - Numerical Analysis

3 hours

Same as MATH 354. Prerequisite(s): MATH 261, MATH 351 and COMP 107 or COMP 250; UG

COMP 355 - Agile Methodologies

3 hours

Study of the software development process tasks including analysis, design, development, testing, and deployment. Emphasizes object oriented analysis, design, and programming. Focuses on agile methodologies and principles, Scrum in particular. Prerequisite(s): COMP 120 or COMP 150. UG

COMP 357 - Security Analyst I: Detection

3 hours

This course covers the monitoring of network and computer systems as well as the techniques and tools to detect system intrusions and events.

Prerequisite(s): COMP 337. UG

COMP 360 - Cryptography and Blockchain**3 hours**

This course focuses on cryptographic systems including public key infrastructure, symmetric and asymmetric encryption, and methodologies. The course also covers the use and application of Blockchain. This course may be waived with evidence of EC Council Encryption Specialist Proficiency Exam and Certification, credits to be replaced by additional COMP elective or other University approved course. UG

COMP 381 - Systems Programming**4 hours**

Deals with development of system programs. These are typically utilities dealing with operating system data or programming language support. They are usually written with fairly low-level languages such as assembly or C, which have access to system APIs. Example utilities with the operating system might include security programs, command interpreters, or disk utilities. Example utilities with language systems might include text editors, assemblers, linkers, code formatters, or code generators. Lab includes an introduction to assembly language programming. Offered alternate years. Prerequisite(s): COMP 250. UG

COMP 403 - Management Information Systems**3 hours**

Same as BSNS 403. UG

COMP 420 - Risk Management and Business Continuity Planning**3 hours**

This course discusses the management of risk and disaster planning in the context of an enterprise network. Learners will develop policies, procedures,

and establish a business continuity plan.

Prerequisite(s): COMP 337. UG

COMP 431 - Social Engineering**3 hours**

The study of human behavior and social engineering on cybersecurity and cybercrime. Attention will be given to reducing human error and developing techniques to mitigate risk. UG

COMP 432 - Ethical Hacking**3 hours**

This course will cover the discovery and reporting of system vulnerabilities and solutions. This course may be waived with evidence of EC Council Certified Ethical Hacker Proficiency Exam and Certification, credits to be replaced by additional COMP elective or other University approved course. Prerequisite(s): COMP 237, COMP 332, COMP 333, and COMP 334. UG

COMP 445 - Big Data**3 hours**

This course focuses on applications, issues, and methods associated with extremely large databases. Prerequisite(s): COMP 246. COMP 247 is recommended. UG

COMP 457 - Security Analyst II: Digital Forensics**3 hours**

Learners in this course will be exposed to techniques and tools needed for cyber investigations and to preserve court admissible evidence. Prerequisite(s): COMP 357. UG

COMP 475 - Theory of Computation**3 hours**

Covers the detailed comparative analysis of algorithms and their computational complexity. May also include formal language theory including finite automata, Turing machines, context-free grammars, and decidability. Offered alternate years.

Prerequisite(s): COMP 250 and COMP 311. UG

COMP 480 - Topics in Computing

1-3 hours

Selected topics of interest in computing. Provides flexibility and responsiveness in a dynamic and rapidly changing field. Prerequisite(s): Permission of the instructor. UG

COMP 490 - Cybersecurity Strategies**2 hours**

This course provides learners with hands on cybersecurity skill building in a simulated virtual environment and by participating in collegiate cybersecurity challenges and competitions. Students will use critical thinking and practical skills learned in previous cybersecurity coursework. May be taken multiple times. UG

COMP 493 - Software Research and Development Project**2 hours**

A project-based course researching an aspect or emerging trend in computing and/or developing a unique software application. Evidence includes a scholarly presentation or professional demonstration of the project. May be taken more than once. UG

COMP 494 - Internship**1-3 hours**

Designed to allow the student to integrate principles learned in the classroom by working in a business setting. The program is under the joint planning and supervision of the business involved and the department faculty. Course may be repeated, not to exceed more than 6 total hours of credit.

Prerequisite(s): Consent of the internship faculty advisor. UG

COMP 496 - Cybersecurity & Networking Seminar**2 hours**

This course is geared toward fulfilling several continuing education units required by some certification bodies. This course may be taken multiple times. UG

CJUS 243 - Introduction to Criminal Justice**3 hours**

This introductory course examines the American criminal justice system from the commission of a crime to the release of the offender in the community. The focus of the course will be on the three main components of the system: law enforcement, the courts, and corrections. The nature and relationships of the various criminal justice agencies will be explored in detail, as well as major theoretical concepts, models, and perspectives. UG

CJUS 316 - Corrections**3 hours**

This course is an examination of the people, systems, practices, policies, and problems of the correctional community, at the local, state, and federal levels. This course will include an analysis of the historical development of corrections, including community attitudes and resources, treatment programs, trends, and changes in the field, based on the philosophies of state and national governments. Various sentencing options, including the death penalty, will also be examined. UG

CJUS 325 - Police and Society**3 hours**

This course will examine the philosophy, history, and agencies of law enforcement at the local, state, and federal levels. An analysis of the role and responsibilities of law enforcement in a democratic society will be investigated, as well as such contemporary issues as corruption and brutality. UG

CJUS 327 - Urban Justice Policy**3 hours**

This course will serve as a field-study to focus on evolving urban justice policy and its impact, both historical and contemporary, within the domains of courts, corrections, policing and community reentry. Students will interact with every element of an urban criminal justice system, gaining valuable understanding of these areas through case studies, guest speakers and other active learning assignments. UG

CJUS 335 - Research Methods for Social Work & Criminal Justice

3 hours

A survey of the research principles and skills in the fields of social work and criminal justice. Topics include a survey of qualitative and quantitative design, sampling, data collection and analysis techniques, and ethical practice. This course is designed to educate students to critically analyze published research for implementation of evidence-based social work and criminal justice practice, as well as to apply research principles to new areas of study. UG

CJUS 343 - Criminal Law**3 hours**

An examination of the historical, constitutional, and legal principles applicable to substantive criminal law. This course will focus on an analysis of the definition of criminal law, elements of the major crimes, general principles of criminal responsibility, punishment, and the conditions or circumstances that may excuse an individual from criminal liability or mitigate the punishment. Legal reasoning, research, and case analysis will also be examined as well as the limitations of the criminal law. UG

CJUS 350 - Terrorism**3 hours**

This course focuses on understanding terrorism. Content covers the historical, political, economic, and global environment and context of threat. Both international and domestic threats are covered along with protocols for reducing or eliminating those threats. Terrorist groups, militant organizations, and individual crime are studied. UG

CJUS 360 - Criminal Procedure**3 hours**

An examination of the historical, constitutional, and legal principles applicable to criminal procedure. This course will focus on the procedural aspects of the criminal law pertaining to police powers in connection with the laws of arrest, search and seizure, the exclusionary rule, civil liberties, eavesdropping, confessions, and related decision-making factors. Analysis of such precedent cases as *Miranda v. Arizona*, *Terry v. Ohio*, and *Escobedo v. Illinois* will also be pursued. UG

CJUS 365 - Crisis Intervention**3 hours**

Designed to provide a framework for intervention with individuals, families, groups, and communities in crisis. Ethical, theoretical and practical skills necessary for crisis assessment and resolution will be examined. Specific attention is given to populations-at-risk, including women, ethnic and racial minorities, and persons with disabilities. In addition, issues related to mental and physical health, life transitions, and global matters are studied. Research and evaluation in crisis intervention settings are also presented.

GER: Stewardship. UG

CJUS 373 - Criminology**3 hours**

The focus of this course is on the causation of crime and delinquency. Classical, biological, psychological, and sociological theories of crime causation will be explored, as well as violent, property, white-collar, organized, and public order crimes. An examination will also be made of the extent and measurement of crime, delinquency, and victimization. UG

CJUS 375 - Behavioral Profiling**3 hours**

This course is designed to expand the understanding of social work, criminal justice, and those of the helping professions to understand the *Diagnostics and Statistical Manual* and to explore the history of mental illness and influences which shape perception and assumptions regarding mental disorders. There are several points of intercept that will be covered including: calls for service, encounters with law enforcement, civil commitment, criminal court, and community correction. Criminological elements regarding the classification of insanity and mental illness as they relate to violent behavior will also be discussed. UG

CJUS 380 - Fundamentals of Emergency Management**3 hours**

Same as SOWK 380. UG

CJUS 394 - Juvenile Justice**3 hours**

This course focuses on the role of delinquent minors

in the juvenile and criminal justice systems. This involves an examination of theories of juvenile delinquency and an examination of the problems of juveniles: family issues, economic issues, school issues, risk and protective factors in delinquency, juvenile rights and responsibilities, drugs, and gangs. Institutions and programs that serve juveniles will also be examined. UG

CJUS 400 - Field Placement I

6 hours

Limited to Criminal Justice majors in the senior year. Students are required to serve 270 hours of field experience in police, probation, correctional, or other criminal justice oriented agencies. The Criminal Justice Program Coordinator must approve specific placements. Prerequisite(s): CJUS 401. UG

CJUS 401 - Field Placement Seminar

1 hour

Designed to prepare criminal justice majors for field placement. This course is an orientation to field placement including professional ethics and responsibilities, résumé-writing, applying and interviewing, record keeping, confidentiality, and personal safety. This course must be taken in the semester preceding enrollment in CJUS 400 Field Placement. Students will meet weekly for one hour. Prerequisite(s): All core courses in the criminal justice curriculum except CJUS 400 or permission from the Criminal Justice Program Director. UG

CJUS 405 - Field Placement II

3-6 hours

This course must be taken during the senior year and is limited to Criminal Justice majors. Students will be required to serve 135-270 hours of field experience in police, probation, correctional, or other criminal justice-oriented agencies. The Criminal Justice field coordinator reserves the right to affirm or deny specific placements. This course will be taken after CJUS 400. Prerequisite(s): CJUS 400, CJUS 401 and permission of adviser. UG

CJUS 410 - Crime Scene Investigation

3 hours

This course focuses on crime scene investigation from the initial crime scene assessment to the

courtroom. The course will discuss evidence gathering and handling. Content includes investigation using drugs, hairs, fibers, paints, patterns, fingerprints, firearms, blood, body fluids, and DNA. Throughout the course, students will demonstrate proper handling procedures and experiment with laboratory techniques. This class will include lecture and laboratory sessions. Prerequisite(s): CHEM 101, CJUS 243. UG

CJUS 440 - Human Trafficking

3 hours

This course will focus on international and domestic human trafficking. Human trafficking victims include men, women and children who are subject to sexual exploitation or forced labor. This course is aimed to engage students about the complex and troubling practices of human trafficking and focus on the context of human rights and social justice perspectives. Students will gain valuable understanding of these areas through case studies, guest speakers and other interactive learning assignments. Prerequisite(s): CJUS 243 or permission of instructor. UG

CJUS 450 - Fundamentals of Police Training

3 hours

This course covers the foundational curriculum taught in police training programs. Content includes basic policing protocols and skills including, report writing, drug enforcement, courtroom testimony, interviewing and interrogation, use of force, firearm safety and use, traffic law, patrol procedures, vehicle stops, and accident investigation. This course requires physical readiness for police qualification. **Admission to this course requires departmental approval.** Prerequisite(s): CJUS 243, CJUS 325, MSCI 121, MSCI 122, MSCI 221, MSCI 222. UG

ESS 105 - The Dynamic Earth

4 hours

An introduction to the Earth's surface and interior, the dynamic processes that form them, and their impact on human society. Topics include volcanoes, earthquakes, plate tectonics, rivers, glaciers, deserts, climate, soils, and more from Earth's geologic, atmospheric, and oceanographic systems. GER: Physical Science. UG

ESS 106 - Geology & Geography of North American Regions

2-3 hours

Selected field studies of North American regions. UG

ESS 109 - Earth's Oceans & Atmosphere

3 hours

An introduction to meteorology and oceanography, including structure of the atmosphere, clouds and precipitation, air masses, storms, marine geology, seawater chemistry, currents, tides, waves, atmosphere-ocean interactions and Earth's climate system. UG

ESS 140 - Earth/Space Sciences for Teachers

4 hours

Introduces teacher candidates to the origin and nature of the universe, solar system, and Earth, including its physical and biological nature and history. Content of the course includes Earth's water, landforms, materials, and oceans. Laboratory will emphasize observational astronomy; the use of the planetarium; identification of minerals, rocks, and fossils; local geology; and map reading in forms useful for the teacher. A field trip is included. Prereq/Corequisite(s): EDUC 195. UG

ESS 150 - Planetary Astronomy

4 hours

This course addresses the question of humanity's place in the universe. How did we go from a view of Earth as fixed and unmoving in the center of the universe to our modern perspective of the solar system and our first glimpses of planetary systems beyond? Beginning with the observational patterns of the night sky, this course is an exploration of the development of our modern understanding of the solar system, as well as an investigation of the methods for detecting worlds orbiting other stars. These topics illustrate the practice of science and its implications for our understanding of the universe. The course's laboratory component involves observations of the night sky with the university's telescopes. GER: Physical Science. UG

ESS 151 - Stellar and Galactic Astronomy

4 hours

This course addresses the large scale structure and development of the universe. Beginning with stellar life cycles, it explores how an understanding of the birth and death of stars shapes our understanding of the structure of the Milky Way galaxy and the foundations for extra-galactic astronomy. In addition, a qualitative exploration of Einstein's general theory of relativity is introduced to conceptualize black holes and other exotic artifacts of stellar evolution. The course examines classification and distribution of galaxies and concludes with an introduction to Big Bang cosmology. Throughout, concepts in astrophysics are used to illustrate the scientific method and engage with larger questions of origins, structure, and cosmological fine-tuning. Laboratory component involves deep-sky observations and online simulations.

GER: Physical Science. UG

ESS 200 - Earth's Natural History

3 hours

An introduction to the natural history of Earth, including both physical changes and life of the past. Topics include fossil preservation, the history and patterns of life forms, fundamentals of stratigraphy and the interpretation of layered rock sequences, with special emphasis on the natural history of North America. Prerequisite(s): ESS 105 or ESS 140. UG

ESS 222 - Earth's Landscapes and Natural Hazards

3 hours

The study of Earth's surface processes, the landforms they produce, and associated natural hazards. Topics include streams, glaciers, deserts, shorelines, earthquakes, tsunamis, volcanic eruptions, landslides, and more. Analysis of landforms using maps, aerial photographs, and satellite imagery is emphasized in order to understand geomorphic processes. Prerequisite(s): ESS 105 or ESS 140. UG

ESS 302 - Mineral Science

4 hours

An introduction to the study of minerals, including

their chemical compositions, atomic structure, physical, chemical, and optical properties, and their importance to Earth processes. Emphasis is placed on minerals that are important due to their abundance, economic value, or scientific merit, with the goal of understanding the processes that form and modify the Earth's natural materials. Laboratory emphasizes hand specimen, optical, and other techniques of mineral description, identification, and use. Field trip over Fall Break to Ontario, CA. Prerequisite(s): ESS 105, CHEM 103. UG

ESS 332 - Water Resource Issues

3 hours

This course is a study of Earth's water resources from scientific and social perspectives, including the water cycle, surface and groundwater flow, contaminants, water supply and demand, water quality, management, and conservation in the U.S. and around the world. This course surveys environmental, economic, social, and cultural aspects of floods, droughts, and water usage, including emphasis on clean water access in the developing world.

GER: Intercultural Understanding. Prerequisite(s): Prior completion of a lab science course is required. UG

ESS 340 - Natural Resources & Environmental Issues

3 hours

The origins of natural resources, how culture influences the use of natural resources and how their use influences cultures, recycling of natural materials, and the impacts of processed materials on the environment. Resources to be explored include oil, natural gas, coal, nuclear and alternative energy sources, water, soil and fertilizers, wood, road salts, aggregates and construction materials, and industrial and precious metals. Economic and socio-political factors governing mining, production and recycling of materials within various cultures. The origins and environmental effects of acid rain, ozone depletion, top soil erosion, and climatic alteration associated with the use of natural resources are explored. The implication of Christian theology on these issues.

GER: Intercultural Understanding. Prerequisite(s): Completion of one laboratory science or consent of instructor. UG

ESS 346 - Tools of Astronomy

3 hours

Application of astronomical concepts and extensive use of observational equipment. Instruction in the use of the planetarium as an educational tool. Current topics in astronomy. Prerequisite(s): ESS 130 or ESS 140. UG

ESS 357 - The Rock Cycle and Ore Deposits

4 hours

The compositions, textures, distributions, and origins of igneous, sedimentary, and metamorphic rocks. Topics emphasize the processes that form each of these as well as economic deposits found within them. Multiple-day overnight field trip. Prerequisite(s): ESS 302. UG

ESS 360 - Geographic Information Systems and Global Positioning Systems

3 hours

Spatial analysis using handheld receivers of satellite positioning information (GPS) combined with a multilayered geographic mapping and analysis program (GIS) designed to integrate many sources of information to address various physical and social problems. UG

ESS 366 - Geologic Structures and Tectonics

4 hours

The nature and origin of Earth's deformed rocks considered at scales ranging from atomic to global and their implications for tectonics. Topics include non-tectonic structures, faults, folding, brittle and ductile features, mountain building, regional geology of North America, stress and strain in Earth materials, and more. Laboratory emphasizes solving structural problems, understanding geologic maps, and interpreting geologic history. Field trip over Spring Break to the southern Appalachians. Prerequisite(s): ESS 105, MATH 131 UG

ESS 370 - Science in Society

3 hours

Modern society is defined by scientific practice, but how did science itself develop and what role does it

play in contemporary issues? This course examines the history of science and the development of the scientific method from antiquity to the present.

Through the readings of primary and secondary sources, topics explored will include ancients and medieval science, the Scientific Revolution, science and the rise of industry, and the role of science in contemporary issues such as stem cell research, cloning, public policy, and climate change.

GER: Physical Science Non-lab. Prerequisite(s): One lab science course UG

ESS 375 - Optical & Electron Microscopy

3 hours

An analytical course focusing on various techniques of microscopy. Topics discussed include: basic principles of optics and light, interactions of light and matter, characteristics of electron beam-specimen interactions, image formation and interpretation, sample preparation, secondary electron imaging, back-scattered electron imaging, and semi-quantitative chemical analysis using energy dispersive X-ray spectroscopy. Microscope techniques will include standard optical microscopy, polarizing light microscopy, reflected light microscopy, and scanning electron microscopy. Prerequisite(s): CHEM 103; PHYS 122 or PHYS 202, or consent of instructor. UG

ESS 380 - Science in Dialogue with Theology

3 hours

The relationship between science and faith often seems fraught in society today, but what is the true relationship between science and religion and how did this develop? Are science and faith in conflict, correspondence, or something more complex? This course will examine the relationship between religion (primarily Christianity, though other faiths will be discussed) and the practice of science. Starting with the origins of modern science, topics explored will include Galileo and the Church, the development of geology and geological timescales, Darwin's theory of evolution, and young earth creationism. By means of reading from primary and secondary sources as well as guest lectures, students will gain tools to fruitfully engage this discussion.

GER: Physical Science Non-lab. Prerequisite(s): One lab science and two theology courses. UG

ESS 385 - Earth & Environmental Chemistry

4 hours

The distribution and significance of elements and chemical compounds in Earth's systems. Topics emphasize the origin of elements, behavior of trace elements, radioactive decay and geochronology, states of matter and thermodynamic stability, aqueous equilibria, and more. Laboratory consists of a semester-long project on the chemistry of natural waters, and includes analyses for major elements by wet chemistry, spectrophotometric methods, titration, atomic absorption spectroscopy, and more. Local day-trips to field areas. Prerequisite(s): ESS 105, CHEM 104. UG

ESS 390 - Seminar in Earth & Space Science

1/2 hour

Professional development and special topics of current interest in the Earth and Space Sciences. Required every year students are in the program. UG

ESS 394 - Physics of the Earth

3 hours

An introduction to the application of physics to the study of Earth systems. Methods of geophysical study of geologic structures and processes, and geophysical exploration for natural resources and environmental analysis. Fundamental techniques of geophysical data collection and analysis. Field experiences. Prerequisite(s): MATH 147, ESS 105; and PHYS 121 or PHYS 201. Corequisite(s): PHYS 122 or PHYS 202. UG

ESS 399 - Topics in Earth & Space Science

1-3 hours

Selected topics in the earth and space sciences, e.g., Oceanography, Advanced Paleontology, Isotope Geology, Advanced GIS, Regions of the United States, Advanced Hydrogeology and Contaminant Transport, Physics of the Earth, Geostatistics, etc. May be repeated. UG

ESS 492 - Research

1-3 hours

Detailed study of an area of the student's interest, involving library, laboratory, and/or field work. Paper required. May be repeated. Prerequisite(s): Consent of instructor. UG

ECON 110 - Principles of Economics**3 hours**

An introduction to economic reasoning and analysis, with special emphasis on the market process as a system of social coordination. This course will address microeconomic topics such as opportunity cost, and comparative advantage as well as the macroeconomic issues of inflation, unemployment, and monetary and fiscal policy.

GER: Social Science. UG

ECON 308 - Comparative Economic Systems**3 hours**

An examination of the alternative forms of economic organization that exist around the world. Areas of emphasis will include the existing variations in the democratic capitalist framework, the ongoing process of transition in formerly socialist nations, the emergence of new sources of competition within the global economy, and the interaction between economics, politics, and culture in various societies.

GER: Intercultural Understanding. UG

ECON 311 - Intermediate Microeconomics**3 hours**

An exploration of the neoclassical theories of consumption and production. Additional topics will include game theory and strategic behavior, the economic impact of technological development and organizational innovation, the role of the government in maintaining competition, and the relationship between Christian thought and economic methodology. Prerequisite(s): ECON 110. UG

ECON 312 - Intermediate Macroeconomics**3 hours**

An examination of alternative theoretical frameworks of the national economy, with particular emphasis on

the contrast between short-run and long-run models of aggregate economic behavior. Additional attention will also be devoted to current controversies in macroeconomic theory, policy, and performance.

Prerequisite(s): ECON 110. UG

ECON 345 - Economics of the Public Sector**3 hours**

An examination of the role of government in market economy, both in a positive and a normative sense. Major topics will include the theories of market failure and public choice; the economic impact of various taxes, expenditure programs, and regulatory actions; and alternative rationales for the expansion in the size and scope of government in the United States and other nations over time. UG

ECON 362 - Financial Markets and Institutions**3 hours**

A survey of the financial organizations of society, including the functioning and characteristics of money and credit, investment banking, trust companies, and commercial banking, with emphasis on the Federal Reserve System. Current money and banking problems are evaluated in conjunction with the theoretical concepts studies. Prerequisite(s): ECON 110. UG

ECON 365 - International Trade and Finance**3 hours**

An exploration of the effects that are generated when economic and financial transactions cross national boundaries. Major topics will include the theoretical basis for international trade, alternative explanations of the sources of comparative advantage, domestic trade policies, the primary determinants of exchange rates and capital flows, governmental actions regarding exchange rates, and the globalization of commerce. Prerequisite(s): ECON 110. UG

ECON 473 - Investments**3 hours**

Provides the student with an understanding of various types of securities traded in financial markets,

investment theory and practice, portfolio construction and management, and overall risk/investment strategies and tactics. Prerequisite(s): BSNS 355, ECON 362. UG

EDUC 140 - Foundations of Multicultural Education

2 hours

This course provides an introduction to the organization, development, and critical issues of American education in a multicultural context. This course examines education in light of historical, philosophical, technological, and theoretical models and how each has impacted today's multicultural educational thought. Through analysis of research findings and current trends in education, prospective candidates will study education in a professional context. As a part of the course, students will complete a multiethnic life experience. This course is a prerequisite for admission to the Teacher Education program. UG

EDUC 151 - Introduction to Education

1 hour

An introduction to Olivet's Teacher Education program, designed for transfer students who enter with credit in History and Philosophy of Education. Includes information concerning writing of lesson plans, writing in APA format, and other pertinent experiences needed in the transition to Olivet's Teacher Education program. UG

EDUC 175 - Field Experience I

0 hours

In this course candidates will complete the field experience requirement set in their major programs. Concurrent registration with EDUC courses with field experience requirements. Prerequisite(s): EDUC 140, EDUC 195, EDUC 200, and EDUC 280. UG

EDUC 195 - Teacher Education Seminar I: Teachers and Technologies in the 21st Century

3 hours

This course is designed to introduce pre-service teachers to the ONU Teacher Education program, current state licensure and endorsement

requirements, the requirements for successful completion of each of the Phases of the Education Teacher Performance Assessment (edTPA), and to the theory and principles of the use and integration of technologies in classroom planning, instruction, and assessment for PreK-12 grade classrooms. Through projects, each pre-service teacher will demonstrate an understanding of the operation and integration of multiple technologies in the teaching and learning process. This course is a prerequisite for admission to the Teacher Education program. UG

EDUC 200 - Human Development & Education

2 hours

This course introduces students to educational psychology and human development. It is an interactive course where students learn and practice skills related to the cognitive, affective, and psychomotor domains of learning. Students participate in a series of activities throughout the semester designed to stimulate their thinking and encourage the application of appropriate classroom knowledge to their field experiences. This course is a prerequisite for admission to the Teacher Education program. UG

EDUC 210 - Instructional Methods of Early Childhood Education

3 hours

Participants in this course are presented an overview of the educational and developmentally appropriate needs of young children. A study of the types of instructional methods for children ages birth through preschool including activity/learning centers, individualization, educational play, media, and their utilization in extending the child's understanding of art, music, literature, pre-reading instruction, mathematics, natural and social sciences. A further emphasis is placed on organization of balanced daily programs, planning, materials for instruction, assessment, parent communication, classroom environment, and bilingualism. Includes a field experience. Satisfactory completion of field experiences are to be completed concurrently in EDUC 175, EDUC 275, or EDUC 375 . Prerequisite(s): EDUC 280. UG

EDUC 211 - Child Growth and Development

3 hours

Same as PSYC 211. UG

EDUC 212 - Adolescent and Adult Developmental Psychology**3 hours**

Same as PSYC 212. UG

EDUC 214 - Early Adolescent Development**3 hours**

The course is designed to provide an understanding of the mental, physical, emotional, and social characteristics and provides study on multicultural issues that have an impact on the education of early adolescents. Students will also gain an understanding of the middle school concept, including purpose, curriculum, and special programs. All student presentations must include a technology component. For education majors only. To qualify for middle-school endorsements, a grade of "C" or better is required. UG

EDUC 220 - Early Childhood Field Experience**3 hours**

The student will participate in a preschool or daycare center for a total of 120 clock-hours. This experience permits the student to utilize skills and techniques which have been learned in the specialized methods courses. Prerequisite(s): PSYC 211, EDUC 140 and EDUC 210. UG

EDUC 269 - Children's Literature**3 hours**

A survey and critical analysis of children's literature to aid in the selecting of reading material for children from the preschool age through the elementary and middle school grade levels. Emphasis placed on diversity and technology integration and several assignments. Prerequisite(s): admission to the Teacher Education program or permission of the Director of Teacher Education. UG

EDUC 275 - Field Experience II**0 hours**

In this course candidates will complete the field experience requirement set in their major programs. Concurrent registration with EDUC courses with field experience requirements. Prerequisite(s): EDUC 175. UG

EDUC 280 - General Methods & Assessment**3 hours**

This course involves an introduction to the wide array of educational and developmental psychology concepts, theories, principles, and strategies and their impact on the pedagogical techniques teachers implement in the classroom of the 21st century. Included in the curriculum is planning effective lessons and instruction, accommodating students with exceptionalities, working for success with at-risk students, parental involvement, classroom management, multiculturalism, integration of technology, integration of curriculum, and assessment-drive decision making. General teaching methods geared to early childhood, elementary, middle grades, and secondary teaching strategies are the focus of this course. This course is a prerequisite for admission to the Teacher Education program. Prerequisite(s): Successful completion of EDUC 200 - Human Development & Education or permission of the Director of Teacher Education. UG

EDUC 300 - Applied Arts for Teachers**2 hours**

A course for general Elementary and Early Childhood Education majors. The teacher candidate will gain an understanding of the educational, communicative, and aesthetic value of drama, music, and visual art and the role fine arts plays in the elementary and early childhood classroom. Prerequisite(s): admission to Teacher Education or permission of Director of Teacher Education. UG

EDUC 320 - Teaching Early Childhood Language Arts and Social Studies**2 hours**

Participants in this course are presented a variety of techniques and methodologies for teaching language arts and social studies at the primary level. A study of the methods of teaching the language arts from a balanced literacy approach interrelated with social

studies will be developed. A thematic unit approach will enhance understanding of integrating listening, speaking, and reading and writing skills with the basic social heritage concepts of multiculturalism, values, citizenship, self-worth, geography, history, and biographical appreciation. Includes a field experience in a primary classroom. Satisfactory completion of field experiences are to be completed concurrently in EDUC 175, EDUC 275, or EDUC 375. Prerequisite(s): EDUC 280. UG

EDUC 321 - Elementary Reading Methods

2 hours

This course is designed to provide understanding of the foundational theories as well as the processes and methodologies of reading instruction for grades one through six. Emphases are placed on literacy strategies, word recognition, vocabulary development, comprehension, content areas, study skills, and the integration of technology. Candidates will learn strategies for the developmental literacy needs of English Language Learners as well as struggling readers. This course includes a field experience. Satisfactory completion of field experiences are to be completed concurrently in EDUC 175, EDUC 275, or EDUC 375. Prerequisite(s): EDUC 280. UG

EDUC 330 - Teaching Early Childhood Math and Science

2 hours

Participants of this course are presented a variety of teaching techniques and methodologies. The focus of this course is specifically on teaching methodologies and instructional techniques in the subjects of math and science. This course includes a field experience in a diverse classroom. Satisfactory completion of field experiences are to be completed concurrently in EDUC 175, EDUC 275, or EDUC 375. Prerequisite(s): EDUC 280. UG

EDUC 333 - Multicultural Classroom

3 hours

This course provides a platform for candidates to analyze and reflect upon the knowledge and competencies needed to develop appropriate, informed, and sensitive responses to the diverse learning needs of students in multicultural classrooms. This course considers the significance of

the intersection of multiple aspects of identity, including: race, ethnicity, gender, class (SES), sexual orientation, religion, and exceptionality. Additional focus is placed on exploring the cultural and epistemological underpinnings of special education in order to form an understanding of diverse perspectives that frame the concept of (dis)ability. GER: Intercultural Understanding. Prerequisite(s): Education majors must have previously been accepted into the Teacher Education Program. UG

EDUC 339 - Elementary Language Arts & Social Studies Methods

3 hours

A study of the methods of teaching in the language arts from a balanced literacy approach interrelated with the social studies. A thematic unit approach will enhance understanding of integrating the language arts skills with the basic social heritage concepts of multiculturalism, values, citizenship, self-worth, and geographical/historical/biographical appreciation. Candidates will be expected to include technology components and content area reading strategies into the thematic unit. Candidates will demonstrate proficiency in Phases I and II of the Education Teacher Performance Assessment (edTPA), and will practice the skills necessary for developing proficiency in Phase III of the edTPA. This course includes a field experience. Satisfactory completion of field experiences are to be completed concurrently in EDUC 175, EDUC 275, or EDUC 375. Prerequisite(s): EDUC 280. UG

EDUC 347 - Elementary Science & Mathematics Methods

3 hours

Participants in this course are presented with a variety of teaching techniques and methodologies. The focus of this course is specifically on teaching methodologies and instructional techniques in the subjects of math and science. Candidates will demonstrate proficiency in Phases I and II of the Education Teacher Performance Assessment (edTPA), and will practice the skills necessary for developing proficiency in Phase III of the edTPA. This course includes a field experience. Satisfactory completion of field experiences are to be completed concurrently in EDUC 175, EDUC 275, or EDUC 375. Prerequisite(s): EDUC 280. UG

EDUC 349 - Language Development

2 hours

This course will focus on how humans acquire and develop language, major functions of brain development that relate to speech and language, issues concerning teaching students with bilingual and cultural differences. American dialects, speech and communicative disorders, fostering language through home connections, and choice of appropriate instructional and technological strategies for language of various American populations. Prerequisite(s): admission to Teacher Education or permission of Director of Teacher Education. UG

EDUC 359 - Teaching Reading to Young Children

3 hours

This course is designed specifically for candidates preparing to teach preschool through grade three. The teacher's role in nurturing emergent literacy, including both reading and writing, will be developed as well as use of appropriate technology and instructional strategies in young readers. Because early literacy experiences are learned through a healthy, balanced experiential environment in the home, one feature of the course will include parental involvement in the reading experiences. Other areas to be covered will include classroom environment, thinking about print and writing, shared reading, literature-based reading, language experience, phonemic awareness and phonics instruction vocabulary, comprehension, balanced literacy, basal reading, assessment, and creating books. Includes a field experience. Satisfactory completion of field experiences are to be completed concurrently in EDUC 175, EDUC 275, or EDUC 375. Prerequisite(s): EDUC 280. UG

EDUC 367 - Methods and Materials in Physical Education for the Elementary School

2 hours

Same as PHED 367. Includes a field experience. Satisfactory completion of field experiences are to be completed concurrently in EDUC 175, EDUC 275, or EDUC 375. Prerequisite(s): EDUC 280. UG

EDUC 368 - Early Childhood Physical Education Methods

2 hours

A study of curriculum and various methods used in teaching physical education in Pre-K. The course includes lesson and unit planning, organizational procedures and methods used in teaching basic movement, stunts and tumbling, rhythms, and sports skills. Includes a field experience. Satisfactory completion of field experiences are to be completed concurrently in EDUC 175, EDUC 275, or EDUC 375. Prerequisite(s): EDUC 280. UG

EDUC 371 - Elementary Reading Assessment

2 hours

This course is designed to provide understanding of the foundational theories of the processes and methodologies of reading assessment for first through sixth grade students. Emphases are placed on assessment techniques and strategies that assist in the diagnosis and treatment of literacy, word recognition, vocabulary development, and comprehension deficiencies. This course will take an integrated and balanced literacy approach using research-based best practices, including technology. This course includes a field experience. Satisfactory completion of field experiences are to be completed concurrently in EDUC 175, EDUC 275, or EDUC 375. Prerequisite(s): EDUC 280 and EDUC 321. UG

EDUC 375 - Field Experience III

0 hours

In this course candidates will complete the field experience requirement set in their major programs. Concurrent registration with EDUC courses with field experience requirements. Prerequisite(s): EDUC 275. UG

EDUC 376 - Inclusion of Exceptional Students

3 hours

This course is an introduction to the field of special education, the psychology and identification of exceptionality (including, but not limited to, students with learning disabilities), differences in approaches to

learning styles, multiple intelligences and performance modes, cultural differences, and methodologies for working with diverse populations in the school community. An emphasis is placed on specific strategies for adapting instruction and current practices designed to assist classroom teachers in meeting the needs of all students in the regular education setting. Includes a field experience. Satisfactory completion of field experiences are to be completed concurrently in EDUC 175, EDUC 275, or EDUC 375. Prerequisite(s): EDUC 280. UG

EDUC 381 - English Language Arts Methods for Middle and Secondary School

3 hours

This course is a continuation of application of the wide array of educational and developmental psychology concepts, theories, principles and strategies and how their relationship impacts the pedagogical techniques teachers will implement in the classroom of the 21st century. Included in the curriculum is accommodating students with exceptionalities, at-risk students, parental involvement, classroom management, multiculturalism, integration of technology, and integration of curriculum. Content teaching methods geared to middle and secondary teaching strategies in the 21st century classroom is the focus of this course. In addition, teaching methods are considered for the English content area. Candidates will complete a field experience in conjunction with this course, during which they will practice the skills necessary for successful completion of the Education Teacher Performance Assessment (edTPA), Phase I, Phase II and Phase III. Fall only. Prerequisite(s): Successful completion of EDUC 280 - General Methods & Assessment or permission of the Director of Teacher Education. UG

EDUC 382 - Math Methods for Middle and Secondary School

3 hours

This course is a continuation of application of the wide array of educational and developmental psychology concepts, theories, principles and strategies and how their relationship impacts the pedagogical techniques teachers will implement in the classroom of the 21st century. Included in the curriculum is accommodating students with exceptionalities, at-risk students, parental involvement, classroom management,

multiculturalism, integration of technology, and integration of curriculum. Content teaching methods geared to middle and secondary teaching strategies in the 21st century classroom is the focus of this course. In addition, teaching methods are considered for the Math content area. Candidates will complete a field experience in conjunction with this course, during which they will practice the skills necessary for successful completion of the Education Teacher Performance Assessment (edTPA), Phase I, Phase II and Phase III. Fall only. Prerequisite(s): Successful completion of EDUC 280 - General Methods & Assessment or permission of the Director of Teacher Education. UG

EDUC 383 - Science Methods for Middle and Secondary School

3 hours

This course is a continuation of application of the wide array of educational and developmental psychology concepts, theories, principles and strategies and how their relationship impacts the pedagogical techniques teachers will implement in the classroom of the 21st century. Included in the curriculum is accommodating students with exceptionalities, at-risk students, parental involvement, classroom management, multiculturalism, integration of technology, and integration of curriculum. Content teaching methods geared to middle and secondary teaching strategies in the 21st century classroom is the focus of this course. In addition, teaching methods are considered for the Science content area. Candidates will complete a field experience in conjunction with this course, during which they will practice the skills necessary for successful completion of the Education Teacher Performance Assessment (edTPA), Phase I, Phase II and Phase III. Fall only. Prerequisite(s): Successful completion of EDUC 280 - General Methods & Assessment or permission of the Director of Teacher Education. UG

EDUC 384 - Social Studies Methods for Middle and Secondary School

3 hours

This course is a continuation of application of the wide array of educational and developmental psychology concepts, theories, principles and strategies and how their relationship impacts the pedagogical techniques teachers will implement in the classroom of the 21st century. Included in the curriculum is accommodating

students with exceptionalities, at-risk students, parental involvement, classroom management, multiculturalism, integration of technology, and integration of curriculum. Content teaching methods geared to middle and secondary teaching strategies in the 21st century classroom is the focus of this course. In addition, teaching methods are considered for the Social Sciences content area. Candidates will complete a field experience in conjunction with this course, during which they will practice the skills necessary for successful completion of the Education Teacher Performance Assessment (edTPA), Phase I, Phase II and Phase III. Fall only. Prerequisite(s): Successful completion of EDUC 280 - General Methods & Assessment or permission of the Director of Teacher Education. UG

EDUC 386 - Teaching of Spanish, K-12

4 hours

This course is designed to introduce and refine a Spanish major's skills in the areas of motivation, behavior management, course, and unit- and lesson-planning. Characteristics and issues associated with teaching students of all grades will be addressed throughout the course. Focuses on developing underlying theories and practices in human growth and development, educational theories in teaching pedagogy, and cognitive processes. Included in the content are components of teaching students with exceptionalities, multiple learning styles and preferences, and diverse populations. A large segment of the course is dedicated to forming content lesson plans, matching objectives to state standards, and interdisciplinary unit plans formed with students of various disciplines. Oral presentations including technological components will complete the presentations of the unit plans. Written examinations will comprise assessment of textbook readings and weekly online discussion questions will be an integral part of class participation. Includes a field experience. Prerequisite(s): admission to Teacher Education. UG

EDUC 388 - Art Methods for Elementary/Middle Schools

4 hours

Pre-service teachers will develop and implement elementary/middle school art curriculum through contemporary practices. (A brief foundation of history and theory will be included.) Practical strategies will be applied to an art specific classroom management plan, sequential unit and lesson planning and

assessment practices. Differentiation and modifications for exceptionality and diversity specific to the art room environment will be incorporated. Emphases such as cross-curricular connections (including reading strategies), contemporary artists, and technology integration will be encouraged. Appropriate material use and management will be addressed in conjunction with artistic developmental stages of students. Pre-service teachers will join professional arts organizations and social media networking groups. Field experience of 45 hours with an elementary/middle school visual arts instructor is required. Prerequisite(s): admission to the Teacher Education program. UG

EDUC 392 - Teacher Education Seminar II: Classroom Management

2 hours

This course will explore theories and applications of effective teaching and classroom management. It deals with the topic of diverse classrooms including, but not limited to, students with exceptionalities, students with behavior disorders, and students from multiethnic backgrounds. Intended to be completed prior to Student Teaching, this course includes information regarding program completion of the Teacher Education program at Olivet, current state licensure and endorsement requirements, and demonstrating "proficiency" in the requirements for successful completion of the Planning, Instruction, and Assessment tasks of the edTPA. Prerequisite(s): Admission to the Teacher Education program or permission of Director of Teacher Education. UG

EDUC 472 - Art Methods for Middle/Secondary Schools

3 hours

Pre-service teachers will continue to develop and implement Middle/Secondary art curriculum including sequential unit and lesson planning and assessment practices. Practical strategies will be applied to an art specific high school classroom management plan and teaching philosophy. Differentiation and modifications for exceptionality and diversity specific to the art room environment will be incorporated. Emphases such as including reading strategies, contemporary artists, and technology will be encouraged. Teacher candidates will conduct a mini-Teacher Work Sample and begin a portfolio in preparation for the student teaching experience. Field experience of 45 hours

with a Middle or High School visual arts instructor is required. Prerequisite(s): admission to Teacher Education program, EDUC 388 and ART 250. UG

EDUC 481 - Paraprofessional Field Experience

4 hours

Students will spend half days for eight weeks working with a teacher as a paraprofessional under supervision of a University supervisor. UG

EDUC 482 - Student Teaching for Early Childhood Education

12 hours

Includes some experience at both the preschool and primary-school levels. Taken concurrently with EDUC 493. Prerequisite(s): Senior standing, pass the Illinois Subject-Matter Knowledge test, approval by the Teacher Education Faculty Committee, and appropriate methods courses. UG

EDUC 484 - Supervised Student Teaching in the Elementary School

12 hours

Taken concurrently with EDUC 493. Prerequisite(s): Senior standing, pass the Illinois Subject-Matter Knowledge test, approval by the Teacher Education Faculty Committee and appropriate methods courses. UG

EDUC 485 - Supervised Student Teaching: All Grades

12 hours

Taken concurrently with EDUC 493. Prerequisite(s): Senior standing, passing the Illinois Subject-Matter Knowledge test, approval by the Teacher Education Faculty Committee, and appropriate methods courses. UG

EDUC 486 - Supervised Student Teaching in the Secondary School

12 hours

Taken concurrently with EDUC 493. Prerequisite(s): Senior standing, passing the Illinois Subject-Matter Knowledge test, approval by the Teacher Education

Faculty Committee, and appropriate methods courses. UG

EDUC 487 - Supervised Student Teaching in the Middle Grades

12 hours

During this course, candidates will assume all responsibilities normally included in their cooperating teacher's workload and will complete and submit the edTPA. An Olivet faculty supervisor will meet with each candidate during this semester at least five times to review lesson plans, pedagogical practices, and student progress, as well as to problem solve with teacher candidates as issues arise. Student teaching is taken concurrently with EDUC 493.

Prerequisites include: Senior standing, passing score on the Illinois Content Area test, approval by the Teacher Education Faculty Committee, and required methods courses. UG

EDUC 488 - Student Teaching Elem Ed/Early Childhood Ed

12 hours

Includes some experience at both the preschool and primary-school levels. Taken concurrently with EDUC 493. Prerequisite(s): Senior standing, pass the Illinois Subject-Matter Knowledge test, approval by the Teacher Education Faculty Committee, and appropriate methods courses. UG

EDUC 493 - Teacher Education Seminar III

3 hours

A continuation of EDUC 195 Teacher Education Seminar I and EDUC 394 - Teacher Education Seminar II, for candidates in the Olivet Teacher Education program, intended to be completed prior to or during the Student Teaching semester. Includes information updating the details of the Teacher Education program at Olivet, current state licensure and endorsement requirements, and demonstrating "proficiency" in the requirements for successful completion of Phase I, Phase II, and Phase III of the Education Teacher Performance Assessment (edTPA), by submitting and successfully achieving a passing grade on the completed edTPA, in order to become eligible for licensure by the State of Illinois. Prerequisite(s): Admission to the Teacher Education program and concurrent enrollment in Student

Teaching, or permission of the Director of Teacher Education. UG

ENGR 101 - Engineering Design I

3 hours

An introduction to university-level engineering studies, the engineering profession, engineering graphics, and the engineering design process. Principles of academic success; professionalism; teamwork; technical graphics; and engineering drawings. Computer-Aided design using Creo Parametric and AutoCAD. Hands-on design projects. Every fall. Prereq/Corequisite(s): MATH 131 or higher. Lecture and lab UG

ENGR 102 - Engineering Design II

3 hours

Continuation of Engineering Design I. Advanced use of computer-aided analytical and graphical design tools, including Creo Parametric and Excel for technical analysis. Terminology and tools for the engineering design process, teamwork, and project management. Graphical and analytical design projects. Prerequisite(s): ENGR 101 Prereq/Corequisite(s): MATH 147 UG

ENGR 107 - Computational Engineering

3 hours

Fundamentals of computers and computer programming emphasizing elementary engineering numerical analysis and matrices. Matlab™ and C/C++ programming tools. Every semester. Prereq/Corequisite(s): MATH 147. Laboratory experience UG

ENGR 210 - Thermo-Fluids Engineering

3 hours

An introduction to thermal engineering topics for the non-mechanical engineering student. Properties of substances; system and control volume analyses; First and Second Laws; energy and momentum balances; internal & external flows; heat conduction, convection, and radiation; heat exchangers. Offered every spring. Prerequisite(s): CHEM 103 and PHYS 202. UG

ENGR 212 - Engineering Mechanics

4 hours

An introduction to the principles of mechanics for rigid and deformable objects, with their application to engineering systems in two dimensions. Topics include vector algebra, forces, moments, couples, friction, virtual work, kinematics of a particle, kinematics of a rigid body, dynamics of particles and rigid bodies, impulse, momentum, work and energy, stress and strain, bending, shear, deflection of beams, buckling of columns, and modes of failure. Offered every fall. Prerequisite(s): PHYS 201 and MATH 147. UG

ENGR 213 - Statics

3 hours

Introduction to fundamental mechanics applications of vector calculus in forces and moments; analysis of force systems; equilibrium of two- and three-dimensional systems; trusses and frames, friction including screws and belts; centroids and area moments of inertia; introduction to energy methods. Offered every fall. Prerequisite(s): PHYS 201 and MATH 147. UG

ENGR 215 - Dynamics

3 hours

Introduction to engineering dynamics; kinematics and kinetics of three-dimensional motion of particles, systems of particles, and rigid bodies; translating and rotating reference frames, space mechanics; work-energy, impulse-momentum, and impact; topics in matrix algebra, numerical methods, and dynamic system modeling and design. Offered every spring. Prerequisite(s): ENGR 213. UG

ENGR 216 - Mechanics of Materials

3 hours

Introduction to relationship between internal stresses and deformations produced by external forces acting on simple elastic structures; normal and shear stresses and deformations produced by tensile, compressive, torsional, and bending loading of members; principle stresses and Mohr's circle; states of stress and failure; deflection of beams; elastic strain energy and impact loading; analysis of composites; stability and buckling of columns. Offered every spring. Prerequisite(s): ENGR 213. UG

ENGR 220 - Electrical Circuits & Systems

3 hours

Basic principles of electric circuit analysis and digital electronic circuits. Kirchoff's laws, loop and nodal analysis, transient analysis, steady state sinusoidal analysis, transformers, operational amplifiers, semiconductor devices and physics, digital logic gates and analog to digital conversion. Offered every semester Prereq/Corequisite(s): PHYS 202 UG

ENGR 221 - Digital Systems**4 hours**

Design of digital circuits with logic gate integrated circuits and microcontrollers. Binary arithmetic and codes, Boolean function simplification, combinational and sequential logic circuits. Introduction to FPGAs and VHDL/Verilog programming. Offered every fall. Prerequisite(s): ENGR 107 or COMP 150. Laboratory experience. UG

ENGR 222 - Electric Circuit Analysis**3 hours**

Principles of linear electric circuit analysis. Kirchoff's laws, nodal and loop analysis, superposition and source substitution, dependent sources, operational amplifiers, transient analysis, Laplace transform analysis, steady state sinusoidal analysis, steady state power analysis, polyphase circuits and transformers. Offered every spring. Corequisite(s): Prereq/Corequisite(s): MATH 357, PHYS 202 UG

ENGR 235 - Introduction to Environmental Engineering**3 hours**

Sources, characteristics, transport, and effects of air and water contaminants; biological, chemical, and physical processes in water; atmospheric structure and composition; unit operations for air and water quality control; solid waste management; environmental quality standards. Offered every fall. Prerequisite(s): CHEM 103 and ENGR 210. UG

ENGR 241 - Microprocessors**3 hours**

Fundamentals of microprocessors. Internal organization, microprocessor instruction sets and microprocessor interfaces into larger systems. Offered every spring. Prerequisite(s): ENGR 221. UG

ENGR 251 - Transportation Planning & Analysis**3 hours**

Analysis and design of solutions to transportation problems; introduction to selected operations research and statistical analysis techniques; use of case studies in urban transportation, intercity passenger transport, and freight movements. Offered spring of odd years. Prerequisite(s): ENGR 211 UG

ENGR 255 - Introduction to Architectural Engineering**3 hours**

An introduction to architectural engineering by examining and comparing different construction methods highlighting the advantages and disadvantages of each. Also an overview of the different building systems involved in building design and their respective engineering disciplines (electrical, mechanical, civil, plumbing, structural, etc.). Offered every fall. Prerequisite(s): ENGR 102. UG

ENGR 311 - Material Science**4 hours**

Structure, properties, and processing of metallic, polymeric, ceramic, composite and semiconductor materials. Perfect and imperfect solids; phase equilibria; transformation, kinetics; mechanical behavior; material degradation. Offered every fall. Prerequisite(s): PHYS 201, CHEM 103, ENGR 211 . Laboratory experience. UG

ENGR 312 - Thermodynamics**3 hours**

Introduction to classical thermodynamics through the second law; system and control volume analyses of thermodynamic processes; entropy and irreversibility; relations among thermodynamic properties; and introduction to power and refrigeration cycles. Prerequisite(s): PHYS 202, MATH 148, and CHEM 103. UG

ENGR 314 - Computer Aided Engineering**3 hours**

Numerical methods for engineering analysis. Linear systems, numerical errors, numerical differentiation

and integration, solution of differential equations, finite difference methods, Galerkin-finite element method. Projects using commercial finite element software. Offered every fall. Prerequisite(s): ENGR 102, ENGR 107, ENGR 211. Prereq/Corequisite(s): MATH 357 UG

ENGR 315 - Fluid Mechanics

4 hours

Fluid properties; fluid statics, continuity, momentum, and energy principles, laminar and turbulent flow, boundary layers, dimensional analysis and similarity, flow in ducts and tubes, lift and drag, turbomachinery. Prerequisite(s): MATH 357, ENGR 312. UG

ENGR 321 - Digital Electronics

3 hours

Design and analysis of circuits containing diodes, BJTs, and MOSFETs with emphasis on logic device implementations. Offered every fall. Prerequisite(s): ENGR 222. Prereq/Corequisite(s): ENGR 221 UG

ENGR 322 - Analog Electronics

4 hours

Design and analysis of diodes, BJTs, and MOSFETs with emphasis on logic device implementation. Rectification circuits, transistor amplifiers, operational amplifiers, passive and active filters. Offered every spring. Prerequisite(s): ENGR 222. Laboratory experience. UG

ENGR 323 - Automatic Controls

4 hours

Operational techniques used in describing the behavior of dynamic systems. Elements of modeling, equilibrium and linearization, Laplace transformation techniques, system response via the transfer function, block diagrams and computer simulation, matrix operations, system response via state variables and stability. Offered every spring. Prerequisite(s): ENGR 215, MATH 357 and ENGR 220 or ENGR 222. Laboratory experience. UG

ENGR 335 - Engineering Sustainability

3 hours

Overview of sustainable engineering principles.

Relationship to existing standards and practices. Specific topics include water treatment and management and building design and construction. Leadership in Energy and Environmental Design (LEED) methodology is covered. Offered spring of even years. Prerequisite(s): ENGR 210, ENGR 235. UG

ENGR 336 - Air Pollution Control

3 hours

Study of the formation and control of air pollutants and the effect on humans and the environment. Introduces regulatory framework and current and future technologies. Offered spring of odd years. Prerequisite(s): ENGR 210, ENGR 235. UG

ENGR 341 - Embedded Systems

3 hours

Principles and practices of modern embedded systems design. Input and output systems, timers, interrupt processing, communications protocols, sensors and actuators. Appropriate selection of system components. Programming in C and assembly language. Offered every fall. Prerequisite(s): ENGR 221. UG

ENGR 343 - Introduction to Robotics

3 hours

A lab-based course introducing the basic concepts of robotics including mechanics, electronics and programming of autonomous mobile robots. Prerequisite(s): PHYS 121/PHYS 201 and PHYS 122/PHYS 202; ENGR 107, COMP 120, or COMP 150, or other programming experience with permission of instructor. UG

ENGR 347 - Machine Learning

3 hours

A project-based course exploring the theory and application of machine learning. Development of machine learning solutions using Python, Sci-kit Learn, TensorFlow, and Keras. Introduction to linear and logistic regression, binary classification, support vector machines, decision trees, ensemble methods, artificial neural networks, and convolutional neural networks. Every spring Prerequisite(s): ENGR 107 or COMP 150; MATH 241 or MATH 351. UG

ENGR 351 - Structural Analysis

3 hours

Introduction to the principles of structural analysis with an emphasis on its application to building systems and building design. Offered every fall.

Prerequisite(s): ENGR 211 . UG

ENGR 352 - Structural Steel Design

3 hours

Application of the techniques from ENGR 351 to the area of using structural steel in building design.

Offered spring of even years. Prerequisite(s): ENGR 351. UG

ENGR 353 - Reinforced Concrete Design

3 hours

Application of the techniques from ENGR 351 to the area of using reinforced concrete in building design.

Offered spring of odd years. Prerequisite(s): ENGR 351. UG

ENGR 354 - Introduction to Soil Mechanics

3 hours

A focus on the fundamental properties and behavior of soils as engineering materials including the following topics: Introduction to the nature and origin of soil and rocks; engineering classification of soil; soil compaction; permeability and seepage, engineering behavior and properties of soils; compressibility; shear strength of soil; lateral earth pressure; and soil-bearing capacity for foundations. Also includes various laboratory tests to determine the characteristics and mechanical properties of soil according to the procedures and standards set by the American Society for Testing and Materials (ASTM).

Offered fall of even years Prerequisite(s): ENGR 211 . UG

ENGR 355 - Building Information Modeling

3 hours

An introduction to Building Information Modeling (BIM) using the Revit® modeling software package from AutoDesk. Offered every spring. UG

ENGR 356 - Collection & Pumping of Water & Wastewater

3 hours

Design basics of sanitary and potable water conveyance systems. Includes the hydraulic design and analysis of both gravity and pressure systems, along with the use of pumping in these systems.

Offered spring of even years. Prerequisite(s): ENGR 210, ENGR 235. UG

ENGR 361 - Material and Energy Balances

4 hours

Fundamentals of material and energy balances on reactive and non-reactive chemical processes.

Efficient means of calculation and computer simulation along with presentation techniques are emphasized. The concepts of vapor pressure, humidification, and First Law analysis are stressed.

Prerequisite(s): CHEM 104, MATH 147, PHYS 201. UG

ENGR 362 - Chemical Engineering Thermodynamics

4 hours

This course provides the theoretical and practical basis for all chemical engineering processes. The course will emphasize cubic equation-of-state, thermodynamic cycles, and the minimization of Gibbs free energy as the criterion for equilibrium. This curriculum will include both a laboratory and an ASPEN process-simulator component.

Prereq/Corequisite(s): CHEM 104 and PHYS 202. UG

ENGR 363 - Transport Phenomena

4 hours

Mathematical, theoretical, and practical basis for fluid mechanics and heat and mass transfer. The course will emphasize the Navier-Stokes equations, modeling, and closed-form and numerical-methods solutions of problems relevant to the chemical, environmental, and mechanical engineering disciplines. This curriculum will include both a laboratory and an ASPEN process-simulator component. Prereq/Corequisite(s): CHEM 104, PHYS 202 and MATH 148. UG

ENGR 381 - Operations Management

3 hours

Introduction to deterministic optimization modeling and algorithms. Emphasis on formulation and solution of linear programs, networks flows, and integer programs. Introduction to probabilistic models including Markov chains, Poisson processes, and their application to queueing systems. Topics include Forecasting Models, Scheduling, Linear Programming and Supply Chain Management. Offered fall of odd years. UG

ENGR 382 - Industrial Applications of Statistics

3 hours

The application of statistics to the effective design and analysis of industrial studies relating to manufacturing and human factors engineering in order to optimize the utilization of equipment and resources. Emphasis on conducting these studies at the least cost. Specific topics include Statistical Process Control, Statistical Quality Control, Six Sigma and Inventory Control. Offered spring of odd years. Prerequisite(s): MATH 147 UG

ENGR 390 - Engineering Internship

0-6 hours

Prerequisite(s): Internship coordinator consent. UG

ENGR 395 - Co-op Work Internship

0 hours

This structured program provides students with a hands-on, paid experience working in the engineering field. Students typically participate in three semesters (one in summer) of co-op alternated with enrollment in traditional course work. This zero-credit course allows students to maintain full-time status at the university during the co-op experience. A fee is assessed for this course each semester of the co-op.

ENGR 401 - Senior Design Project I and Tech Communication

3 hours

Part one of the capstone engineering experience. Student teams design a real-world problem solution for a local company or organization. Students work

under the supervision of a company or organization contact and meet regularly with a faculty mentor. Students keep a design journal and produce written and oral deliverables documenting the design process, culminating in a major Design Project Proposal report. In parallel with the design process, the course covers advanced technical communication topics, including technical writing and oral presentation skills. This course also prepares students for the engineering profession or graduate school with several seminar topics and a review for the Fundamentals of Engineering Exam.

GER: Writing. Offered every fall. Prerequisite(s): Senior status in Engineering. UG

ENGR 402 - Senior Design Project II

2 hours

Part two of the capstone engineering experience. Student teams or individuals solve a real-world problem for a local company or organization. Students work under the supervision of a company or organization contact and meet regularly with instructor. Students keep a design journal and are responsible to meet the following deliverables: Design Review 2 (Prototype Review) in class, Design Review 3 (Implementation Review) for faculty, and a Design Report, including design documentation. This course also prepares students for the engineering profession or graduate school with several seminar topics and a review for the state Fundamentals of Engineering Exam, which is taken in April. Offered every spring. Prerequisite(s): ENGR 401. UG

ENGR 403 - Engineering Economics

3 hours

Application by engineers of economic and financial principles to capital investment. Analysis by present worth, annual cash flow, rate of return, benefit-cost, and replacement considerations. Depreciation, taxes, inflation, probability and risk, and evaluation of optimum use of resources. Offered every spring. UG

ENGR 405 - International Engineering

3 hours

This course would consist of a trip to an international country exploring some of the engineering practices and applications in that country and relating the experience back to applications of communications and ethics in the American culture. UG

ENGR 411 - Vibration Analysis

4 hours

Free and forced vibration of discrete and continuous systems. Lagrange's equation, Fourier series, Laplace transforms; matrix and computational methods. Application to practical engineering problems. Offered every fall. Prerequisite(s): ENGR 215, MATH 357. UG

ENGR 412 - Machine Design and Dynamics

3 hours

The basic elements used in machine design are introduced, which includes the characteristics of gears, bearings, shafts, keys, couplings, fasteners, and springs. Types of mechanisms, linkage analysis, and kinematic synthesis will also be introduced. Offered every fall. Prerequisite(s): ENGR 215, MATH 148 . UG

ENGR 415 - Heat Transfer

4 hours

Steady and transient heat conduction. Natural and forced convection. Heat exchangers. Radiation heat transfer. Principles and applications. Offered every spring. Prerequisite(s): MATH 357, ENGR 215, ENGR 312. Laboratory experience. UG

ENGR 421 - Circuits and Signal Processing

3 hours

Fundamentals of continuous and discrete signals and systems. Laplace transforms, Z transforms, Fourier transforms, digital signal processing, sampling issues, circuit modeling and analog and digital filters. Offered every fall. Prerequisite(s): ENGR 222. UG

ENGR 422 - Communication Systems

4 hours

Methods and issues related to communication systems. Analog and digital modulations, error detecting and correcting codes and noise. Offered every spring. Prerequisite(s): ENGR 222. Laboratory. UG

ENGR 423 - Electromagnetics

3 hours

Application of Maxwell's equations and demonstration of how these equations govern electrical engineering. Static and time changing electric and magnetic fields, electromagnetic waves, transmission lines, antennas and radiation. Offered every fall. Prerequisite(s): PHYS 202, MATH 261, MATH 357. UG

ENGR 435 - Solid and Hazardous Waste

3 hours

Overview of municipal and industrial waste management from an engineering, social, and regulatory perspective. Includes design and economic analysis, with focus on landfills, incineration, and other technologies. Offered fall of odd years. Prerequisite(s): ENGR 210, ENGR 235. UG

ENGR 441 - Computer Architecture

3 hours

Structure and design of computing systems, starting with logic gates and building a way through different layers of abstraction until a general-purpose operating system. Includes a revision of special computer technologies such as graphics processing units, high-performance CPUs, and cloud computing. Offered every spring. Prerequisite(s): ENGR 341. UG

ENGR 451 - Storm Water Hydraulics/Hydrology

3 hours

The fundamental aspects of watershed hydrology and the hydraulics associated with basic storm sewer and detention pond designs. Offered fall of odd years. Prerequisite(s): ENGR 211 . Prereq/Corequisite(s): ENGR 235. UG

ENGR 452 - Site Design

3 hours

Application of engineering design principles to planning and constructing sustainable site civil works for residential, commercial and industrial uses; data collection, feasibility study, preliminary design, final design and specifications, and bidding and contract documents; triple bottom line analysis. Offered spring of even years. Prerequisite(s): ENGR 102. UG

ENGR 455 - Construction Management

3 hours

An introduction to job costing in the design phase, engineer's estimates throughout the design phase, value engineering, and scheduling concerns during the design phase. Construction materials will also be examined with an emphasis on sustainability in building construction. Offered spring of odd years. UG

ENGR 456 - Electrical Building Systems**3 hours**

Survey of the electrical systems used in building systems. General design considerations are explored, such as service voltage, distribution topologies, lighting design, low voltage systems, etc. including basic electrical design calculations and applications. Offered spring of even years. Prerequisite(s): ENGR 220, or ENGR 222, ENGR 255. UG

ENGR 457 - Mechanical Building Systems**3 hours**

Survey of the mechanical systems used in building systems. General design considerations are explored, such as HVAC systems, plumbing, fire protection, etc. including basic mechanical design calculations and applications. Offered fall of odd years. Prerequisite(s): ENGR 210 or ENGR 312; ENGR 255. UG

ENGR 461 - Mass Transfer & Staging Operations**3 hours**

Theory, design and evaluation of diffusional and staged mass transfer processes including distillation, absorption and extraction, leaching and membrane separations. Computer-aided design methods. Offered every fall. Prerequisite(s): ENGR 361. UG

ENGR 462 - Kinetics & Reactor Design**3 hours**

Analysis and interpretation of kinetic data and catalytic phenomena; application of basic engineering principles to chemical reactor design. Offered every spring. Prerequisite(s): ENGR 361. UG

ENGR 481 - Manufacturing Processes and Work Analysis**3 hours**

Principal manufacturing processes; metal cutting, grinding and metal forming operations, machine tools, and tools and tooling. Nontraditional machining and welding. Introduction to computer-aided manufacturing and computer-aided graphics and design, N/C programming, robots, and flexible manufacturing systems. Fundamentals of work methods and measurement. Applications of engineering, psychological, and physiological principles to the analysis and design of human work systems. Offered spring of even years. Prerequisite(s): ENGR 381. UG

ENGL 109 - College Writing I**3 hours**

First-year course that emphasizes writing with sources. Promotes the development of writing skills and critical thinking about written and visual texts. Begins with summary and progresses to an argumentative synthesis paper with emphasis on thesis development, organization, and evidence. Students become familiar with MLA documentation. Students must complete the course with a grade of C- or above to enroll in ENGL 208/ENGL 209/ENGL 210. GER: Writing. Prerequisite(s): ACT English score of 16 or above. UG

ENGL 120 - Introduction to Theatre**3 hours**

Same as COMM 120. UG

ENGL 125 - Introduction to English Studies**2 hours**

This course will not only prepare students for the literature, language, and writing demands for future major courses but also challenge them to consider personal vocation and examine the relationship between English studies and culture. As a part of the course, students will begin their program portfolio. This course is a prerequisite for many of the major courses for English, English education, and writing students. Offered each fall semester. Student must pass this course with C- or better to enroll in 200-level English major courses. UG

ENGL 141 - Introduction to Journalism

3 hours

Same as COMM 141. UG

ENGL 207 - College Writing II (CSE)

3 hours

Writing course designed to build on the skills demonstrated in ENGL 109. Focuses on the process of inquiry and emphasizes research, evaluation, analysis, synthesis, and documentation of sources in CSE style. Emphasizes writing in the disciplines. Required in place of ENGL 210 for all biology, chemistry, and geoscience majors.

GER: Writing. Prerequisite(s): C- or above in ENGL 109; BIOL 125, BIOL 126, CHEM 103 or CHEM 104. UG

ENGL 208 - College Writing II (CMS)

3 hours

Writing course designed to build on the skills demonstrated in ENGL 109. Focuses on the process of inquiry and emphasizes research, evaluation, analysis, synthesis, and documentation sources in CMS. Emphasizes writing in the disciplines.

GER: Writing. Prereq/Corequisite(s): C- or above in ENGL 109. UG

ENGL 209 - College Writing II (MLA)

3 hours

Writing course designed to build on the skills demonstrated in ENGL 109. Focuses on the process of inquiry and emphasizes research, evaluation, analysis, synthesis, and documentation sources in MLA style. Emphasizes writing in the disciplines.

GER: Writing. Prerequisite(s): C- or above in ENGL 109. UG

ENGL 210 - College Writing II (APA)

3 hours

Writing course designed to build on the skills demonstrated in ENGL 109. Focuses on the process of inquiry and emphasizes research, evaluation, analysis, synthesis, and documentation sources in APA style. Emphasizes writing in the disciplines.

GER: Writing. Prerequisite(s): C- or above in ENGL 109. UG

ENGL 220 - Introduction to Writing Fiction and Nonfiction

3 hours

Writing is a process that can be taught, and people evolve as writers by learning to draft, revise, and polish their writing for different audiences and purposes. This course examines various conventions of fiction and nonfiction, including the examination of techniques used in short stories, flash fiction, one-act monologues, and nonfiction writing. This workshop-style course will provide students the opportunity to craft their writing process as they draft fiction and nonfiction selections for a writing portfolio. Students are required to submit writing to the University literary magazine for possible publication. Prerequisite(s): C- or above in ENGL 109. UG

ENGL 222 - Introduction to Writing Poetry

3 hours

Writing is a process that can be taught, and people evolve as writers by learning to draft, revise, and polish their writing for different audiences and purposes. This course examines various poetic conventions, including the examination of techniques used in traditional forms and free-verse poetry. This workshop-style course will provide students the opportunity to craft their writing process as they draft poems for a writing portfolio. Students are required to submit writing to the University literary magazine for possible publication. Prerequisite(s): C- or above in ENGL 109. UG

ENGL 225 - Writing Theory

3 hours

A study of the major works, movements, and practitioners of writing theory and rhetorical criticism, from Aristotle to contemporary theories and theorists. Attention is given not only to the fundamental philosophies informing writing theory but also to the practical application of critical and rhetorical methods. Prerequisite(s): ENGL 207, ENGL 208, ENGL 209, or ENGL 210, or consent of instructor. UG

ENGL 301 - Understanding Language: An Introduction to Linguistics

3 hours

A study of language as a means of communication, its purposes, and uses in society. Emphasis is on sounds, word formation, language meaning, and language varieties. Includes four hours of field experience for ESL minors. Prerequisite(s): C- or above in ENGL 109. UG

ENGL 303 - Descriptive English Grammar**3 hours**

A study of grammar and its acquisition. Attention given to traditional, structural, transformational-generative, and cognitive grammars. Central to the course is the analysis of sentence structure and the study of usage. Includes eight hours of field experience for ESL minors. Prerequisite(s): C- or above in ENGL 109. UG

ENGL 306 - Advanced Writing**3 hours**

Examination of one's writing process, voice, style, and skills that reflect awareness of language, logic, organization, and usage. Activities include personal, imaginative, and informational writing in a non-graded workshop environment. Students also complete specific writing assignments in their major disciplines. Prerequisite(s): ENGL 208, ENGL 209 or ENGL 210. UG

ENGL 311 - Business Communications and Technical Writing**3 hours**

A course in analytical writing with specific application to various types of communication in business and organizations. Work will be case-oriented with an emphasis on the development of writing styles and strategies to meet situations in practical communication. Includes a 30-hour practicum. Prerequisite(s): ENGL 208, ENGL 209 or ENGL 210. UG

ENGL 321 - Teaching Reading through Young Adult Literature**2 hours**

Designed to teach reading strategies and assessment techniques through the genre of young adult literature. Introduces the genre of texts targeted for

adolescent/young adult readers. Prepares teachers of middle and secondary English language arts to develop reader-centered approaches and multicultural curricula for teaching and learning in a diverse society. Offered in alternate fall semesters.

Prerequisite(s): ENGL 335 or consent of the instructor. UG

ENGL 329 - Writing Fiction and Poetry**3 hours**

Continued instruction and guided workshop in the writing of poetry and fiction. Students develop works in fiction and poetry through the study of professional models and involvement in the writing process. Student are required to submit writing to the University literary magazine and other markets for possible publication. Prerequisite(s): ENGL 220 or ENGL 222. UG

ENGL 330 - Visual Literacy**3 hours**

A study concerned with helping students develop an informed and critical understanding of the nature of visual media, the techniques used in visual representation, and the impact of these techniques on the individual and society. Emphasis is on the interpretation of visual text, such as photographs, paintings, graphics, television, video, and film. Prerequisite(s): C- or above in ENGL 109. UG

ENGL 335 - Reading in the Content Areas**2 hours**

Introduction to the principles and processes of reading. Emphasizes methods of reading instruction and assessment appropriate to middle and secondary education. Attention given to reading instruction to meet the needs of diverse learners. Offered each spring semester. Prerequisite(s): C or above in ENGL 109. UG

ENGL 390 - Junior Seminar**1 hour**

This course is designed to prepare students for their scholarship project in literature, English education, or writing, which will be completed during the English Seminar or Writing Seminar course. Students will determine a topic, complete an annotated bibliography, and write a proposal. In addition,

students will continue work on their program portfolio. This course should be taken in the spring of a student's junior year and must be completed before taking the Senior English Seminar or Senior Writing Seminar course. UG

ENGL 450 - Professional Portfolio Preparation

1 hour

A capstone course for both tracks of the writing minor. Emphasizes professional considerations in beginning a career that requires writing expertise. Students develop a portfolio of work from writing experiences to help market their skills. UG

ENGL 477 - Senior English Seminar

3 hour

This seminar course emphasizes synthesis of the English Program Curriculum. As the culminating course for the program, Senior English Seminar prepares students for their future studies and careers in English. Students will complete and present their major scholarship project in addition to completing their program portfolio for the major. This course should be taken in the fall of a student's senior year. UG

ENGL 485 - Special Topics in Creative Writing

3 hours

A study of a selected genre or writing topic not ordinarily covered in other courses, such as editing, web writing, etc. The course content varies from semester to semester. May be repeated for credit, but topic must be different. Prerequisite(s): ENGL 207, ENGL 208, ENGL 209, or ENGL 210, or consent of instructor. UG

ENGL 486 - Special Topics in Professional Writing

3 hours

A study of a selected genre or writing topic not ordinarily covered in other courses, such as library science, editing, web writing, writing research, etc. The course content varies from semester to semester. May be repeated for credit, but topic must be

different. Prerequisite(s): ENGL 207, ENGL 208, ENGL 209, ENGL 210 or consent of instructor. UG

ENGL 495 - Senior Writing Seminar

3 hours

This seminar course emphasizes synthesis of the writing major curriculum. Other considerations include professional readiness for careers that require writing expertise. Students develop a portfolio of work from writing experiences to help market themselves and their writing skills in addition to completing the portfolio for the program. Students must be classified as seniors to take this course. UG

ENGL 497 - English or Writing Internship

0-3 hours

Students will complete a self-placed, preapproved, career-oriented internship in the field of English or writing. UG

ESL 350 - Theoretical Foundations of Teaching ESL

3 hours

A study of the major theories and principles of language learning and teaching. Attention is given not only to the comparison and contrast of first and second language acquisition, but also to the study of learners' interlanguage and the pragmatic functions of language. Prerequisite(s): ENGL 207, ENGL 208, ENGL 209 or ENGL 210. UG

ESL 360 - Methods and Materials for Teaching ESL

3 hours

A study of ESL teaching methods and techniques. Attention is given not only to the criteria for evaluating and selecting ESL learning materials appropriate to learners' needs, but also to ESL curriculum design. Prerequisite(s): ENGL 207, ENGL 208, ENGL 209 or ENGL 210. UG

ESL 370 - Assessment of the Bilingual Student

3 hours

A study of the foundations of and research in language testing. Topics include the theoretical and

practical aspects of bilingual testing as well as the planning, writing, and administration of tests. Prerequisite(s): ENGL 207, ENGL 208, ENGL 209 or ENGL 210. UG

ESL 380 - Cross-Cultural Studies for Teaching Limited-English Proficient Students

3 hours

A study of cultural differences and how they affect communication, both in the ESL classroom and in the speech community. Attention is given to the relationship between language and culture and to the methods of incorporating culture into the ESL classroom. Prerequisite(s): ENGL 207, ENGL 208, ENGL 209 or ENGL 210. UG

ESL 391 - Field Experience I

0-1 hour

Students will complete 30 hours of practicum at approved sites with PreK-12 ESL students under the supervision of someone with ESL teaching experience. If taken over the summer, summer tuition fees apply and must be paid in full at the time of registration. Upon completing the practicum hours, students will submit an Evaluation Form completed by the supervisor and a Reflection Paper. Prerequisite(s): ESL 350, ESL 360, ESL 370, or ESL 380 . UG

ESL 491 - Field Experience II

0-1 hour

Students will complete 35 hours of teaching instruction in an approved PreK-12 ESL classroom setting. If taken over the summer, summer tuition fees apply and must be paid in full at the time of registration. Upon completing the practicum hours, students will submit an Evaluation Form completed by the supervisor and a Reflection Paper. With approval from the ESL Practicum Coordinator, ESL 391 & 491 can be taken at the same time. Prerequisite(s): ESL 391. UG

ESL 492 - Field Experience III

0-1 hour

Students will complete 35 hours of teaching instruction in an approved PreK-12 classroom setting.

If taken over the summer, summer tuition fees apply and must be paid in full at the time of registration. Upon completing the practicum hours, students will submit an Evaluation Form completed by the supervisor and a Reflection Paper. With approval from the ESL Practicum Coordinator, ESL 491 and ESL 492 may be taken at the same time. Prerequisite(s): ESL 491. UG

ENVI 215 - Environmental Science and Society

4 hours

The systematic and interdisciplinary study of how the earth's natural systems function, and the impacts of human society within that environment. Students will be introduced to physical and biological systems that create the conditions that surround an organism (environment). The course will explore how perturbations to those systems impact human and non-human communities. Emphasis will be placed on the scientific investigation of sustainable solutions to environmental issues and steps towards stewardship. GER: Biology. UG

ENVI 310 - Environmental Science, Technology, and Society for Teachers

4 hours

Environmental science, ecological principles, the Earth's weather, and the interrelationships of science, technology, and society. Historical and contemporary contexts will be emphasized. Laboratory will utilize a wide range of instructional resources and technologies supportive of scientific learning for the classroom. Prerequisite(s): BIOL 201 or BIOL 125, EDUC 140. Three hours lecture, two hours laboratory. UG

ENVI 395 - Seminar in Environmental Science

½ hour

Discussion-oriented course to investigate current topics of importance for Environmental Science majors. Particular topics will include environmental philosophy and ethics, environmental law, and examination of competing interests that impact environmental issues. Emphasis will be placed on problem-solving and developing professional skills. Two semesters required for Environmental Science majors. UG

ENVI 450 - Internship in Environmental Science

0 hours

An ONU approved and guided internship experience in the student's area of interest as related to the environment. An intern must also follow on-site requirements at their specific placement. Internship locations are varied, but may include public entities and private corporations such as park districts, engineering and environmental consulting companies, state and governmental agencies, city and county planning commissions, and various private companies. Graduation Minimum Requirement: 150 contact hours of involvement.

Alternatively, students may substitute an approved field course to fulfil this requirement. UG

ENVI 480 - Topics in Environmental Science - Environmental Law

0.5 hour

Discussion-oriented course to investigate specific topics in environmental law of importance for Environmental Science majors. Focus includes extensive background readings examining the historical and current basis for environmental law. Emphasis placed on building important knowledge and developing professional skills. Every other spring. UG

ENVI 482 - Topics in Environmental Science - Environmental Ethics

0.5 hour

Discussion-oriented course to investigate specific topics in environmental ethics of importance for Environmental Science majors. Focus includes extensive background readings examining the historical and current basis for environmental ethics. Emphasis placed on building important knowledge and developing professional skills. Faith-based applications are included. Every other spring. UG

EXSS 110 - Introduction to Kinesiology

2 hours

This is an entry level course in the field of kinesiology. This course provides information on selected topics in the field of kinesiology and other related health science disciplines, including: Exercise

science history, anatomy, exercise physiology, exercise epidemiology, exercise nutrition, biomechanics, motor control and motor learning, and exercise and sport psychology. This course is designed to introduce you to the field and prepare you for further classes in the kinesiology discipline. UG

EXSS 129 - Principles of Sport Management

3 hours

An introductory course studying the foundations of sport management, marketing, finance, recreation, and ethical principles. An application of these principles into all segments of the sports industry (collegiate, professional, health fitness centers, YMCA, Christian camps, sport ministry, local park districts, and other sports-related careers) is included. Student will be introduced to various employment opportunities available with a sport management major. Guest speakers from various sports-related organizations will share with the class career possibilities in their chosen field. UG

EXSS 147 - Introduction to Athletic Training

2 hours

Introduction to the field of athletic training, including employment opportunities, personnel, space, equipment, necessary supplies, physical conditioning, and an introduction to the recognition and evaluation associated with common injuries. The course will also include a laboratory time for the rationale of the use of taping and wrapping techniques. UG

EXSS 183 - Prevention of Orthopedic Injuries

3 hours

The study of the treatment and prevention of specific injuries resulting from activities in the home, recreational, intramural, and extramural settings. Identification of injuries, proper treatment after they occur and preventative measures. UG

EXSS 200 - Practicum I

1 hour

This course is designed for Kinesiology majors as a part of their required coursework. Focus will be spent

on gathering and reading current research in the field of Kinesiology and applying basic skills needed to prepare students for the allied health professions. Prerequisite(s): EXSS 110. UG

EXSS 205 - Therapeutic Modalities

3 hours

Course will present the physical agents used in treating athletic injuries. Emphasis will be given to each modality's theoretical and physiological effects on the healing process and presents the indications and contraindications for use. Prerequisite(s): EXSS 147 The course includes two lecture periods and one laboratory period. UG

EXSS 215 - Lower Extremity Joint Assessment

3 hours

This course focuses on the recognition and evaluation of athletic injuries to the lower extremity, lumbar spine, and pelvis. Prerequisite(s): EXSS 147. Includes two lecture periods and one laboratory period. UG

EXSS 220 - Sport Finance

2 hours

In this class students explore applications and practices of fiscal management, as it applies to organizations in the sport industry, both for-profit and non-profit. Topics include current economic and financial issues, accounting, budgets and budgeting systems, measures of performance, and financial statements. Offered odd-year spring semesters. UG

EXSS 229 - Recreation Sports Management

3 hours

Overview of programming and administrative principles and practices of recreational sports. Topics include informal, intramural, club, extramural, and instructional sports programming; values of recreational sports; and terminology and career opportunities in various recreational sport settings UG

EXSS 241 - First Aid and Emergency Care

2 hours

Vital and practical applications and procedures in caring for an injured person, including safety, Heimlich method in choking, splinting and bandaging. CPR and first aid certification may be achieved upon satisfactory completion of this course. Prerequisite(s): Athletic Training majors only. UG

EXSS 250 - Sports Facility Planning and Management

3 hours

This course is designed to provide the student with basic information on critical planning components, event operations, programming, scheduling and budgeting. Through the application of theories and principles studied, the student will develop an event management plan for a sports facility. The student will make a practical application to course content by working with community-sponsored recreational events as well as campus-sponsored intercollegiate athletic events. Includes practicum. UG

EXSS 275 - Upper Extremity Joint Assessment

3 hours

This course focuses on the recognition and evaluation of athletic injuries through the upper extremity, head, thorax, and cervical spine. Prerequisite(s): EXSS 215. Includes two lecture periods and one laboratory period. UG

EXSS 280 - Athletic Training Clinical I

1 hour

Progression of athletic training clinical skills that include wound care, preventive strapping, anthropometric measurements, and injury recordkeeping. A minimum of 150 hours of clinical experience with certified athletic trainers and medical practitioners is required. Prerequisite(s): EXSS 147, EXSS 241, and formal admittance into the Athletic Training Education program. UG

EXSS 281 - Athletic Training Clinical II

1 hour

Progression of athletic training clinical skills that include the assessment of lower extremity injuries,

postural, and neurological abnormalities. A minimum of 150 hours of clinical experiences with certified athletic trainers and medical practitioners is required. Prerequisite(s): EXSS 215, EXSS 280. UG

EXSS 300 - Promoting and Marketing of Athletics

4 hours

Examines the historical role of sports information departments and the various roles sports information directors play now and will play in the future. It will look at how athletics can be used as a form of public relations. Students will gain hands-on experience in developing, planning, working, and evaluating sports information programs within a traditional school setting and/or other settings. Includes a practicum. Prerequisite(s): ART 200. UG

EXSS 310 - Practicum II

1-2 hours

This course is designed for Kinesiology majors as part of their required coursework. Focus will be spent on synthesizing current research in the field of Kinesiology along with the practical methodology of conducting research. Students will also apply basic skills of writing research. Students who are looking to include professional observation hours may elect to take an additional credit hour during this practicum. Further practical assignments will be required to receive the professional observation credit. Prerequisite(s): EXSS 200, PHED 246, and PHED 247. UG

EXSS 320 - Sports Psychology

3 hours

A basic study of psychological principles and concepts that apply to sports situations and to the individuals involved in sports activities. UG

EXSS 349 - Organization and Administration of Athletic Training

2 hours

This course will focus on the administrative challenges confronting operators of independent athletic training clinics and educational based athletic training rooms. Management theory, legal concerns, clinic design, budget, and information management

will be taught. Prerequisite(s): permission of instructor. UG

EXSS 350 - Sports Law

3 hours

Introduction of basic law terminology with a more extensive study in contract law, tort, liability, negligence, gender issues, sports violence, ADA implications and risk management. Students will apply critical thinking skills to various case studies and scenarios for decision-making applications to the various laws and court cases. Includes a practicum. UG

EXSS 360 - Sport Analytics

2 hours

This course will introduce students to the field of sport analytics. Utilizing these key analytics applications in disciplines such as sport finance, sport facilities, sport marketing, event and program management, and coaching. The course will furthermore expose students to statistical research tools necessary for the application of analytics in sport. UG

EXSS 362 - General Medical Conditions

3 hours

Focuses on the recognition and evaluation of general medical conditions that include ear, nose and throat, dermatological abnormalities, infectious diseases, and athletic injuries (cranial, thoracic, abdominal viscera), including the application of pharmacology for athletic trainers. Prerequisite(s): PHED 246, PHED 247 and Jr/Sr standing. UG

EXSS 372 - Therapeutic Exercise and Rehabilitation

3 hours

Principles and goals of common rehabilitative procedures for athletic injuries in which learning the use of contemporary manual therapy and rehabilitative exercises in a comprehensive rehabilitation program are emphasized. Laboratory experiences will emphasize the proper rehabilitative techniques of common athletic injuries. The course includes two lecture periods and one laboratory period. Prerequisite(s): EXSS 147, EXSS 472. UG

EXSS 373 - Orthopedic Evaluation

4 hours

This course focuses on the recognition and evaluation of common orthopedic injuries to the upper extremity, lower extremity, lumbar spine, and pelvis. The course will use lecture and in-class demonstration of specific special tests and techniques used to assess common injuries. This course will prepare students to move further in higher level orthopedic and neuro assessment courses within graduate education. Includes two lecture periods and one laboratory period. Prerequisite(s): PHED 246, PHED 247. UG

EXSS 375 - Manual Muscle Testing and Function

2 hours

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

EXSS 376 - Therapeutic Intervention

4 hours

Course will focus on the principles and goals of common rehabilitative procedures for athletic injuries. Topics will emphasize manual and rehabilitative exercises in a comprehensive rehabilitation program. Student will also be presented with the physical agents used in treating athletic injuries. Emphasis will be given to each modality's theoretical and physiological effects on the healing process and present the indications and contraindications for use. The course will include one laboratory period. Prerequisite(s): EXSS 373. UG

EXSS 380 - Athletic Training Clinical III

1 hour

Progression of athletic training clinical skills that include the assessment of upper extremity, thorax, cervical spine, and head injuries. Also included are the selection and use of appropriate therapeutic modalities. A minimum of 150 hours of clinical experiences with certified athletic trainers and medical

practitioners is required. Prerequisite(s): EXSS 275, EXSS 281. UG

EXSS 381 - Athletic Training Clinical IV

1 hour

Progression of athletic training clinical skills that include the use of rehabilitation equipment and the application of proper therapeutic exercise techniques. A minimum of 150 hours of clinical experience with certified athletic trainers and medical practitioners is required. Prerequisite(s): EXSS 372, EXSS 380. UG

EXSS 400 - Practicum III

1 hour

This course is designed for Kinesiology majors as part of their required coursework. Focus will be spent on comparing and presenting research from previous practicums or possible original research projects. Students will also be exposed to and demonstrate advanced-level skills as they prepare for the work field. Prerequisite(s): EXSS 310. UG

EXSS 425 - Fitness Testing and Exercise Prescription

3 hours

Students study the process and procedures of physical fitness evaluation and prescription. Emphasis will be placed on prescribing individual and group exercise programs. Prerequisite(s): PHED 360 or permission of instructor. UG

EXSS 429 - Personal Training

3 hours

This course bridges the gap between exercise science related course work and the practical application skills of personal training. Students learn how to properly screen and evaluate clients; design and implement exercise prescription; and how to manage personal training services. Upon completion, students can sit for the National Council of Strength and Fitness (NCSF) Personal Trainer Certification Exam. Prerequisite(s): EXSS 425 or permission of instructor. Includes a laboratory experience. UG

EXSS 430 - Internship in Kinesiology

3 hours

This field experience for majors in kinesiology is designed to have the students apply what they have learned through the course work and extend that learning by working in an organization that is appropriate for their career interest. Students are under the direct supervision of a member of the Department of Exercise and Sports Science. Student must submit a proposal for the internship and have it approved by the department chair and the internship organization. This internship requires 140 field experience hours. This course may be taken twice for a total of 6 credit hours. Each internship experience has a maximum of 3 credit hours allowed.

Prerequisite(s): Junior or senior standing. UG

EXSS 431 - Ethical Leadership in Sport and Recreation**2 hours**

Theories of ethics, values, and moral reasoning, as they apply to sport and the sport industry will be covered in this class. Additional topics, including Title IX, sportsmanship and fair play, winning, gender and racial biases, and use of performance-enhancing drugs will also be covered. The development of personal values and handling of ethical dilemmas in sport and the management of sport will be examined within the context of a Christian worldview. Offered even-year spring semesters. UG

EXSS 440 - Sport Management Internship**1-6 hours**

This field experience for majors in sport management is designed to have the students apply what they have learned through the coursework and extend that learning by working in an organization that is appropriate for their career interest. Students are under the direct supervision of a member of the Department of Exercise and Sports Science. Student must submit a proposal for the internship and have it approved by the department chair and the internship organization. This course may be taken twice for a total of 6 credits. This internship requires 240 clock hours. Prerequisite(s): Junior or senior standing. UG

EXSS 471 - Organization and Administration of Athletics**3 hours**

A study of the administrative operations within the

sports management profession, with special emphasis on fiscal management, public relations, and program evaluations of interscholastic and intercollegiate athletic programs. A study of leadership theories and styles as it relates to management, motivation, goal-setting, and supervision within the sports management arena will also be emphasized. Includes practicum experience. Prerequisite(s): junior standing or permission of instructor. UG

EXSS 472 - Kinesiology**3 hours**

A blending of muscle and bone anatomy and biomechanics in the study of the human body in motion. Useful for the coach, clinician, and physical educator. Athletic training and exercise science majors only. Prerequisite(s): BIOL 246/PHED 246 and BIOL 247/PHED 247. UG

EXSS 477 - Sport Management Seminar**1 hour**

Students examine contemporary issues in sports. Case studies, guest speakers, field trips, and reading will be included. UG

EXSS 480 - Athletic Training Clinical V**1 hour**

Progression of athletic training clinical skills that include recognition, evaluation, and management of systemic illnesses; thoracic, abdominal, pelvic injuries; and abnormalities of the ear, nose, and throat. A minimum of 150 hours of clinical experiences with certified athletic trainers and medical practitioners is required. Prerequisite(s): EXSS 362, EXSS 381. UG

EXSS 481 - Athletic Training Clinical VI**1 hour**

Progression of athletic training clinical skills that include investigation of, and adherence to the regulation of pharmaceuticals; administration of psychosocial intervention and referral techniques; and facility organization and administration in athletic training. A minimum of 150 hours of clinical experiences with certified athletic trainers and medical practitioners is required. Prerequisite(s): EXSS 349, EXSS 480. UG

EXSS 495 - Senior Seminar in Athletic Training

2 hours

Selected topics of current interest in athletic training and sports medicine will be covered. Field experiences involving conferences and clinic and workshop attendance are required. The National Athletic Trainers' Association certification exam will be covered. Prerequisite(s): senior standing. UG

EXSS 496 - Practicum in Athletics, Coaching and Recreation

1-3 hours

Designed to give the student an in-service training experience in the area of athletics, coaching, or recreation. UG

EXSS 497 - Internship in Athletics/Coaching/Recreation

1-3 hours

Required for Recreation, Sport, and Fitness majors. Designed for students to apply what they have learned through the coursework and extend that learning by working in an organization that is appropriate for their career interests. Students are under the direct supervision of a member of the Department of Exercise and Sports Science, as well as an on-site supervisor. Prerequisite(s): Junior or senior standing. UG

FACS 101 - Orientation to Family and Consumer Sciences

1 hour

Students will study the history of family and consumer sciences, career opportunities, educational requirements, credentialing, and professional organizations related to each major area of FACS. Department standards are introduced. Includes participation in a service project. UG

FACS 111 - Textiles and Design

3 hours

Study in the fundamentals of fabrics science including fibers, yarns, fabrications, finishes, and dyeing. The course is designed to increase knowledge in the

selection, use, and care of textile products and legislation. UG

FACS 112 - Principles of Clothing Construction

3 hours

A modular class including units on basic construction techniques, pattern selection and garment construction, selecting quality ready-to-wear, pattern alteration and fitting, couture techniques and problem fabrics, construction of designer garment, managing a sewing laboratory, and mass production techniques. May be repeated for a maximum of six hours. UG

FACS 126 - Nutrition, Health, and Fitness

3 hours

This course provides an emphasis on essential nutrient functions, food sources, and nutrient recommendations as well as laboratory time to develop a personal health and fitness plan. Students also participate in computer-based nutrition analysis and menu planning, evaluation of consumer nutrition resources, and the use of labels for food selection. GER: Stewardship. UG

FACS 140 - Interior Design

3 hours

A study of the elements and principles of design as they relate to the interior environment. This introductory level course provides emphasis on the design process, human and environmental factors in design, building systems, furnishings, fabrics, and backgrounds. UG

FACS 200 - Life Span Development

3 hours

Same as PSYC 200. UG

FACS 214 - Early Adolescent Development

3 hours

Same as EDUC 214. UG

FACS 226 - Health, Safety and Nutrition Young Children

3 hours

Course content covers contemporary health, safety, and nutritional needs of infants - school age children and guides the student in implementing effective early childhood practices. Students will learn to partner with families in regards to their cultural beliefs about health and their unique health care needs. Other topics include disease prevention, childhood obesity, early childhood mental health, resilience, chronic and acute health conditions, environmental quality and children with special medical needs. UG

FACS 230 - Food Preparation**3 hours**

An introductory review of culinary skills for majors in Family and Consumer Sciences. Students will demonstrate understanding of the basic functions of ingredients, measurement techniques, table setting, food economics, and food regulations and standards. Sensory evaluation will also be incorporated. Includes classroom and laboratory experiences. Prerequisite(s): ServeSafe Sanitation certification. UG

FACS 231 - Food Science**3 hours**

Incorporates the scientific method to study the biological and chemical basis of nutrition and food preparation. Students have the opportunity to develop laboratory, writing, and problem-solving skills through the interpretation and evaluation of laboratory results and writing laboratory reports. Lecture and laboratory. Prerequisite(s): FACS 230; CHEM 101 or CHEM 103 and a ServSafe Sanitation certification. UG

FACS 232 - Nutrition Assessment**3 hours**

Principles and methods of evaluating human nutrition status using anthropometric, biochemical, clinical, and dietary assessment techniques. Students will demonstrate the techniques in case study format and/or in a lab experience. Prerequisite(s): FACS 126; BIOL 169; CHEM 103. UG

FACS 245 - Architectural Drafting**4 hours**

Problem approach to architectural drawing with emphasis on residential planning, construction, and building systems. Techniques of hand drafting will be

emphasized while students create technical working drawings. UG

FACS 246 - Architectural Drafting II**4 hours**

This course is designed to develop an understanding of CAD drafting techniques as they are applied to interior design and space-planning. Students will be able to use drafting system commands to create architectural drawings and become proficient in the use of Auto-CAD. Prerequisite(s): FACS 245 or permission of instructor UG

FACS 256 - Fashion Forecasting**3 hours**

This course looks at the shifts in fashion, culture, and consumer lifestyle, and introduces methods for perceiving upcoming trends. Students will learn processes for identifying socio-cultural indicators, past trends, and future trends in the fashion industry. UG

FACS 262 - Child Developmental Psychology**3 hours**

Same as PSYC 211. UG

FACS 263 - Adolescent and Adult Developmental Psychology**3 hours**

Same as PSYC 212. UG

FACS 265 - Infant and Toddler Care**3 hours**

Examines the theories and research related to infants and toddlers in social, emotional, physical, and cognitive development. Focus is given to parent/caregiver communication and interpersonal skills, developmentally appropriate curriculum planning based on observation, the nature of group care, and the needs of the individual. Includes field experience. UG

FACS 270 - Materials and Finishes

3 hours

This course focuses on interior components with an emphasis on function, installation, care, maintenance, and sustainability. UG

FACS 310 - Design Visualization**4 hours**

This course focuses on visual communication techniques through the use of computer aided drafting and rendering software. Current industry software programs are used. Prerequisite(s): ART 200, FACS 140, FACS 245, and FACS 246. UG

FACS 312 - Professional Image and Dress**1 hour**

A study of the social psychology of dress and manners and how they create a professional image for men and women. Figure and wardrobe analysis will help students prepare their individual professional clothing needs. Students will learn the mechanics of etiquette at the dinner table, in the office, and at social functions. UG

FACS 314 - Universal Design**3 hours**

This course addresses the principles of universal design by addressing design methods for all populations. Focus on disabilities, aging-in-place, and accessibility guidelines. Prerequisite(s): FACS 140 and FACS 310. UG

FACS 315 - Historical Dress and World Cultures**3 hours**

Survey of historic modes of dress as they reflect the social, economic, and cultural life of a people. Includes the study of American and European designers. UG

FACS 325 - Event Planning**3 hours**

Same as COMM 325. UG

FACS 330 - Community Nutrition**3 hours**

Nutrition assessment and intervention strategies related to nutrition requirements, special conditions, and cultural considerations for individuals and groups across the life span (prenatal, maternal, infant/child, adolescent, and geriatric). Students will also study current public health nutrition programs and participate in nutrition program-planning related to nutrition across the life span. Prerequisite(s): FACS 126 and FACS 232. UG

FACS 331 - Topics in Nutrition**3 hours**

Study of a selected topic related to current issues in the field of nutrition, or an expansion on topics covered in other nutrition courses. Example topics include: sports nutrition, disordered eating, alternative nutrition therapies, vitamins/minerals. The course may be repeated for credit if the topic differs. Prerequisite(s): FACS 126. UG

FACS 335 - The World Food Problem**3 hours**

An interdisciplinary study including nutrition, sociological, economic, public health, and educational aspects. Important features of world food problems and major possible solutions through policy changes are discussed. Research of current trends through popular periodicals, as well as presentations in a major area of interest related to global hunger are given special emphasis. Direct and indirect opportunities to work with the hungry are provided. GER: Intercultural Understanding. UG

FACS 337 - Quantity Foods**3 hours**

Standard methods of quantity food production and menu-planning for social groups and institutions. Food costs and nutritional values are related to experiences in food service. Includes a 25 hour practicum. Prerequisite(s): FACS 230. Lecture and laboratory. UG

FACS 340 - Sociology of Marriage**3 hours**

Same as SOCY 340.
GER: Stewardship. UG

FACS 341 - Kitchen and Bath Design

4 hours

Application of the elements and principles of design as they relate to kitchens and baths. Projects include evaluation and specification of furnishings, fixtures, equipment, and HVAC. The NKBA guidelines will be applied to all projects. Course includes participation in a local design contest which includes programming through design concept presentation. Prerequisite(s): FACS 310. UG

FACS 345 - Residential Design Studio

4 hours

Analysis of the total residential environment, applying elements and principles of design to projects. Emphasis on functional uses of form and space to meet physiological and psychological requirements. Prerequisite(s): FACS 310. UG

FACS 346 - Interior Detailing and Construction

3 hours

Study of materials and their installation for interior construction. Students will develop details and specifications for interior components including floors, walls, ceilings, glazing, millwork, and cabinetry. Prerequisite(s): ART 101, FACS 140; FACS 245 or FACS 246. UG

FACS 347 - Lighting and Color

3 hours

Emphasis is placed on lighting design in the human environment - interior building codes, standards, and regulations utilized in the design process. Prerequisite(s): FACS 140 and FACS 245 and FACS 246. UG

FACS 351 - Sociology of Family

3 hours

Same as SOCY 351.
GER: Stewardship. UG

FACS 356 - Retail Merchandising

3 hours

A study of the role of modern retailing in the process

of meeting marketing needs. Students will be challenged to develop a retail perspective of the marketplace and will be equipped with the basic principles of retail management and merchandising. Prerequisite(s): FACS 496 should be taken concurrently or as a prerequisite by Fashion Merchandising majors. UG

FACS 357 - History of Architecture and Interior Design

3 hours

Survey of architecture, interiors, and furnishings from antiquity to the late nineteenth century. UG

FACS 364 - Early Childhood Physical Growth and Motor Development

3 hours

Drawing from concepts of child development, content will focus on children prenatally to age 5 and the changes in motor development and behavior due to the interaction of environmental and biological factors. Content will include interactions of physical, cognitive, and personal-social development as it relates to the acquisition of motor skills. In addition, students will study the development of visual and auditory perception during the prenatal period, infancy and early childhood. Includes field experience. Prerequisite(s): EDUC 200, FACS 226 and FACS 262. UG

FACS 365 - Crisis Intervention

3 hours

Same as SOWK 365. UG

FACS 370 - Nutritional Biochemistry

3 hours

Nutritional biochemistry is the study of nutrition as a science. Nutritional biochemistry deals with macro and micronutrients, food constituents and their function regarding human health. Nutritional biochemistry specifically focuses on nutrient chemical components, and how they function biochemically, physiologically, metabolically, as well as their impact on disease formation and prevention. UG

FACS 372 - Observation and Assessment of Young Children

3 hours

Course content will include a variety of formal and informal screening and assessment techniques used in early childhood settings. An emphasis on the importance of observing young children and how to use these observations to develop strategies for learning. The Association for the Education of Young Children (NAEYC) guidelines for assessment will be integrated into class discussion for insight into the best practices with young children. Includes field experience. Prerequisite(s): FACS 364 UG

FACS 376 - Fashion Supply Management**3 hours**

Course content focuses on the financial management of merchandising fashion goods, with emphasis on stock, sales, assortment planning and control. Students will develop the ability to conceptualize, design, and implement supply chains aligned with product, market, and customer characteristics. UG

FACS 380 - Nutrition Education and Counseling**3 hours**

Nutrition education and counseling theories and techniques related to changing health behaviors of groups or individuals. Course completion requires portfolio submission to include student's design and presentation of nutrition lessons (video and community), demonstration of nutrition counseling skills (video and community), design and production of a nutrition education material, and demonstrated use of computer presentation software. Prerequisite(s): FACS 126, FACS 330, COMM 105, PSYC 101. UG

FACS 398 - Research in Dietetics**2 hours**

Basic concepts related to research methodologies and interpretation of current research in dietetics. Prerequisite(s): PSYC 331. UG

FACS 413 - Principles of Pattern Design**3 hours**

Interpretation of dress design developed through the medium of flat pattern; introduction to pattern-drafting. Prerequisite(s): FACS 112 or approval of instructor. UG

FACS 415 - Tailoring**3 hours**

A study of tailoring techniques by construction of an ensemble, suit, or coat. Prerequisite(s): FACS 112 or FACS 413, by permission. Lecture and laboratory. UG

FACS 420 - Interior Design as a Professional Practice**3 hours**

This course is an introduction to the organization, management, and practice of interior design as a profession. Emphasis is placed on the range of services provided, professional ethics, business management, marketing, and contracts. Prerequisite(s): FACS 140. UG

FACS 440 - Nonresidential Design Studio**4 hours**

Studies of design theory, division of space, and equipment of nonresidential interiors to meet physiological and psychological requirements. Focus on sustainable and universal design. Prerequisite(s): FACS 245, FACS 246 and ART 275. Recommended ART 300. UG

FACS 442 - Lifecycle Nutrition**2 hours**

Nutrition assessment and intervention strategies related to nutrition requirements, special conditions and cultural considerations for individuals and groups throughout the lifecycle. The course will also explore current and evolving research related to physiological changes and nutritional needs throughout the life course. UG

FACS 455 - Food Systems Management**3 hours**

The application of management concepts in healthcare, school, and other food or nutrition institutions. Topics include communication and documentation, quality improvement, human resources, financial management, and selected industry trends that impact the food/nutrition manager. Prerequisite(s): ACCT 110. UG

FACS 460 - Nutrition Care Process

3 hours

Students will be introduced to this systematic method that dietetics and nutrition professionals use to provide nutrition care and is visually summarized by the Nutrition Care Process Model. Students will use the nutrition care process to provide a framework to learn to customize patient/client centered care, taking into account the patient/client's needs and values and using the best evidence available to make decisions. Use of the NCP can lead to more efficient and effective care, nutrition research, and greater recognition of the role of dietetics and nutrition professionals in all settings. UG

FACS 488 - Internship**1-5 hours**

An individualized career-oriented internship. Selected learning experiences in approved work situations in food industry, fashion retail, child care, vocational career centers, or welfare agencies. Prerequisite(s): consent of instructor and chair of the department. UG

FACS 490 - Senior Seminar in Dietetics**2 hours**

This capstone course is designed to prepare senior dietetics students for acceptance into the Supervised Practice Program (1200 post graduate internship hours). The completion of these hours is a mandatory step in the credentialing process for the Registered Dietitian Nutritionist (RDN). Course content will support students through the application process that will include selection of internship opportunities, development of a professional personal statement, and completion of the application packet. Students will learn how to use DICA's and D & D Digital application websites. In addition, scholarship opportunities will be explored. Professional ethics will be integrated into this course and the application process. This course will be offered the fall semester prior to graduation. Fall only Prerequisite(s): Senior standing in the dietetic program. UG

FACS 496 - Projects in Family and Consumer Sciences**1-5 hours**

An interdisciplinary course designed to give an opportunity to supplement an area of interest in family and consumer sciences. Contracted work by each student includes research or application in the various

areas of family and consumer sciences (e.g., consumer economics, management, interior design, nutrition studies, clothing, textiles and visual merchandising). UG

FACS 498 - Professionalism, Issues, and Actions**2 hours**

History and philosophy of family and consumer sciences, current issues in the field, and strategies for professional involvement. Prerequisite(s): ART 200. UG

FREN 101 - Elementary French I**4 hours**

A comprehensive elementary course that includes grammar, pronunciation, oral practice, written composition, and culture. UG

FREN 102 - Elementary French II**4 hours**

A continuation of FREN 101 with additional emphasis on reading. Prerequisite(s): FREN 101 or two years high school French. UG

FREN 211 - Intermediate French I**3 hours**

A review of French grammar with emphasis on the application of rules of usage as the students develop their listening, speaking, reading, and writing skills. Prerequisite(s): FREN 102 or 3-4 years of high school French. UG

FREN 212 - Intermediate French II**3 hours**

A continuation of Intermediate French I with increasing emphasis on the more complex aspects of French grammar. As in Intermediate French I, development of the listening, speaking, reading, and writing skills remains integral part of the course. GER: Modern Language. Prerequisite(s): FREN 211. UG

FREN 325 - Francophone Culture and Civilization

3 hours

A survey of the history, geography, culture, and philosophy of the Francophone world as integral part of the Francophonie. Prerequisite(s): FREN 212 or consent of instructor. UG

FREN 342 - Advanced French Conversation**3 hours**

The course is designed to focus on the students' grammatical competence and communicative competence through the reading, presentations, and discussions of the contemporary topics.

Prerequisite(s): FREN 325 or consent of instructor. UG

GNST 101 - Introduction to Academic Strategies**3 hours**

Introduction to Academic Strategies provides an in-depth exposure to the principles of learning how to learn. Students will learn effective study skills and techniques from a variety of learning strategies appropriate for courses across the curriculum. Students learn how to meet the expectations of undergraduate coursework by applying academic and life-learning skills to all their courses. UG

GNST 105 - Learning Success Strategies**3 hours**

Learning Success Strategies is an interdisciplinary approach to the development of strong academic skills and behaviors. Students will integrate strategies of critical thinking, communication, collaboration, and creativity/innovation across all of their respective coursework. Students will learn how to evaluate their own academic performance and develop a personal academic success plan for improving their academic standing. UG

GNST 115 - First-Year Seminar**1 hour**

The First-Year Seminar assists freshmen with their transition to college and campus life, specifically helping students meet academic expectations of undergraduate work. Coursework will focus on connecting students to Olivet's mission and ethos,

helping students learn and communicate in diverse communities, developing academic success strategies, building academic planning skills, and utilizing various campus support programs and resources. UG

GNST 125 - Exploring Vocation and Life Calling**1 hour**

The Exploring Vocation and Life Calling course is designed to help students discover their unique God-given strengths and passions, explore career and life opportunities within specific undergraduate disciplines, and develop a personal mission statement. UG

GNST 210 - Managing Grief and Loss**2 hours**

Grief and loss are a shared human experience. However, lacking cultural awareness of the impact of grief and insufficient social support can make managing the loss of a loved one very challenging for students. This course is designed to help students who are facing issues related to loss of a loved one learn to manage their symptoms while at college and beyond. The course will examine topics related to understanding what to expect from a grief process, how to obtain the help to navigate grief while at school, and strategies for managing the symptoms of grief in a healthy way. UG

GNST 300 - Academic Peer Leader**1 hour**

A course credit for upperclassman students selected to serve as a peer tutor, coach, and/or mentor for undergraduate programming in the Center for Academic Excellence. Responsibilities consist of serving as a student leader to strengthen academic behaviors, provide academic support, and foster academic scholarship. Pass/Fail grading. UG

GEOG 480 - Research in Geography**3 hours**

A research experience in the student's area of interest in geography (e.g., Cultural/Human, Economic, Environmental, GIS/Remote Sensing/Cartography, Physical, Social Urban). Research will include library and/or laboratory and/or field work. UG

GEOG 490 - Internship in Geography

3 hours

An intern experience in the student's area of interest in geography (e.g., Cultural/Human, Economic, Environmental, GIS/Remote Sensing/Cartography, Physical, Social/Urban). An internship may consist of project work and professional cooperation with public agencies (e.g., city, county, state, federal) or private corporations. UG

HIST 200 - Western Civilization

3 hours

The course will survey the major themes of Western civilization and the contributions made by successive constituent civilizations beginning with the Greeks, Romans, and Jews. The course is designed to provide every student with a basic working knowledge of the major themes, trends, and figures in Western civilization.

GER: Western Civilization. UG

HIST 215 - World Civilization I

3 hours

A survey of world history from the beginnings of written history in Mesopotamia, Egypt, India, and China to around AD 1500. Students will trace and analyze the political, social, technological, and religious themes. Course materials will also focus on the Mediterranean World and emphasize Western European cultural, political, social, and religious developments. UG

HIST 216 - World Civilization II

3 hours

A survey of world history from "the origins of global interdependence" AD 1500 to the 21st century with an emphasis on the growing world domination of Western European nations. Course materials will also highlight the ideas and progress of non-Western nations, and the interaction of these cultures with the rest of the world. UG

HIST 220 - Introduction to Law

3 hours

Formulated in an interdisciplinary way, this course provides students with a foundational understanding

of the nature and function of law in the Anglo-American tradition. By studying the jurisprudential, historical, institutional, and professional dimensions of this legal tradition, students will gain a deep appreciation for America's constitutional heritage premised on "higher law" principles, the nation's commitment historically to the rule of law under God, and the central role of law in creating a just society in the modern era. UG

HIST 231 - American Civilization I

3 hours

Examines the basic political, social, economic, legal, intellectual, and religious trends in American history from the European explorations to the close of the Civil War (1865). UG

HIST 232 - American Civilization II

3 hours

Examines the basic political, social, economic, legal, intellectual, and religious trends in American history, from the close of the Civil War (1865) to the present. UG

HIST 280 - Law and Western Culture

3 hours

Same as PSCI 280. UG

HIST 290 - Law, Justice, and Culture Institute

3 hours

Same as PSCI 290. UG

HIST 315 - Federal Seminar

1-3 hours

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

HIST 322 - The Greco-Roman World

3 hours

This course introduces students to the civilization of the ancient Mediterranean beginning with early Greek palace civilizations and concluding in the transitions of

late antiquity at the collapse of the Western Roman Empire. Potential subjects of study include: the development of political communities, the creation of Classical culture, as well as the lasting influence of ancient Mediterranean philosophy and religion. UG

HIST 325 - Sports in American Society

3 hours

Examines the major economic, cultural, and social trends in American history through professional and amateur sports. Major treatment will be given to baseball, football, and boxing, as well as basketball, hockey, tennis, and golf. The focus will not be on sport history for its own sake, but, as the title suggests, on what sports reveal about the broader American experience (urbanization, mass media, and race relations, etc.) in a particular period.

Prerequisite(s): one course from the History foundations core or permission of the instructor. UG

HIST 332 - The Middle Ages: Sword & Spirit

3 hours

This course explores the rise of Christendom, i.e. the Medieval consensus, on the European continent from late antiquity to the outbreak of the Black Death in the fourteenth century. Potential subjects of study include: the rise of both the Church and territorial kingdoms, the Chivalric and Crusading ethos, as well as the faith, literature, culture, and thought of the period. UG

HIST 340 - American Military History

3 hours

Same as MSC1 443. UG

HIST 343 - Colonial/Revolutionary America

3 hours

This course examines the British North American colonies and the American Revolutionary War period. Students will analyze the different political, social, and economic components that contributed to the development of the colonies, caused the conflict with England, and influenced the various aspects of the Revolution. UG

HIST 348 - The US in the Cold War

3 hours

A study of modern America since World War I examining such issues as government and business, reform, political change, foreign relations, and the United States' role in world politics. Major emphasis is placed on social change and race relations in the period since 1945. Offered alternate years.

Prerequisite(s): HIST 231 or HIST 232. UG

HIST 352 - Reformations: The World of Early Modern Europe

3 hours

This course examines unfolding transformations of self, soul, and mind in Early Modern Europe (c. 1350-1789). These transformations unfolded with the rise of Renaissance Humanism, the Shattering of Christendom with the Reformation, the outbreak of the Scientific Revolution, and culminated in the ordered rationalism of the Enlightenment. This course will attempt to uncover the connections between these transformations through the study of European faith, thought culture, and community. UG

HIST 353 - Jacksonian America

3 hours

Jacksonian America, 1812-1848, examines the rise of Andrew Jackson, interweaving the culture, political, and socio-economic movements that influenced and shaped the nation. Emphasis will also be placed on revolution, westward expansion (Manifest Destiny), controversy over slavery, and the development of political parties in American history. UG

HIST 357 - American Religious History

3 hours

Same as THEO 357. UG

HIST 360 - History of Russia

3 hours

This course includes a survey of the history of Russia from the Kiev period to the election of Mikhail Gorbachev, and an intensive study of the social, political, and religious developments of the last decade. UG

HIST 362 - Europe from the Age of Revolutions to the Age of Extremes

3 hours

This course seeks to understand the creation of the modern world through the nineteenth and twentieth century European experience. Beginning with the political violence of the French Revolution and concluding with a contemplation of the current Age of Extremes, this course will wrestle with the advent and consequences of Industry, Nationalism, Empire, Global War, and Genocide. UG

HIST 368 - American Civil War**3 hours**

A study of the causes, conduct, and outcomes of the Civil War between 1860 and 1874. The political, social, and military dimensions of the conflict, including the Reconstruction phase, will be covered. Offered alternate years. Prerequisite(s): HIST 231 or HIST 232. UG

HIST 372 - Adventure, Science, and Taboo: Captain Cook and Europe's Pacific Enlightenment**3 hours**

The Pacific was the "New World" of the eighteenth century and a center for European led science, exploration, and Imperialism. Centered on the voyages of Captain James Cook, this course examines how Enlightenment Europe's culture of scientific adventure emerged and travelled to a new world of islands, encounter, and taboo. In so doing, we will examine how contact evolved into control as Europeans processed and defined the Pacific, integrating it into the unfolding mechanisms of European led Imperialism. UG

HIST 373 - Christian Courage in Public Life**3 hours**

Same as PSCI 373. UG

HIST 379 - The Developing World**3 hours**

A critical historical analysis of the development of Third World countries in the modern period. Special focus is placed on the cultural and political response of developing countries in Asia to "the West" and to the general developmental problems of national

growth and equity. This course will be taught each semester with a different regional focus, including Latin America, Asia, and Africa. The course may be repeated, but with a different topic.

GER: Intercultural Understanding. UG

HIST 383 - Women's History**3 hours**

This course explores the historical experiences of women in the United States. Students will examine and debate the barriers, contributions, and achievements of women in American society from the colonial period through the 20th century. Topics will incorporate culture, race, class, and labor to provide a historical base for analyzing the struggles and ideologies of women's contemporary status. UG

HIST 385 - Selected Topics in History**3 hours**

This course is a history/political science course in which the professor or professors choose a topic, event, or development and structure a one-time course around that specific interest. The topic will be given in the schedule of courses when the course is offered. Prerequisite(s): one foundational course in History or permission of instructor. UG

HIST 390 - Historiography**3 hours**

A study of the craft of the historian and social scientist, including traditional schools of interpretations; comparison of Judeo-Christian philosophies of history with past and present secular philosophies; and the exploration of the impact of philosophy on conceptualization, compilation, and writing in the social sciences. The course will also involve the preparation of a proposal for the senior thesis. Prerequisite(s): 9 hours of upper division (300/400 level) history or political science, or approval of instructor. UG

HIST 420 - The U.S. & the Plains Indians**3 hours**

Course examines the relationship between the U.S. government and the Plains Indians between 1860 and 1890. More specifically, it surveys the events which preceded the Battle of Little Bighorn, carefully treats the battle itself, and finally considers the aftermath of

the battle, which culminated in the tragedy at Wounded Knee. Structured as a colloquium, the course involves a heavy reading load and literature review; it is designed for upper division history majors, particularly those with an interest in graduate school. UG

HIST 430 - American Social/Intellectual History

3 hours

Surveys the major intellectual trends in American thought from the colonial period to the present. The subject matter will be organized both chronologically and topically around the following themes: Puritanism/atheism and the Enlightenment; secularization of American thought in the colonial period; Romanticism and Naturalism in the 19th century; and Modernism in the 20th century. Offered alternate years. Prerequisite(s): two semesters of either American Civilization or Western Civilization or permission of instructor. UG

HIST 447 - American Constitutional Law

3 hours

Same as PSCI 447. UG

HIST 465 - American Heritage of Religious Liberty

3 hours

Same as PSCI 465. UG

HIST 471 - Senior Seminar in History

3 hours

A course to correlate the fields of history and summarize current problems with history with a view of their possible solutions. The student will be required to apply history research methods to a topic of interest. Special focus will be placed on one's calling into the field of history. Prerequisite(s): HIST 390. UG

HIST 490 - History Internship

1-6 hours

Same as PSCI 490. UG

HIST 494 - Readings in History

1-4 hours

Self-study of historical readings under faculty direction in an area of special interest. Suggested for seniors and qualified juniors with a major in History/Political Science. All other students must secure the approval of the instructor. No more than four hours of credit may be earned through readings in History and Political Science combined. UG

HONR 110 - Exploring Faith and Humanity

3 hours

First course in a four course sequence that focuses on the broad theme of "What Does It Mean to be Human?" This course introduces Honors students to interdisciplinary learning. Each faculty cohort selects novel topics for interdisciplinary, team-taught sessions. This course, along with the other three core honors courses, substitutes for COMM 105, ENGL 208/ENGL 209/ENGL 210, PHED 190, and THEO 110. UG

HONR 150 - Human Disciplines

3 hours

Second course in a four course sequence that focuses on the broad theme of "What Does It Mean to be Human?" This course, along with the three other Honors core courses, substitutes for COMM 105, ENGL 208/ENGL 209/ENGL 210, PHED 190, and THEO 110. UG

HONR 200 - Humanity and Outside Influences

3 hours

Third course in a four course sequence that focuses on the broad theme of "What does it mean to be human?" Each faculty cohort selects novel topics for interdisciplinary, team-taught sessions. This course, along with the other three core Honors courses, substitutes for COMM 105, ENGL 208/ENGL 209/ENGL 210, PHED 190, and THEO 110. UG

HONR 255 - Issues in Society

3 hours

Fourth course in a four course sequence that focuses

on the broad theme of "What does it mean to be human?" Each faculty cohort selects novel topics for interdisciplinary, team-taught sessions. This course, along with the other three core Honors courses, substitutes for COMM 105, ENGL 208/ENGL 209/ENGL 210, PHED 190, and THEO 110. UG

HONR 500 - Honors Research Project

0-6 hours

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

Prerequisite(s): successful completion of HONR 110, HONR 150, HONR 200 and HONR 255. UG

LEAD 200 - Introduction to Leadership Studies

3 hours

Provides an introduction and overview of major theories of leadership, tracing the development of important and sometimes contradictory ideas of leadership spanning from classical to our contemporary era, including an introduction to a Christian theology of leadership. This course includes self-assessments and introduces the leadership challenge. UG

LEAD 235 - Teambuilding and Leadership

3 hours

Same as COMM 235. UG

LEAD 400 - Leadership Capstone

3 hours

In this capstone course, students provide reflection and draw leadership connections from their chosen electives and articulate a position of how they may implement distinctively Christian servant leadership within their personal and professional lives and as a citizen within society. Attention is given to studying contributions of servant leaders (historical and contemporary) including interaction with special

speakers. Special emphasis is given to integrating concepts of servant leadership within the context of everyday decision-making. In this course, students complete their leadership portfolios. UG

LIT 105 - Literature Appreciation

3 hours

An introduction to literature, including the imaginative genres of poetry, fiction, and drama. Selections include works from around the world, including those from non-western and third-world cultures, writers of both genders, and writers of various philosophical stances. Focuses on an appreciation of and critical thought about literature.

GER: Literature. UG

LIT 225 - Literary Theory

3 hours

This course serves as an introduction to the philosophical foundations and practical application of literary theory. It includes a study of the major works, movements, and practitioners of literary criticism from Plato to the present. Students will explore several literary texts in order to apply the various critical approaches through discussion and writing.

Prerequisite(s): ENGL 109 and ENGL 125. UG

LIT 242 - The Short Story

3 hours

This course introduces students to the short story as a literary form. Selections include works from diverse authors from the US, Britain, and around the world. Develops an appreciation of and critical thought about the genre of short stories.

GER: Literature. Prerequisite(s): "C-" or above in ENGL 109. UG

LIT 244 - The Novel

3 hours

This course introduces students to the novel as a literary form. Selections include works from diverse authors from the US, Britain, and around the world. Develops an appreciation of and critical thought about the genre of novels.

GER: Literature. Prerequisite(s): "C-" or above in ENGL 109. UG

LIT 246 - Poetry

3 hours

This course introduces students to poetry as a literary form. Selections include works from diverse authors from the US, Britain, and around the world. Develops an appreciation of and critical thought about the genre of poetry.

GER: Literature. Prerequisite(s): "C-" or above in ENGL 109. UG

LIT 248 - Drama

3 hours

This course introduces students to drama as a literary form. Selections include works from diverse authors from the US, Britain, and around the world. Develops an appreciation of and critical thought about the genre of drama.

GER: Literature. Prerequisite(s): "C-" or above in ENGL 109. UG

LIT 255 - Survey of American Literature

3 hours

A survey of American literature from the colonial times to the present. Attention given to various genres, including works by authors of both genders, diverse backgrounds, and various philosophical stances. Offered spring semester. Prerequisite(s): "C-" or above in ENGL 109. UG

LIT 315 - Multiethnic Literature

3 hours

This course examines the literature of ethnic minorities in the United States, including African American, Asian, Asian American, Hispanic American, and Native American. In addition to studying primary works of literature, students will investigate the cultural, social, and political contexts of the literature. Students will conduct literary research that will result in a substantial research project/paper.

GER: Intercultural Understanding. Prerequisite(s): ENGL 125 or 200-level LIT course. UG

LIT 340 - Classical Literature

3 hours

This course examines the literature of ancient time

periods from different cultures around the world, including the ancient Mediterranean, Near-Eastern, Egyptian, Hebrew, and Greek. Students will explore genres that characterize these cultures while reading the texts within their cultural and social context. Students will examine common philosophical themes through the exploration of foundational texts of different, early civilizations. Students will conduct literary research that will result in a substantial research project/paper.

GER: Literature. Prerequisite(s): ENGL 125 or 200-level LIT course. UG

LIT 342 - Postmodern Literature

3 hours

This course examines the literature of postmodernism as defined in literary and artistic circles through an exploration of significant literary texts from different world cultures of the twentieth and twenty-first century. We will also explore the particular influence of philosophical, political, religious, and social issues upon the selected texts as we seek to understand the unique perspective and contribution of this literature. Students will conduct literary research that will result in a substantial research project/paper.

Prerequisite(s): ENGL 125 or 200-level LIT course. UG

LIT 344 - Global Literature

3 hours

This course examines literature from around the globe, including from Africa, Asia, and Central and South America. In addition to studying primary works of literature, students will investigate the cultural, social, and political contexts of the literature. Students will conduct literary research that will result in a substantial research project/paper. Prerequisite(s): ENGL 125 or 200-level LIT course. UG

LIT 352 - Early American Literature

3 hours

This course examines the literature of early America, from native inhabitants and early settlers through the American experience of the Civil War. Students will explore the genres that characterize these time periods while reading the texts within their cultural and social contexts. Students will conduct literary research that will result in a substantial research

project/paper. Prerequisite(s): ENGL 125 or 200-level LIT course. UG

LIT 354 - Modern American Literature

3 hours

This course examines American literature from after the Civil War through the present. Students will explore the genres that characterize these time periods while reading the texts within their cultural and social contexts. Students will conduct literary research that will result in a substantial research project/paper. Prerequisite(s): ENGL 125 or 200-level LIT course. UG

LIT 364 - Dramatic Literature/History

3 hours

Same as COMM 364. UG

LIT 370 - Early British Literature

3 hours

This course examines British literature from Anglo-Saxon time period to the Restoration. Students will explore the genres that characterize these time periods while reading the texts within their cultural and social contexts. Students will conduct literary research that will result in a substantial research project/paper. Prerequisite(s): ENGL 125 or 200-level LIT course. UG

LIT 372 - Modern British Literature

3 hours

This course examines British literature beginning with the Restoration to the present. Students will explore the genres that characterize these time periods, while reading the texts within their cultural and social contexts. Students will conduct literary research that will result in a substantial research project/paper. Prerequisite(s): ENGL 125 or 200-level LIT course. UG

LIT 414 - Special Topics in Literature

3 hours

This course is designed to study a selected genre, literary topic, or author not ordinarily covered in other literature courses. The content of the course will vary from semester to semester. Students will conduct

literary research and apply literary theory to texts, resulting in a substantial, conference-ready research project/paper. May be repeated for credit. Topic must be different. Offered every year in alternate semesters. Prerequisite(s): ENGL 125 or 200-level LIT course. UG

LIT 470 - Shakespeare

3 hours

This course examines the works of William Shakespeare. In addition to studying a variety of his plays and poems, students will investigate the cultural, social, political, and religious contexts of Shakespeare. Students will conduct literary research and apply literary theory to texts, resulting in a substantial, conference-ready research project/paper. Prerequisite(s): ENGL 125 or 200-level LIT course. UG

MATH 103 - Mathematics for the Liberal Arts

3 hours

A general liberal arts mathematics course intended to introduce the student to several diverse areas of applications of mathematics. Three or four of the following five topics will be covered in some depth: finance, graph theory, voting and apportionment, probability, and statistics. UG

MATH 111 - Mathematics for Teachers I

3 hours

Set notation and operations, number systems, and other bases. Special attention is given to whole numbers, integers, rational numbers, and real numbers. Properties of the fundamental operations of arithmetic are studied. Prerequisite(s): This course does not satisfy the general education Mathematics requirement unless MATH 112 is also satisfactorily completed. UG

MATH 112 - Mathematics for Teachers II

3 hours

A continuation of MATH 111. Topics studied will include geometry (shapes, congruence, relationships, constructions, Pythagorean theorem, symmetries, etc.), measurement (linear, area, volume, angles), elementary probability, and graphical data displays.

Prerequisite(s): MATH 111 or consent of the instructor. UG

MATH 114 - Statistics for Teachers

2 hours

A continuation of MATH 112. Topics studied will include basic descriptive statistics, random variables, the normal distribution, sampling distributions, confidence intervals and hypothesis testing of means and proportions with one sample problems, along with regression and correlation. Prerequisite(s): MATH 112. UG

MATH 116 - College Algebra for Teachers

2 hours

A continuation of MATH 112. The topics studied will include linear and absolute value equations and inequalities, polynomial, rational, exponential, and logarithmic equations, function operations and composition, systems of equations, and conic sections. Prerequisite(s): MATH 112. UG

MATH 117 - Finite Mathematics with Business Applications

3 hours

An introduction to finite mathematics with applications in business and management areas. Constructing and using linear models, matrices, solving linear systems of equations, linear programming, probability, and expected value. UG

MATH 120 - Introduction to Statistics

3 hours

An introduction to statistics including basic descriptive statistics, probability, the normal distribution, hypothesis testing with one and two sample problems, regression, and correlation. MATH 120 and MATH 241 cannot both be taken for credit. UG

MATH 131 - Algebra and Trigonometry

4 hours

Binomial expansion, inequalities, complex numbers, function notation, and logarithms; trigonometric functions, graphs, identities, and equations; laws of sines and cosines. UG

MATH 132 - Trigonometry

2 hours

Trigonometric functions, graphs, identities, solving trigonometric equations, laws of sines and cosines, and DeMoivre's theorem. Prerequisite(s): MATH 131 and MATH 132 cannot both be taken for credit. MATH 132 is the second half of MATH 131. UG

MATH 137 - Applied Calculus

3 hours

An introduction to the calculus of elementary functions of one variable, with an emphasis on conceptual understanding and applications in Business and Life Sciences. A review of algebra, differentiation and its applications, applications of calculus with exponential and logarithmic functions, and integration and its applications. UG

MATH 147 - Calculus I

4 hours

An introduction to the calculus of one variable with associated analytic geometry. A review of selected topics from algebra, limits, continuity, derivatives and applications, indefinite integration with applications, the definite integral, and the fundamental theorem of calculus. Prerequisite(s): completion of a pre-calculus course that includes trigonometry and an ACT math score of 24 or SAT Math score of 580 or higher is required, 26 or higher is recommended, MATH 131, or consent of the instructor. UG

MATH 148 - Calculus II

4 hours

A continuation of MATH 147. Applications of the definite integral; elementary transcendental functions, including their derivatives and integrals, techniques of integration, polar coordinates, hyperbolic functions, L'Hopital's rule, improper integrals, sequences, series, and Taylor's formula. Prerequisite(s): MATH 147, an AP Calculus AB score of 4 or 5, or consent of the instructor. UG

MATH 151 - Freshman Seminar in Mathematics

1 hour

Students will be introduced to using Scientific

Workplace, a computer algebra system. A unit on the mathematics of finance will also be covered, along with selected topics that may include fractals, chaos, cryptography, topography, or conics. Prerequisite(s): MATH 147. UG

MATH 220 - Number Theory and Proof

3 hours

An introduction to proofs through the discipline of Number Theory. Topics include: natural numbers, integers, prime factorization, divisibility, congruences, continued fractions, and Diophantine equations. Proof techniques to include deductive proof procedures like direct, indirect, by cases, by contradiction, as well as mathematical induction. Prerequisite(s): MATH 147. UG

MATH 241 - Statistics

4 hours

An introductory course in statistics with applications from a variety of disciplines. Topics include descriptive statistics, probability, expected value, sampling distributions, estimation, hypotheses testing of means and proportions (one and two sample cases), regression, correlation, chi-square, nonparametric statistics, and an introduction to analysis of variance. UG

MATH 261 - Calculus III

4 hours

A continuation of MATH 148. Analytic geometry and vectors in three dimensions, partial derivatives and applications, multiple integrals, and vector calculus. Prerequisite(s): MATH 148, an AP Calculus BC score of 4 or 5, or consent of the instructor. UG

MATH 311 - Discrete Mathematics

3 hours

An introduction to discrete mathematics, including sets, functions, algorithms, mathematical induction, combinatorics, recurrence relations, graph theory, trees, networks. Prerequisite(s): MATH 137 or MATH 147; COMP 107 or COMP 150; or consent of instructor. UG

MATH 330 - Regression and Time Series

3 hours

Building on the regression material in MATH 241, this course will include multiple regression, analysis of covariance, time series, forecasting, along with hypothesis and confidence intervals for these models. Offered in alternate years. Prerequisite(s): MATH 241. UG

MATH 340 - Financial Mathematics

3 hours

Provide an understanding of the fundamental concepts of financial mathematics including interest, yield rates, present and accumulated values, annuities, loans, and bonds. Discrete and continuous rates will be covered. Offered in alternate years. Prerequisite(s): MATH 148, MATH 151, and BSNS 302. UG

MATH 351 - Linear Algebra

3 hours

This course covers the fundamentals of linear algebra, including systems of linear equations, matrices, determinants, vectors and vector spaces (linear independence, basis, dimension, inner-product spaces, orthonormal bases), linear transformations, eigenvalues and eigenvectors. Prerequisite(s): MATH 147 or consent of instructor. MATH 148 is recommended. UG

MATH 354 - Numerical Analysis

3 hours

The field of numerical analysis deals with mathematical theory, which leads to algorithms for solving various types of applied problems. The algorithms are computational and require a computer for their execution. Topics include solution of nonlinear equations, systems of nonlinear and linear equations, least squares curve fitting, polynomial interpolation, numerical integration and differentiation, and the numerical solution of ordinary differential equations. Offered in alternate years. Prerequisite(s): MATH 261, MATH 351, and COMP 107 or COMP 250, or consent of instructor. UG

MATH 357 - Differential Equations

3 hours

An introduction to differential equations with an emphasis on solving differential equations. Topics

include first-order equations, linear differential equations, inverse differential operators, the Laplace transform, nonlinear equations, and solutions for systems of equations. Prerequisite(s): MATH 148 or consent of instructor. MATH 261 is recommended. UG

MATH 373 - Foundations of Mathematics

3 hours

A consideration of the origin, history, literature, and nature of mathematics. Possible topics include Euclid's Elements, development of non-Euclidean geometries, Hilbert's postulates for geometry, algebraic structure, the modern mathematical method, number systems, sets, logic, and philosophy. Offered in Alternate Years. Prereq/Corequisite(s): MATH 220. UG

MATH 410 - Introduction to Real Analysis

3 hours

A careful study of the properties of the real number system. Topics include order properties, completeness, limits, sequences, continuity, uniform continuity, theory of derivatives, and the Riemann integral. Offered in alternate years. Prerequisite(s): MATH 220, MATH 261. UG

MATH 430 - Abstract Algebra

3 hours

A study of the fundamental structures of algebra, including groups, rings, integral domains, fields, isomorphisms, homomorphisms, and quotient structures. Prerequisite(s): MATH 220. Prereq/Corequisite(s): MATH 351. UG

MATH 435 - Biostatistics and Epidemiology

3 hours

This course provides an overview of the basic methodological and statistical principles in public health, medical, and psychiatric research. This includes a primary focus on categorical outcomes in regression modeling as well as exposure to epidemiological research, which examines the determinants and distribution of disease and disorders in human populations. This will involve developing greater familiarity with exact tests for binary outcomes, logistic regression, and survival

analysis, as well as epidemiological cohort and case-control studies. Study design, analysis, and interpretation of results will be emphasized across these domains. This course can count toward the statistics minor and psychology major, but does not count toward the mathematics major. Prerequisite(s): PSYC 331, MATH 241, and either PSYC 332 or MATH 330. UG

MATH 450 - Senior Seminar in Mathematics

1 hour

A capstone course for majors in the Department of Mathematics involving a variety of selected problems. Students will work on a project which will be presented to the class. This course is only open to majors in the Department of Mathematics and should be taken during the student's last available fall semester. Offered each fall. UG

MATH 455 - Modern College Geometry

3 hours

A study of Euclidean geometry with Hilbert's axioms and projective geometry, including duality, harmonic sequences, transformations, and analytic projective geometry. Prerequisite(s): MATH 220. Prereq/Corequisite(s): MATH 351. UG

MATH 465 - Probability

3 hours

Discrete and continuous probability spaces, density and distribution functions, random variables, expectations, variance, independence, conditional distributions, random sampling, law of large numbers, central limit theorem, moment-generating functions, transformations, and Order Statistics. Offered in alternate years. Prerequisite(s): MATH 241, MATH 261. UG

MATH 466 - Mathematical Statistics

3 hours

A continuation of MATH 465 including point and interval estimation, Rao - Blackwell theorem, tests of hypothesis including means, proportions, variances and goodness-of-fit, Neyman - Pearson lemma, significance, power, and likelihood ratio tests. Offered in alternate years. Prerequisite(s): MATH 465. UG

MATH 491 - Topics in Mathematics

1-4 hours

Selected topics in mathematics to provide opportunity for individual attention to areas of special interest. Prerequisite(s): consent of the instructor. UG

MATH 497 - Internship

0-3 hours

The internship must be served in an area appropriate to the student's course of study. A minimum of 45-50 clock hours per credit hour must be spent on site. Students must be registered during the term of the internship. It is the student's responsibility to secure an internship and obtain departmental approval prior to beginning the experience. Students must have junior status or higher to earn internship credit. UG

MATH 499 - Middle School Math Methods

3 hours

A consideration of the problems, materials, methods, and activities involved in the teaching of math for the middle school student. A practicum experience in a public school setting is included. Does not count as mathematics hours toward a degree in Mathematics. UG

MSCI 022 - Military Science Leadership Lab

0 hours

Practical application of military skills taught in MSCI basic and advanced courses. Hands-on training in basic soldier skills, squad and platoon tactics, weapons, communications, and organizational leadership. Corequisite(s): MSCI 121/MSCI 122, MSCI 221/MSCI 222, MSCI 331/MSCI 332, MSCI 441/MSCI 442. UG

MSCI 121 - Introduction to Leadership

2 hours

This course is an introduction to fundamental components of service as an officer in the U.S. Army. These initial lessons form the building blocks of progressive lessons in values, fitness, leadership, and officership. This course also addresses life skills, including fitness, communications theory and practice (written and oral), interpersonal relationships, and the

ethics of Christian service. Emphasis on hands-on learning also includes blocks of instruction on map-reading, orienteering, marksmanship, and rappelling, as well as weekly leadership laboratories, one weekend field training exercise, and physical training. Upon completion of this semester, the cadets should be prepared to receive more complex leadership instruction. Corequisite(s): MSCI 022. UG

MSCI 122 - Leadership and Decision Making

2 hours

Builds upon the fundamentals introduced in the previous semester by focusing on leadership theory and decision-making. Life skills lessons in this semester include problem-solving, critical thinking, leadership theory, followership, group interaction, goal-setting, and feedback mechanisms. Upon completion of this semester, cadets should be prepared to advance to more complex leadership instruction concerning the dynamics of organizations. Additionally, they will be increasingly required to demonstrate knowledge of leadership fundamentals and communications (written and oral). Hands-on learning also includes blocks of instruction on map-reading, orienteering, marksmanship, and rappelling, as well as weekly leadership laboratories, one weekend field training exercise, and physical training. Corequisite(s): MSCI 022. UG

MSCI 221 - Leadership and Problem-Solving

2 hours

This course builds on the fundamentals introduced in the first-year curriculum. Using practical exercise, cadets must increasingly apply communications and leadership skills to solve increasingly complex problems. The course concludes with a major leadership and problem-solving case study that draws on virtually all of the classroom instruction received in the first two semesters of the Basic Course. The course also includes one weekend field training exercise, weekly leadership laboratories, and physical training. Upon completion of this semester, cadets should be well grounded in the fundamental principles of leadership, and be prepared to intensify the practical application of their studies during the Advanced Course. Corequisite(s): MSCI 022. UG

MSCI 222 - Small Unit Leadership and Tactics

2 hours

Basic Course capstone that focuses principally on officership, providing an extensive examination of the unique purpose, roles, and obligations of commissioned officers. It includes a detailed look at the origin of the Army's institutional values and their practical application in decision-making and leadership. Introduces fundamentals and principles of small unit tactics. Upon completion of this semester, cadets will possess a fundamental understanding of both leadership and officership. They will be able to apply this understanding in real-world situations, and be mentally and physically prepared to shoulder the responsibility of a commissioned officer in the U.S. Army. Includes one weekend field training exercise, weekly leadership laboratories, and physical training. Corequisite(s): MSCI 022. UG

MSCI 225 - Leader's Training Course

4 hours

An alternative to the Basic Course above, this course offers a possibility for students who have not considered ROTC until late in their sophomore year an opportunity for a scholarship and entry into the Advanced Course. The sole purpose for attending is to qualify for the Advanced Course. Students contract prior to attending, and, therefore, must be American citizens to attend. This is a 28-day summer training course conducted at Fort Knox, Kentucky. It is designed to teach the fundamentals of soldiering and leadership. Students gain personal confidence through practical, hands-on exercises, including land navigation, rifle marksmanship, first aid, individual and unit tactics, obstacle courses, and rappelling. Includes a military stipend of approximately \$500. UG

MSCI 230 - Northern Warfare

1 hour

A two week course conducted in Alaska. Provides training in cold weather survival and small unit tactics. This course trains squad and platoon level leaders in the knowledge/skills required to successfully conduct small unit operations in a cold, snow-covered environment. Emphasis is placed on the effects of cold on personnel and material, use of basic cold weather clothing and equipment, winter field craft, snowshoe/ski techniques, and winter/cold regions

navigation and route planning. Attendees will receive comprehensive instruction/training materials enabling them to implement basic cold weather and ski training programs within their units. Cold weather risk management procedures are stressed throughout the course. Grading is pass/fail. Prerequisite(s): successful completion of MSCI 221 and MSCI 222 and approval of the Department of Military Science. UG

MSCI 235 - Air Assault Operation

1 hour

A two week course conducted at an Army installation in the continental United States which provides students with training in helicopter operations. It includes sling loading and rappelling. Students are required to submit an After Action Review (AAR) discussing the practical applications of Air Mobile and Air Assault Operations in modern warfare. Grading is pass/fail. Prerequisite(s): successful completion of MSCI 221 and MSCI 222 and approval of the Department of Military Science. UG

MSCI 240 - Airborne Operations

1 hour

A three week course conducted at Fort Benning, Georgia. This course trains students in military ski diving techniques with practical applications. Students are required to submit an After Action Review (AAR) discussing the practical applications of Airborne Operations in modern warfare. Grading is pass/fail. Prerequisite(s): successful completion of MSCI 221 and MSCI 222 and approval of the Department of Military Science. UG

MSCI 331 - Tactical Leadership Development I

4 hours

Focus of instruction is on leadership competencies using small unit operations as the primary mode of instruction. Cadets assume leadership positions within the Rolling Thunder Battalion, and actually apply the theory they have learned in the Basic Course by planning and executing small unit training. The semester begins with instruction in the Leadership Development Process (LDP) used throughout the academic year and at the Leader Development and Assessment Course (LDAC) to assess and develop leadership. Cadets will focus on

troop-leading procedures, motivational theory, small unit training, operations orders, and risk assessment. Course includes weekly leadership lab, one weekend field training exercise, and physical training. Prerequisite(s): Basic Course credit. Corequisite(s): MSCI 022. UG

MSCI 332 - Tactical Leadership Development II

4 hours

A continuation of MSCI 331 emphasizing doctrinal leadership and tactical operations at the small unit level. It includes opportunities to plan and conduct individual and collective skill training for offensive operations to gain leadership and tactical experience. This critical semester synthesizes the various components of training, leadership, and team-building taught over the last three years, and prepares cadets for their summer experience at LDAC. Course includes weekly leadership lab, two weekend field training exercises, and physical training. Prerequisite(s): MSCI 331. Corequisite(s): MSCI 022. UG

MSCI 336 - Nurse Summer Training Program

2 hours

Advanced three-week practicum for leadership development in nursing. Nurses will train at one of several Army hospitals throughout the United States and Europe. Approximately \$700 in military pay, with transportation, room, and board provided. Optional for Army ROTC Advanced Course Nursing students. Prerequisite(s): MSCI 331 and MSCI 332. UG

MSCI 337 - Cadet Troop Leadership Training

2 hours

This two week course conducted at an Army Installation in the continental United States or overseas provides firsthand experience in an Army unit. Students learn about military life and the duties of a lieutenant. This is a four week internship with the Army in which students apply the Army's 16 Leadership Dimensions while working under the direct supervision of a senior Army Officer. Students will receive an Officer Evaluation Report (DA Form 67-9) at the end of the internship. Students will be required to submit an After Action Review (AAR) illustrating

how he/she applied the 16 Leadership Dimensions during the internship. Prerequisite(s): successful completion of MSCI 331, MSCI 332, and MSCI 338 and approval of the Department of Military Science. UG

MSCI 338 - Advanced Camp

4 hours

The purpose of Advanced Camp is to validate USACC Cadets' tactical and technical competence, individual confidence, and ability to lead a Platoon sized formation, thus determining a Cadet's officer potential. Advanced Camp is phased to increase intangible leader attributes through a 37-day training sequence strategically. Cadets will phase through team development, small arms density, complex decision-making scenarios, and a fully immersive tactical scenario. The Cadet Summer Training (CST) is broken down into four phases: reception, staging, onward movement; integration; deployment to Atropia; and redeployment & reintegration. Cadets typically attend Advanced Camp between their Junior (MS III) and Senior (MS IV) college years. Successful completion of Advanced Camp is a prerequisite to earning a commission as a US Army Officer through ROTC. Advanced Camp is located in Fort Knox, KY. The USACC manages 11 Regiments, and each Regiment's maximum class size is 640 training over 6640 cadets over the summer. The length of the training is seven weeks and 230 academic hours. Prerequisite(s): Cadets must have completed the MS-III (MSCI 332) curriculum before attending Advanced Camp. UG

MSCI 441 - Junior Officer Leadership I

4 hours

Focusing on leadership, management, and ethics, MSCI 441 begins the final transition from cadet to lieutenant. The course focuses cadets, early in the year, on attaining apprentice-level knowledge and proficiency in several critical areas they will need to operate effectively as Army officers, including coordinating activities with staffs, counseling theory and practice within the "Army Context," training management, and ethics. Cadets will continue to sharpen these skills as they perform their roles as cadet officers in the Rolling Thunder Battalion and after commissioning. At the end of this semester, cadets should possess the fundamental skills, attributes, and abilities to operate as competent leaders in the cadet battalion and confidently

communicate to subordinate cadets their preparedness to shoulder the responsibilities entrusted to them. Course includes weekly leadership lab, one weekend field training exercise, and physical training. Prerequisite(s): MSCI 332. Corequisite(s): MSCI 022. UG

MSCI 442 - Junior Officer Leadership II

4 hours

A continuation of MSCI 441, MSCI 442 completes the transition from cadet to lieutenant. As a follow-up to the ethics instruction in MSCI 441, the course starts with a foundation in the legal aspects of decision-making and leadership. The next modules reinforce previous instruction on the organization of the Army, introduce how to organize for operations from the tactical to strategic level, and introduce administrative and logistical management issues that focus on the fundamentals of soldier and unit-level support. The final module that introduces new information focuses on the often confusing process of changing duty stations and reporting to a new unit. Upon completion of this semester, the cadets will be prepared to shoulder the responsibility of being a commissioned officer in the U.S. Army. Course includes weekly leadership lab, one weekend field training exercise, and physical training. Prerequisite(s): MSCI 441 Corequisite(s): MSCI 022. UG

MSCI 443 - American Military History

3 hours

Introduces cadets to American military history using principles of warfare, threads of continuity, battle analysis, and oral biographies. This course is required for commissioning. Prerequisite(s): Contracted cadet in sophomore, junior, or senior standing, or approval of instructor. UG

MSCI 445 - Ranger Challenge Preparation

1 hour

An eight week course conducted on campus at Alfred Fortin Villa (ROTC building) that provides hands-on experience in preparation for the intense and rigorous training of the Army Ranger Course. This course is available to enrolled Military Science cadets. Students learn military mountaineering skills, advanced land navigation skills, and advanced survival skills. The course also includes advanced and intense physical

training. It concludes with a three-day regional competition at Marseilles Training Center in Marseilles, Illinois involving Army ROTC programs from up to 20 colleges and universities. Students may only be admitted after competing in the Army Physical Fitness Test. Students will be required to submit a written paper using the U.S. Army's After Action Review (AAR) format in which they analyze the effectiveness of their pre-competition training and competition strategies in terms of the actual performance outcomes. They will also attend a breakfast seminar and participate in a roundtable discussion. Maximum enrollment is 22. Grading is pass/fail. Course can be taken maximum 4 times. Prerequisite(s): approval of the Department of Military Science. UG

MLAN 102 - Arabic Language and Culture

3 hours

An elementary course of the Arabic language that focuses on the listening, speaking, reading, and writing skills while introducing the cultural aspects of the Arab world.

GER: Intercultural Understanding. UG

MLAN 104 - Chinese Language and Culture

3 hours

An elementary course of the Chinese language that focuses on the listening, speaking, reading, and writing skills while introducing the cultural aspects of the Chinese people.

GER: Intercultural Understanding. UG

MUAP 107 - Freshman Class Applied Music

2 hours

This is an entry-level college applied class for all students desiring to study voice, brass, woodwind, percussion and string instruments. Includes a 1 hour class and 1 hour studio class each week. UG

MUAP 109 - Applied Study - Wind, String, Percussion

2 hours

Private instruction for non-Music

majors/minors. Content and literature will be determined by the individual professor as appropriate to the ability level of each student. The 309 level is for non-Music majors/minors who have completed four semesters at the 109 level. Placement by the School of Music. UG

MUAP 111 - Applied Study - Wind, String, Percussion

2 hours

Private instruction for Music majors and minors. Content and literature will be determined by the individual professor as appropriate to the ability level of each student. Students who enroll for either 111 or 311 level of Applied Study will meet with the assigned professor for one individual 30-minute lesson and one 1-hour studio class per week. A performance exam is required at the end of each semester of study. Placement by the School of Music. UG

MUAP 150 - Choreographic Stage Movement

2 hours

Applied study of the principles of choreography for the stage, including stand-alone works and presentations within musical productions. Includes elements of stage deportment, standard terminology, movement, body placement, muscle development, and flexibility. May be repeated for credit. UG

MUAP 200 - Recital Lab

0 hours

All Music majors are required to complete Recital Lab every semester of enrollment. Music minors are required to complete four semesters. Majors are required to attend 12 recitals per semester and minors are required to attend 6 recitals per semester. Attendance is taken by scanning ONU student ID cards at each event. UG

MUAP 225 - Upper-Division Hearing

2 hours

Students pursuing any concentration in Music must successfully complete the Upper-Division Hearing. Students are to complete this process at the end of the fourth semester of college-level study, typically at

the end of the sophomore year. The hearing includes both a public performance in the primary Applied emphasis and an interview with the full School of Music faculty. Students may only enroll in 300-level music courses upon successful completion of the Upper-Division Hearing process. Requirements specific to each Music concentration may be found in the School of Music Handbook. Prerequisite(s): MUTH 131, MUTH 230. Corequisite(s): MUPN 108 or completion of the Piano Proficiency Exam. UG

MUAP 309 - Applied Study - Wind, String, Percussion

2 hours

Private instruction for non-Music majors/minors. Content and literature will be determined by the individual professor as appropriate to the ability level of each student. The 309 level is for non-Music majors/minors who have completed four semesters at the 109 level. Placement by the School of Music UG

MUAP 311 - Applied Study - Wind, String, Percussion

2 hours

Private instruction for Music majors and minors. Content and literature will be determined by the individual professor as appropriate to the ability level of each student. Students who enroll for either 111 or 311 level of Applied Study will meet with the assigned professor for one individual 30-minute lesson and one 1-hour studio class per week. A performance exam is required at the end of each semester of study. Placement by the School of Music. Prerequisite(s): completion of four semesters of 111-level Applied Study in one emphasis and successful completion of the Upper-Division Hearing. UG

MUAP 350 - Choreographic Stage Movement

2 hours

Applied study of the principles of choreography for the stage, including stand-alone works and presentations within musical productions. Includes elements of stage deportment, standard terminology, movement, body placement, muscle development, and flexibility. Prerequisite(s): MUAP 150. UG

MUAP 395 - Junior Recital

2 hours

A well-balanced program of representative works from the Baroque, Classical, Romantic, and 20th century repertoires to be performed in public. Thirty minutes in duration. Only for those with a Music Performance concentration. Recitals must be approved during a pre-recital hearing by a three-member committee from the Applied Study area. Prerequisite(s): permission of the Applied professor and successful completion of MUAP 225. UG

MUAP 490 - Senior Seminar

1 hour

Designed to integrate previous studies in music, this capstone course explores the art of music and its connection to contemporary culture and the Christian faith. Refinement of the student's analytical and writing skills will be stressed through discussion of various topics and the presentation of individual projects. Other considerations include preparation for the Graduate Record Examination, graduate study, and professional career preparation in academic or church settings. Prerequisite(s): successful completion of MUAP 225. UG

MUAP 495 - Senior Recital

2 hours

A well-balanced program of representative works from the Baroque, Classical, Romantic, and 20th century repertoires to be performed in public. Recitals must be approved during a pre-recital hearing by a three-member committee from the Applied Study area. The program should demonstrate a broader grasp of repertoire and technique than the Junior recital. Time requirements:

Bachelor of Arts 30 minutes

Music Ministry 30 minutes

Music Education 30 minutes

Performance 60 minutes

Prerequisite(s): permission of the Applied professor, 2 hours of MUAP 311, successful completion of MUAP 225; MUAP 395 (Performance only). UG

MUAP 496 - Senior Composition Project

2 hours

Students majoring in Music Composition will complete a substantive project related to the major. The project will be approved by the Music faculty. Prerequisite(s): 3 semesters of MUTH 420 and successful completion of MUAP 225. UG

MUCH 350 - Church Music Administration

2 hours

This course is designed to expose students to issues inherent in the administration of a church music program. Concepts to be covered include, but are not limited to, budgets, program recruitment/graded choirs, running a sound system, building acoustics, and staff reports. Offered alternate years. Prerequisite(s): successful completion of MUAP 225. UG

MUCH 377 - Music in Worship

2 hours

Explores Biblical and philosophical foundations of worship, and the relationship and use of music in the workings of the church. Prerequisite(s): successful completion of tMUAP 225 (Music majors); MUTH 130 (Music minors); sophomore standing for other majors. UG

MUCH 379 - Music in the Church Service

2 hours

The study of aspects of church music that will prepare the student for a ministry in music in the local church. Materials and methods of church service design will be examined. Offered alternate years. Prerequisite(s): MUCH 377; successful completion of MUAP 225. UG

MUCH 480 - Supervised Conducting Practicum

1 hour

A course designed to give the student practical conducting experience. Includes ensemble conducting in a supervised peer setting. May be repeated for credit. Prerequisite(s): MUED 276, successful completion of MUAP 225, and permission of the supervising ensemble conductor. UG

MUCH 487 - Supervised Music Ministry Internship

2 hours

Placement will be made in a church setting, which will provide practical training and serve as a culminating experience for those concentrating in church music; to be supervised cooperatively by a full-time music pastor and a member of the School of Music faculty. Activities may include some or all of the following: choir-directing, congregational singing, working with children's music, directing a teen choir, directing the church orchestra, arranging for and participating in special music, and selecting music for all of the above. Prerequisite(s): MUCH 377, MUCH 379; successful completion of MUAP 225. UG

MUED 177 - Music Drama Production

½-2 hours

A course designed to enable students to study and participate in the workings of the production of music drama; offered in conjunction with the Spring musical production. Credit shall be given to students based on the quality of their involvement as well as the amount of time. Up to two hours of credit may be earned in one semester. The faculty member responsible for the course will determine how much credit can be given. May be repeated for credit. Prerequisite(s): permission of the instructor. UG

MUED 180 - Percussion Instruments Class

2 hours

Study and development of fundamental skills needed for teaching percussion in a school setting. Methods and materials for school classes will be discussed. May be repeated for credit. Prerequisite(s): MUTH 120. UG

MUED 200 - Introduction to Instrumental Music for Voice Majors

2 hours

A course designed to provide functional knowledge of the brass, percussion, string, woodwind families, and fretted instruments. Such areas as breathing, hand position, embouchure, and fingerings will be addressed. Required of those who concentrate in Music Education and select the voice emphasis. UG

MUED 240 - Introduction to Music Technology

2 hours

This course is an introduction to topics and skills related to technology used in recording, mixing, and producing music. Students will demonstrate skills and techniques through presentation of audio projects. Prerequisite(s): permission of the instructor. UG

MUED 276 - Beginning Conducting

2 hours

A study of basic techniques in conducting, analysis, and score-reading, involving both choral and instrumental music. Lab experience will be included. Prerequisite(s): MUTH 120, MUTH 130. UG

MUED 280 - String Instruments Class

2 hours

Study of violin, viola, cello, bass. Correct fingering, bowing, and positions. Methods and materials for school classes will be discussed. Prerequisite(s): MUTH 120. UG

MUED 281 - Marching Band Techniques

1 hour

This course is designed to give students background in the planning, charting, and executing of pregame and half-time marching band routines, including marching band philosophy, equipment needed, scheduling rehearsals, and plans for working with flag corps, rifle team, and drum major. UG

MUED 290 - Recording Technology I

2 hours

This course is an introduction to music production and recording techniques. Students will demonstrate skills and techniques through presentation of audio projects. Prerequisite(s): MUED 240. UG

MUED 292 - Choral/Instrumental Literature & Conducting

2 hours

Students will make a broad survey of literature appropriate for choral and instrumental ensembles.

Genre-specific issues will be considered, including: development of tone, performance practice, chamber works, score preparation, and manual realization of scores. Prerequisite(s): MUED 276. UG

MUED 330 - Advanced Music Technology

2 hours

This course is a continuation of topics and skills from MUED 240. Prerequisite(s): MUED 290 and successful completion of MUAP 225. UG

MUED 376 - Advanced Conducting

2 hours

Continuation of MUED 276. Specific attention will be given to the application of conducting gestures to standard choral and instrumental literature, appropriate for educational and church situations. Prerequisite(s): MUED 276 and successful completion of MUAP 225. UG

MUED 377 - Music Drama Production

½-2 hours

A course designed to enable students to study and participate in the workings of the production of music drama; offered in conjunction with the Spring musical production. Credit shall be given to students based on the quality of their involvement as well as the amount of time. Up to two hours of credit may be earned in one semester. The faculty member responsible for the course will determine how much credit can be given. Prerequisite(s): permission of the instructor. UG

MUED 380 - Woodwind Instruments Class

2 hours

Study of clarinet, oboe/bassoon, and saxophone. Correct fingering, tonguing, breathing, intonation, and development of embouchure. Various approaches to technical difficulties and development of technique. Methods and materials for school classes will be reviewed. Offered alternate years. Prerequisite(s): MUTH 120. UG

MUED 381 - Brass Instruments Class

2 hours

A study of the fundamental theory of brass

instruments and correct embouchure. The development of the ability to play one brass instrument acceptably, and familiarity with the special techniques of the other instruments. Prerequisite(s): MUTH 120. UG

MUED 390 - Recording Technology II

2 hours

This course is a continued exploration of the topics and skills of music production and recording technology from MUED 290. Prerequisite(s): MUED 330 and successful completion of MUAP 225. UG

MUED 450 - Elementary General Music Methods

3 hours

The focus of this course will be music teaching for grades K-5. Topics include advocacy, concepts of learning theory and educational psychology for grades K-5, edTPA task 1, lesson planning, instruction, assessment, classroom management, and music technology in the classroom. 30 hours of practicum in the elementary classroom is required. Prerequisite(s): Upper Division status in Music and acceptance into Teacher Education. UG

MUED 460 - General Music Methods

3-4 hours

The focus of this course will be music teaching for grades K-5. Topics include advocacy, concepts of learning theory and educational psychology for grades K-5, lesson planning, instruction, assessment, classroom management, and music technology in the classroom. Offered alternate years. Prerequisite(s): successful completion of MUAP 225 and acceptance into Teacher Education. UG

MUED 465 - Middle/Secondary Methods

3 hours

The focus of this course will be music teaching for grades 6-12 in middle and secondary performance-based classrooms. Topics include philosophies and practices used in school performance-course settings, and edTPA. Characteristics, developmental issues, and administrative topics associated with teaching in middle school, junior high, and high school settings will be addressed. Prerequisite(s): successful

completion of MUAP 225 and admission to the Teacher Education program. UG

MUED 490 - Recording Practicum

2 hours

This is the culminating course for the Recording Arts concentration, including advanced topics and skills related to Music production and recording techniques. Students will complete a Senior Project as part of this course. Two semesters is required. Prerequisite(s): MUED 390 and successful completion of MUAP 225. UG

MUGU 102 - Beginning Guitar

1 hour

Class guitar instruction. Open to students without prior musical knowledge or guitar skills. Geography of the guitar, hand/finger positions, music notation, and basic theory as needed. This course does not fulfill applied study requirement for music majors. Placement by guitar faculty. UG

MULT 100 - Music Appreciation

1.5 hours

A general education course designed to give the student some experience in listening to different genres of music. The basics of music will be covered along with an overview of music history. GER: Fine Arts. UG

MULT 167 - Show Choir

0-1 hours

After qualifying by audition, students of any department may participate in the numerous ensembles offered by the School of Music. All who concentrate in Music are required to participate in at least one ensemble each semester. Freshmen and sophomores will enroll in the ensemble course under the MULT-167 -MULT 198 series of numbers. Juniors and seniors will enroll under the upper-division numbers MULT 367 -MULT 398. Ensembles are 0-1 hour credit each semester. Students should note that several ensembles below do not fulfill the ensemble requirements for music majors and minors. UG

MULT 168 - Apollo Choir

0-1 hour

After qualifying by audition, students of any department may participate in the numerous ensembles offered by the School of Music. All who concentrate in Music are required to participate in at least one ensemble each semester. Freshmen and sophomores will enroll in the ensemble course under the MULT 167 -MULT 198 series of numbers. Juniors and seniors will enroll under the upper-division numbers MULT 367 -MULT 398. Ensembles are 0-1 hour credit each semester. Students should note that several ensembles below do not fulfill the ensemble requirements for music majors and minors. UG

MULT 179 - Ensemble Jazz Band

0-1 hour

After qualifying by audition, students of any department may participate in the numerous ensembles offered by the School of Music. All who concentrate in Music are required to participate in at least one ensemble each semester. Freshmen and sophomores will enroll in the ensemble course under the MULT 167 -MULT 198 series of numbers. Juniors and seniors will enroll under the upper-division numbers MULT 367 -MULT 398. Ensembles are 0-1 hour credit each semester. Students should note that several ensembles below do not fulfill the ensemble requirements for music majors and minors. UG

MULT 181 - Ensemble University Orchestra

0-1 hour

After qualifying by audition, students of any department may participate in the numerous ensembles offered by the School of Music. All who concentrate in Music are required to participate in at least one ensemble each semester. Freshmen and sophomores will enroll in the ensemble course under the MULT 168 -MULT 198 series of numbers. Juniors and seniors will enroll under the upper-division numbers MULT 368 -MULT 398. Ensembles are 0-1 hour credit each semester. Students should note that several ensembles below do not fulfill the ensemble requirements for music majors and minors. UG

MULT 182 - Ensemble Concert Singers

0-1 hour

After qualifying by audition, students of any department may participate in the numerous

ensembles offered by the School of Music. All who concentrate in Music are required to participate in at least one ensemble each semester. Freshmen and sophomores will enroll in the ensemble course under the MULT 167 -MULT 198 series of numbers. Juniors and seniors will enroll under the upper-division numbers MULT 367 -MULT 398. Ensembles are 0-1 hour credit each semester. Students should note that several ensembles below do not fulfill the ensemble requirements for music majors and minors. UG

MULT 184 - Ensemble Orpheus Choir

0-1 hour

After qualifying by audition, students of any department may participate in the numerous ensembles offered by the School of Music. All who concentrate in Music are required to participate in at least one ensemble each semester. Freshmen and sophomores will enroll in the ensemble course under the MULT 167 -MULT 198 series of numbers. Juniors and seniors will enroll under the upper-division numbers MULT 367 -MULT 398. Ensembles are 0-1 hour credit each semester. Students should note that several ensembles below do not fulfill the ensemble requirements for music majors and minors. UG

MULT 185 - Ensemble Handbell Choir (does not fulfill ensemble requirement)

0-1 hour

After qualifying by audition, students of any department may participate in the numerous ensembles offered by the School of Music. All who concentrate in Music are required to participate in at least one ensemble each semester. Freshmen and sophomores will enroll in the ensemble course under the MULT 167 -MULT 198 series of numbers. Juniors and seniors will enroll under the upper-division numbers MULT 367 -MULT 398. Ensembles are 0-1 hour credit each semester. Students should note that several ensembles below do not fulfill the ensemble requirements for music majors and minors. UG

MULT 188 - Ensemble Concert Band

0-1 hour

After qualifying by audition, students of any department may participate in the numerous ensembles offered by the School of Music. All who concentrate in Music are required to participate in at least one ensemble each semester. Freshmen and

sophomores will enroll in the ensemble course under the MULT 167 -MULT 198 series of numbers. Juniors and seniors will enroll under the upper-division numbers MULT 367 -MULT 398. Ensembles are 0-1 hour credit each semester. Students should note that several ensembles below do not fulfill the ensemble requirements for music majors and minors. UG

MULT 189 - Ensemble Marching Band

0-1 hour

After qualifying by audition, students of any department may participate in the numerous ensembles offered by the School of Music. All who concentrate in Music are required to participate in at least one ensemble each semester. Freshmen and sophomores will enroll in the ensemble course under the MULT 167 -MULT 198 series of numbers. Juniors and seniors will enroll under the upper-division numbers MULT 367 -MULT 398. Ensembles are 0-1 hour credit each semester. Students should note that several ensembles below do not fulfill the ensemble requirements for music majors and minors. UG

MULT 192 - Ensemble Wind Ensemble

0-1 hour

After qualifying by audition, students of any department may participate in the numerous ensembles offered by the School of Music. All who concentrate in Music are required to participate in at least one ensemble each semester. Freshmen and sophomores will enroll in the ensemble course under the MULT 167 -MULT 198 series of numbers. Juniors and seniors will enroll under the upper-division numbers MULT 367 -MULT 398. Ensembles are 0-1 hour credit each semester. Students should note that several ensembles below do not fulfill the ensemble requirements for music majors and minors. UG

MULT 193 - Ensemble Chamber Ensemble (does not fulfill ensemble requirement)

0-1 hour

After qualifying by audition, students of any department may participate in the numerous ensembles offered by the School of Music. All who concentrate in Music are required to participate in at least one ensemble each semester. Freshmen and sophomores will enroll in the ensemble course under the MULT 167 -MULT 198 series of numbers. Juniors

and seniors will enroll under the upper-division numbers MULT 367 -MULT 398. Ensembles are 0-1 hour credit each semester. Students should note that several ensembles below do not fulfill the ensemble requirements for music majors and minors. UG

MULT 194 - Ensemble Gospel Choir

0-1 hour

After qualifying by audition, students of any department may participate in the numerous ensembles offered by the School of Music. All who concentrate in Music are required to participate in at least one ensemble each semester. Freshmen and sophomores will enroll in the ensemble course under the MULT 167 -MULT 198 series of numbers. Juniors and seniors will enroll under the upper-division numbers MULT 367 -MULT 398. Ensembles are 0-1 hour credit each semester. Students should note that several ensembles below do not fulfill the ensemble requirements for music majors and minors. UG

MULT 197 - Ensemble University Strings

0-1 hour

After qualifying by audition, students of any department may participate in the numerous ensembles offered by the School of Music. All who concentrate in Music are required to participate in at least one ensemble each semester. Freshmen and sophomores will enroll in the ensemble course under the MULT 167 -MULT 198 series of numbers. Juniors and seniors will enroll under the upper-division numbers MULT 367 -MULT 398. Ensembles are 0-1 hour credit each semester. Students should note that several ensembles below do not fulfill the ensemble requirements for music majors and minors. UG

MULT 198 - Ensemble Symphonic Band

0-1 hour

After qualifying by audition, students of any department may participate in the numerous ensembles offered by the School of Music. All who concentrate in Music are required to participate in at least one ensemble each semester. Freshmen and sophomores will enroll in the ensemble course under the MULT 167 -MULT 198 series of numbers. Juniors and seniors will enroll under the upper-division numbers MULT 367 -MULT 398. Ensembles are 0-1 hour credit each semester. Students should note that

several ensembles below do not fulfill the ensemble requirements for music majors and minors. UG

MULT 265 - Jazz History & Literature

2 hours

This is a survey course of jazz history from approximately 1900 to today. The course covers each significant period and the development of the genre. The course covers the beginning and origin of jazz, early jazz, swing, big band, modern jazz, bebop, hard bop, cool and modal jazz, Avant Garde, Latin jazz, fusion and contemporary jazz. Key elements of each historic period are studied which are historically significant contributors and/or innovators, iconic performances or solos and noteworthy recordings and compositions. The course also includes a brief review of historically important jazz vocalists. Prerequisite(s): MULT 100 and permission of instructor. UG

MULT 295 - Music History I

2 hours

Survey of Western Musical Development from the Greek through the Romantic era. Prerequisite(s): MULT 100. UG

MULT 300 - Organ Literature

2 hours

This course includes a survey of organ literature from the Renaissance through 20th-century compositions. Emphasis is placed on stylistic differences in each period and registration commonly associated with each style of composition. A study of the organ of different countries and periods for which the literature was composed is included. Prerequisite(s): successful completion of MUAP 225 and permission of the instructor. UG

MULT 301 - World Musics

3 hours

A study of representative music systems of the world, the function of these musics within the cultures of which they are a part, and a comparison of these phenomena with their Western counterparts. Seeks to provide an understanding of non-Western music systems as a means to appreciating the ethnic diversity in our pluralistic society. Open to all

students; no prior musical training is necessary.
GER: Intercultural Understanding. UG

MULT 302 - Organ Pedagogy

2 hours

Different methods of technique training, choice of registration for different styles of literature, and source materials for various levels of organ training are included. The student will be given practical experience in coaching an organ student under the guidance of an organ faculty member. Prerequisite(s): Successful completion of MUAP 225 and permission of the instructor. UG

MULT 304 - Piano Literature

2 hours

A survey of the historical, stylistic, and formal aspects of piano literature from 1700 to the present. Prerequisite(s): successful completion of MUAP 225; two semesters of MUPN 111 or permission of the instructor. UG

MULT 305 - Piano Pedagogy

2 hours

A course designed to prepare the advanced pianist for successful teaching in the private studio or the piano lab. The course includes a collective survey of currently available teaching method books, a study of the principles of good teaching, and instruction in the business procedures necessary for the self-employed music teacher. Prerequisite(s): successful completion of MUAP 225 and permission of the instructor. UG

MULT 335 - Brass, Woodwind, String, and Percussion Instrument Pedagogy and Literature

2 hours

This course is specific to the student's major applied instrument. Prerequisite(s): successful completion of MUAP 225 and permission of the instructor. UG

MULT 367 - Show Choir

0-1 hours

After qualifying by audition, students of any department may participate in the numerous ensembles offered by the School of Music. All who

concentrate in Music are required to participate in at least one ensemble each semester. Freshmen and sophomores will enroll in the ensemble course under the MULT 167 -MULT 198 series of numbers. Juniors and seniors will enroll under the upper-division numbers MULT 367 -MULT 398 . Ensembles are 0-1 hour credit each semester. Students should note that several ensembles below do not fulfill the ensemble requirements for music majors and minors. UG

MULT 368 - Apollo Choir

0-1 hour

After qualifying by audition, students of any department may participate in the numerous ensembles offered by the School of Music. All who concentrate in Music are required to participate in at least one ensemble each semester. Freshmen and sophomores will enroll in the ensemble course under the MULT 167 -MULT 198 series of numbers. Juniors and seniors will enroll under the upper-division numbers MULT 367 -MULT 398. Ensembles are 0-1 hour credit each semester. Students should note that several ensembles below do not fulfill the ensemble requirements for music majors and minors. UG

MULT 370 - Vocal Literature and Pedagogy

2 hours

The study of vocal literature will include songs from the major periods and languages of music history, folk songs, musical theatre selections and other works that would be appropriate for the beginning voice student. Current voice publications will be surveyed. Fundamentals of voice production will be examined in order to give the student an overview of the teaching of singing. Includes a supervised, peer teaching practicum. Prerequisite(s): successful completion of MUAP 225. UG

MULT 379 - Ensemble: Jazz Band

0-1 hour

After qualifying by audition, students of any department may participate in the numerous ensembles offered by the School of Music. All who concentrate in Music are required to participate in at least one ensemble each semester. Freshmen and sophomores will enroll in the ensemble course under the MULT 167 -MULT 198 series of numbers. Juniors and seniors will enroll under the upper-division

numbers MULT 367 -MULT 398. Ensembles are 0-1 hour credit each semester. Students should note that several ensembles below do not fulfill the ensemble requirements for music majors and minors. UG

MULT 381 - Ensemble: University Orchestra

0-1 hour

After qualifying by audition, students of any department may participate in the numerous ensembles offered by the School of Music. All who concentrate in Music are required to participate in at least one ensemble each semester. Freshmen and sophomores will enroll in the ensemble course under the MULT 167 -MULT 198 series of numbers. Juniors and seniors will enroll under the upper-division numbers MULT 367 -MULT 398. Ensembles are 0-1 hour credit each semester. Students should note that several ensembles below do not fulfill the ensemble requirements for music majors and minors. UG

MULT 382 - Ensemble: Concert Singers

0-1 hour

After qualifying by audition, students of any department may participate in the numerous ensembles offered by the School of Music. All who concentrate in Music are required to participate in at least one ensemble each semester. Freshmen and sophomores will enroll in the ensemble course under the MULT 167 -MULT 198 series of numbers. Juniors and seniors will enroll under the upper-division numbers MULT 367 -MULT 398. Ensembles are 0-1 hour credit each semester. Students should note that several ensembles below do not fulfill the ensemble requirements for music majors and minors. UG

MULT 384 - Ensemble: Orpheus Choir

0-1 hour

After qualifying by audition, students of any department may participate in the numerous ensembles offered by the School of Music. All who concentrate in Music are required to participate in at least one ensemble each semester. Freshmen and sophomores will enroll in the ensemble course under the MULT 167 -MULT 198 series of numbers. Juniors and seniors will enroll under the upper-division numbers MULT 367 -MULT 398. Ensembles are 0-1 hour credit each semester. Students should note that

several ensembles below do not fulfill the ensemble requirements for music majors and minors. UG

MULT 385 - Ensemble: Handbell Choir (does not fulfill ensemble requirement)

0-1 hour

After qualifying by audition, students of any department may participate in the numerous ensembles offered by the School of Music. All who concentrate in Music are required to participate in at least one ensemble each semester. Freshmen and sophomores will enroll in the ensemble course under the MULT 167 -MULT 198 series of numbers. Juniors and seniors will enroll under the upper-division numbers MULT 367 -MULT 398. Ensembles are 0-1 hour credit each semester. Students should note that several ensembles below do not fulfill the ensemble requirements for music majors and minors. UG

MULT 388 - Ensemble: Concert Band

0-1 hour

After qualifying by audition, students of any department may participate in the numerous ensembles offered by the School of Music. All who concentrate in Music are required to participate in at least one ensemble each semester. Freshmen and sophomores will enroll in the ensemble course under the MULT 167 -MULT 198 series of numbers. Juniors and seniors will enroll under the upper-division numbers MULT 367 -MULT 398. Ensembles are 0-1 hour credit each semester. Students should note that several ensembles below do not fulfill the ensemble requirements for music majors and minors. UG

MULT 389 - Ensemble: Marching Band

0-1 hour

After qualifying by audition, students of any department may participate in the numerous ensembles offered by the School of Music. All who concentrate in Music are required to participate in at least one ensemble each semester. Freshmen and sophomores will enroll in the ensemble course under the MULT 167 -MULT 198 series of numbers. Juniors and seniors will enroll under the upper-division numbers MULT 367 -MULT 398. Ensembles are 0-1 hour credit each semester. Students should note that several ensembles below do not fulfill the ensemble requirements for music majors and minors. UG

MULT 392 - Ensemble: Wind Ensemble

0-1 hour

After qualifying by audition, students of any department may participate in the numerous ensembles offered by the School of Music. All who concentrate in Music are required to participate in at least one ensemble each semester. Freshmen and sophomores will enroll in the ensemble course under the MULT 167 -MULT 198 series of numbers. Juniors and seniors will enroll under the upper-division numbers MULT 367 -MULT 398. Ensembles are 0-1 hour credit each semester. Students should note that several ensembles below do not fulfill the ensemble requirements for music majors and minors. UG

MULT 393 - Ensemble: Chamber Ensemble (does not fulfill ensemble requirement)

0-1 hour

After qualifying by audition, students of any department may participate in the numerous ensembles offered by the School of Music. All who concentrate in Music are required to participate in at least one ensemble each semester. Freshmen and sophomores will enroll in the ensemble course under the MULT 167 -MULT 198 series of numbers. Juniors and seniors will enroll under the upper-division numbers MULT 367 -MULT 398. Ensembles are 0-1 hour credit each semester. Students should note that several ensembles below do not fulfill the ensemble requirements for music majors and minors. UG

MULT 394 - Ensemble: Gospel Choir

0-1 hour

After qualifying by audition, students of any department may participate in the numerous ensembles offered by the School of Music. All who concentrate in Music are required to participate in at least one ensemble each semester. Freshmen and sophomores will enroll in the ensemble course under the MULT 167 -MULT 198 series of numbers. Juniors and seniors will enroll under the upper-division numbers MULT 367 -MULT 398. Ensembles are 0-1 hour credit each semester. Students should note that several ensembles below do not fulfill the ensemble requirements for music majors and minors. UG

MULT 395 - Music History II

2 hours

Continuation of MULT 295. Western musical development from the Romantic era through present day, including an exploration of 20th century popular musical styles. Prerequisite(s): MULT 295. UG

MULT 397 - Ensemble University Strings

0-1 hour

After qualifying by audition, students of any department may participate in the numerous ensembles offered by the School of Music. All who concentrate in Music are required to participate in at least one ensemble each semester. Freshmen and sophomores will enroll in the ensemble course under the MULT 167 -MULT 198 series of numbers. Juniors and seniors will enroll under the upper-division numbers MULT 367 -MULT 398. Ensembles are 0-1 hour credit each semester. Students should note that several ensembles below do not fulfill the ensemble requirements for music majors and minors. UG

MULT 398 - Ensemble Symphonic Band

0-1 hour

After qualifying by audition, students of any department may participate in the numerous ensembles offered by the School of Music. All who concentrate in Music are required to participate in at least one ensemble each semester. Freshmen and sophomores will enroll in the ensemble course under the MULT 167 -MULT 198 series of numbers. Juniors and seniors will enroll under the upper-division numbers MULT 367 -MULT 398. Ensembles are 0-1 hour credit each semester. Students should note that several ensembles below do not fulfill the ensemble requirements for music majors and minors. Offered alternate years. Includes peer teaching in a lab setting. UG

MUOR 109 - Organ

2 hours

Private instruction in organ lessons. No prior organ experience is necessary. Topics include organ terminology, manual and pedal technique, knowledge of repertoire, and hymn playing skills. Prerequisite(s): MUPN 108 or approval of instructor. UG

MUOR 111 - Organ

2 hours

Private instruction in organ lessons. No prior organ experience is necessary. Topics include organ terminology, manual and pedal technique, knowledge of repertoire, and hymn playing skills. Prerequisite(s): MUPN 108 or approval of instructor. UG

MUOR 309 - Organ**2 hours**

Private instruction in organ lessons. No prior organ experience is necessary. Topics include organ terminology, manual and pedal technique, knowledge of repertoire, and hymn playing skills. Prerequisite(s): MUPN 108 or approval of instructor. UG

MUOR 311 - Organ**2 hours**

Private instruction in organ lessons. No prior organ experience is necessary. Topics include organ terminology, manual and pedal technique, knowledge of repertoire, and hymn playing skills. Prerequisite(s): MUPN 108 or approval of instructor. UG

MUPN 100 - Beginning Piano (Non-Music Majors/Minors)**1 hour**

Class piano instruction. Basic piano skills. Placement by the Piano faculty. UG

MUPN 105 - Beginning Piano (Music Majors/Minors)**2 hours**

Class piano instruction. Geography of the keyboard, hand position, staff reading, basic keyboard theory, technique, basic chord and scale formation, basic harmonization, ensemble music. Placement by the Piano faculty. UG

MUPN 106 - Elementary Piano**2 hours**

Class piano instruction. Basic technique, reading in all major and minor keys, ensemble music, scales and triads in all keys, chord charts, lead sheets, harmonization, choral scores, repertoire at the level of Bartok: Mikrokosmos, Volume 1. Prerequisite(s): MUPN 105 or placement by the Piano faculty. UG

MUPN 107 - Late Elementary Piano**2 hours**

Class piano instruction. Scales and triads in all keys, reading easy two-voice textures, chord charts, lead sheets, hymns, instrumental transposition, accompanying, choral scores, harmonization, repertoire at the level of Bach: Little Preludes. Prerequisite(s): MUPN 106 or placement by the Piano faculty. UG

MUPN 108 - Piano Proficiency**2 hours**

Class piano instruction. Preparation for the Piano Proficiency Examination, as described in the Music Student Handbook. All students desiring to complete a concentration in Music must complete the Piano Proficiency Exam. Prerequisite(s): MUPN 107 or placement by the Piano faculty. UG

MUPN 109 - Piano (Non-Majors/Minors)**2 hours**

Private instruction for non-Piano majors/minors dealing with the less difficult compositions from the Baroque, Classical, Romantic, and 20th Century periods. Instruction will be given in technique, sight-reading, transposition, accompanying, and ensemble playing. Non-Piano majors/minors must complete four semesters of 109 level before enrolling in 309 level. Placement by Piano faculty. Course may be taken multiple times. UG

MUPN 111 - Piano (Majors/Minors)**2 hours**

Private instruction for Piano majors and minors includes weekly private lessons, weekly studio class, memorization of literature from the standard classical repertoire, and a final performance examination adjudicated by the Keyboard faculty. Placement by Piano faculty. Course may be taken multiple times. UG

MUPN 115 - Freshman Class Applied Piano**2 hours**

This course is designed as an entry semester of study

for music majors with a concentration in piano.
Placement by piano faculty. UG

MUPN 165 - Jazz Piano

2 hours

This course is designed to expose students to a series of tools and techniques used to create original version of Jazz songs. Prerequisite(s): MUPN 108 or Piano Proficiency Exam. UG

MUPN 309 - Piano (Non-Majors/Minors)

2 hours

Private instruction for non-Piano majors/minors dealing with the less difficult compositions from the Baroque, Classical, Romantic, and 20th Century periods. Instruction will be given in technique, sight-reading, transposition, accompanying, and ensemble-playing. Non-Piano majors/minors must complete four semesters of 109 level before enrolling in 309 level. Placement by Piano faculty. Course may be taken multiple times. UG

MUPN 311 - Piano

2 hours

Continued private instruction for Piano majors and minors. The student should cultivate a well-balanced repertoire comprised of compositions of Baroque, Classical, Romantic, and Modern composers. A playing exam is required at the end of each semester. Course may be repeated multiple times. Prerequisite(s): Four semesters of MUPN 111 and successful completion of MUAP 225. UG

MUTH 101 - Introduction to Music Theory

1 hour

A beginning course in music theory covering basic note reading and rhythms, major and minor key signatures, and scales. Music majors and minors must concurrently be enrolled in piano or demonstrate evidence of advanced piano skills. Prerequisite(s): Theory Placement Exam. UG

MUTH 120 - Musicianship I

2 hours

Musicianship is an ear-training class designed to help students internalize the theoretical aspects learned

in Harmony. Rhythm, harmonic function, sight-singing, and rhythmic, melodic & harmonic dictation are covered. For Music majors and minors. Student should be enrolled concurrently in piano and MUTH 130. The final exam will serve as one part of the Basic Music Skills Exam. Prerequisite(s): grade of "C" or better in MUTH 101 or Theory Placement Exam. Corequisite(s): MUTH 130. UG

MUTH 130 - Harmony I

3 hours

A course in the study of diatonic harmony through analysis and partwriting. Emphasis on harmonization, voice-leading, and harmonic progression. Student must be concurrently enrolled in piano and MUTH 120. The final exam will serve as one part of the Basic Music Skills Exam. Prerequisite(s): grade of "C" or better in MUTH 101 Theory Placement Exam. Corequisite(s): MUTH 120. UG

MUTH 131 - Musicianship II

2 hours

A continuation of MUTH 120. Student should be enrolled concurrently in piano and MUTH 230. Prerequisite(s): grade of 'C' or higher in MUTH 120. Corequisite(s): MUTH 230. UG

MUTH 135 - Musicianship III

2 hours

A continuation of MUTH 131. Student should be enrolled concurrently in piano and MUTH 232. Prerequisite(s): grade of 'C' or higher in MUTH 131. Corequisite(s): MUTH 232. UG

MUTH 230 - Harmony II

3 hours

A continuation of MUTH 130 covering seventh chords, chords of secondary function, modulations, mode mixture and augmented sixth chords. Student should be enrolled concurrently in piano and MUTH 131. Prerequisite(s): grade of 'C' or higher in MUTH 130. Corequisite(s): MUTH 131. UG

MUTH 232 - Harmony III

3 hours

A continuation of MUTH 230, this course covers the

dissolution of tonality and rhythmic, melodic, and harmonic practices of the twentieth century. This course will focus on practical uses of the chromatic harmonies learned in MUTH 230 as well as expanding the harmonic vocabulary to include twentieth-century techniques. Emphasis on analysis and composition. Student should be enrolled concurrently in piano and MUTH 135. Prerequisite(s): grade of 'C' or higher in MUTH 230. Corequisite(s): MUTH 135. UG

MUTH 250 - Composition I

2 hours

Music composition is applied study in the creation of original abstract music. The creative impulse is developed by gaining an understanding melody, harmony, rhythm, and motive and phrase structure. Simple forms, such as binary and ternary, and theme and variations will be explored. The creation of an original music work is to be performed in recital. May be repeated for credit. Prerequisite(s): permission of instructor. UG

MUTH 260 - Contemporary Music Theory I

2 hours

This is a multipurpose music theory course for music majors and covers essential topics which are essential to understanding and analyzing contemporary music and harmony. The music examined will include jazz, pop, rock, gospel, blues and CCM. Topics include Diatonic and Diatonic-related concepts. This course is intended to provide a method of studying music theory in which Roman Numeral analysis are used to interpret harmonic movement, trends, and resolution. The concepts, principles and techniques taught in this course are pertinent to music arranging, composition, or pedagogy and is relevant to the practical needs of the modern-day musician/performer. Prerequisite(s): MUTH 230 and permission of instructor. UG

MUTH 265 - Jazz Improv I

2 hours

This course introduces common-practice techniques used in jazz improvisation. The course has five areas of study: learning various jazz improv concepts and techniques; listening to examples of these concepts; practicing and mastering the concepts; learn and play

solo transcriptions; demonstrate knowledge and use of these concepts. Students exhibit the skills and techniques by playing solos which are either written or played spur of the moment. Topics include mastering various scales and common jazz improv techniques, learning and analyzing iconic solo transcriptions. Prerequisite(s): MUTH 260 and permission of the instructor. UG

MUTH 300 - Form and Analysis

2 hours

A progressive study of musical form of all style periods from the motive through the sonata and concerto. Descriptive and reduction analysis are covered. Prerequisite(s): successful completion of MUAP 225. UG

MUTH 320 - Counterpoint

2 hours

A course in tonal counterpoint focusing on the 17th and 18th centuries. Species counterpoint, chorale-based counterpoint, and free counterpoint will be studied, along with the fugue and its formal elements. Emphasis on writing culminates in the composition of a two-voice minuet and a three-voice chorale prelude. Offered alternate years in the Fall of odd years.

Prerequisite(s): grade of "c" or higher in MUTH 230 or permission of instructor and successful completion of MUAP 225. UG

MUTH 360 - Contemporary Music Theory II

2 hours

This course covers advanced contemporary and jazz harmony and theory. These concepts are relevant to instrumental performance, composition, arranging, music pedagogy and is intended to equip music students with the ability to analyze, decipher and understand contemporary and jazz harmony and theory jazz. This is essential knowledge and ability for performing musicians and emphasizes skill-set essential to jazz musicians, composers and arrangers. The topics apply to understanding of contemporary and jazz songs, chord reharmonization, substitution, and embellishment, and improvisation. Prerequisite(s): MUTH 260. UG

MUTH 365 - Jazz Improv II

2 hours

This course covers advanced techniques in jazz improvisation and is a continuation to Improv I. Topics include the same five areas of study as Improv I: learning various jazz improv concepts and techniques; listening to examples of these concepts; practicing the concepts; learn and do solo transcriptions; demonstrate knowledge and use of these concepts. Students exhibit the skills and techniques by playing solos which are either written or performed spur of the moment. Topics include more advanced scales and techniques such as Dominant altered scales, tritone substitutions, harmonic reharmonization in improv, use of alternate modes. Prerequisite(s): MUTH 265 and successful completion of MUAP 225. UG

MUTH 401 - Practices in Contemporary Music**3 hours**

An independent study in which students compare and analyze various works of the twentieth and twenty-first centuries. Works will be studied and comparisons drawn between various music styles in terms of form, timbre, harmonic language, rhythmic complexity, media types, and notational systems. Prerequisite(s): successful completion of MUAP 225. UG

MUTH 420 - Composition II**2 hours**

A continuation of MUTH 250, composing in larger forms and a variety of styles utilizing different musical media. May be repeated three times for credit. Prerequisite(s): MUTH 250 and successful completion of MUAP 225. UG

MUTH 465 - Jazz Composition & Arranging**2 hours**

This course consists of three components, viz., listening, analysis, and composing. It includes listening and analysis of iconic examples of compositions characteristic of certain jazz styles which are the 12-bar blues, 32-bar AABA jazz standard, modal and through-composed compositions, lead-sheet form, and intros/endings. Three key composition components will be explored, which are harmonic movement, melodic phrasing and construction, and rhythmic approaches. The arranging

portion will cover: basic arranging techniques for small to medium ensembles including rhythm section. Conventional and contemporary voicing will be studied and applied to student's original compositions and jazz standards, and reharmonization techniques. Styles will include swing, Latin, and modal compositions. Other topics will include transposition, notation, and score set-up.

Prerequisite(s): MUTH 360 and successful completion of MUAP 225. UG

MUTH 494 - Instrumentation**2 hours**

Range and transposition of the orchestra; timbres of instruments individually and in combination; arranging for small groups and for full orchestras. Emphasis will be placed on arranging for school orchestras, with limited instrumentation and players of moderate ability. Prerequisite(s): successful completion of MUAP 225. UG

MUVO 101 - Preparatory Voice**1 hour**

Class study incorporating lectures and practical applications for confidence, poise, posture, diaphragmatic breathing, and analysis of vocal performance. Vocalizes are taught as a means of improving technique and correcting vocal faults. An examination is required at the end of the semester. Placement by Voice faculty. Course may be repeated for credit. UG

MUVO 109 - Voice for Non-majors/minors**2 hours**

Private instruction for non-Music majors/minors. Elements of voice culture; correct breath management; throat freedom through correct approach to vowels and consonants; rhythm, intervals, scales, arpeggios; stage deportment. Repertoire selected at discretion of teacher. Four semesters of MUVO 109 must be completed prior to enrolling in MUVO 309. Placement by Voice faculty. UG

MUVO 111 - Voice for Music Majors/minors**2 hours**

Private voice instruction for Music majors and minors.

Elements of voice culture; correct breath management; throat freedom through correct approach to vowels and consonants; rhythm, intervals, scales, arpeggios; stage deportment, and sight-singing. Repertoire includes art songs in English, Italian, French, and German; oratorio and operatic arias; and other literature as appropriate. Students will meet with the assigned professor for one 30-minute individual lesson, and a one-hour studio class each week. A performance examination is required at the end of each semester of study. Two hours each semester until student passes MUAP 225. Placement by Voice faculty. UG

MUVO 115 - Contemporary Voice

2 hours

Private voice instruction focusing on contemporary commercial music styles, with primary focus on Broadway techniques. Elements of voice culture; correct breath management; throat freedom; stage deportment, and sight-singing. Repertoire includes selections from Broadway and cross-over shows, and other literature as appropriate. Specific attention will be given to the healthy, functional differences between classical, "legit," and "belting" techniques. Students will meet with the assigned professor for one 30-minute individual lesson, and a one-hour studio class each week. A performance exam is required at the end of each semester of study. Placement by voice faculty. UG

MUVO 309 - Voice for Non-majors/minors

2 hours

Elements of voice culture; correct breath management; throat freedom through correct approach to vowels and consonants; rhythm, intervals, scales, arpeggios; stage deportment. Repertoire selected at discretion of teacher. Placement by Voice faculty. Prerequisite(s): Four semesters of MUVO 109, or permission of instructor. UG

MUVO 311 - Voice for Music Majors/minors

2 hours

Continued technical development; sustained tone of bel canto; ornamentation, interpretation, tone color; pronunciation, enunciation, articulation, and sight-singing. Repertoire includes more advanced art songs

in English, Italian, French, and German; oratorio and operatic arias; and other literature as appropriate. Students will meet with the assigned professor for one 30-minute individual lesson, and a one-hour studio class each week. A performance exam is required at the end of each semester of study. Prerequisite(s): four semesters of MUVO 111 and successful completion of MUAP 225. UG

MUVO 315 - Contemporary Voice

2 hours

Private voice instruction focusing on contemporary commercial music styles, with primary focus on Broadway techniques. Elements of voice culture; correct breath management; throat freedom; stage deportment, and sight-singing. Repertoire includes selections from Broadway and cross-over shows, and other literature as appropriate. Specific attention will be given to the healthy, functional differences between classical, "legit," and "belting" techniques. Students will meet with the assigned professor for one 30-minute individual lesson, and a one-hour studio class each week. A performance exam is required at the end of each semester of study. Placement by voice faculty. UG

MUVO 320 - Seminar in Vocal Performance

2 hours

A seminar-style course specifically designed for upper level voice majors who plan to pursue graduate study or professional careers in performance, or both. Topics to be covered include, but are not limited to, genre-specific diction and vocal technique, body movement and stagecraft, genre-specific repertoire, ensemble and accompanist issues, auditioning procedures and techniques. Prerequisite(s): successful completion of MUAP 225. UG

NURS 180 - Nursing Seminar I

1 hour

This course focuses on the synthesis of knowledge and skills gained from Fundamentals, Health Assessment, and Introduction to Pharmacology. Emphasis is placed on introducing students to critical thinking skills as they participate in a variety of active learning experiences. Prerequisite(s): NURS 202 and admission to the Nursing Program. Corequisite(s):

NURS 206, NURS 207, NURS 227, and NURS 388.
UG

NURS 202 - Introduction to Professional Nursing

3 hours

This course provides the learner with an overview of professional nursing as well as the various nursing roles found in a dynamic health care delivery system. Introductory nursing concepts and basic procedural skills are presented within the classroom, the interactive online environment, and practiced in the skills lab and clinical setting. Prerequisite(s): BIOL 211, BIOL 246, and BIOL 247, passing score on HESI A2 exam, and a cumulative GPA of ≥ 2.75 . Prereq/Corequisite(s): ENGL 210, CHEM 101/CHEM 103, PSYC 200, SOCY 120, FACS 126, MATH 120, BIOL 330, BIOL 356, and COMM 105. UG

NURS 206 - Health Assessment

3 hours

This course will build on the knowledge attained in the foundational science courses with emphasis on the well individual. Content includes assessment of major body systems of the adult. Time will be spent perfecting assessment skills. The course will culminate with the student performing a complete history and physical. Prerequisite(s): NURS 202 and admission to nursing program. Corequisite(s): NURS 180, NURS 207, NURS 227, and NURS 388. UG

NURS 207 - Fundamentals of Nursing

6 hours

This course will build on the preparatory knowledge attained in the pre-requisite science courses and Introduction to Professional Nursing. The emphasis of this course will be on the basic care of clients with acute or chronic illness. Foundational nursing knowledge and interventions are introduced within the classroom, the interactive online environment, practiced in the skills lab, and utilized in the clinical setting. The nursing process and its application to a plan of care will be initiated. Prerequisite(s): NURS 202 and admission to the Nursing Program. Corequisite(s): NURS 180, NURS 206, NURS 227, and NURS 388. UG

NURS 227 - Introduction to Pharmacology

3 hours

This course will provide an overview of general principles of Pharmacology for nurses. Common drug categories and classifications will be presented to provide a foundation for further detailed study in subsequent nursing courses. Teaching modalities will include case studies, group work, quizzes, and interactive online work. Prerequisite(s): NURS 202 and admission to the Nursing Program. Corequisite(s): NURS 180, NURS 206, NURS 207, and NURS 388. UG

NURS 280 - Nursing Seminar II

1 hour

This course focuses on the synthesis of knowledge and skills gained from Adult Health Nursing I, Mental Health Nursing, Transcultural Nursing, and Nursing Research. Emphasis is placed on the use of critical thinking skills as students participate in a variety of active learning experiences. Prerequisite(s): NURS 180, NURS 206, NURS 207, NURS 227, and NURS 388. Corequisite(s): NURS 342, NURS 349, NURS 445, and NURS 466. UG

NURS 315 - Fundamentals of Nursing II

4 hours

This course will build on the content presented in Fundamentals of Nursing I. Clinical skills are expanded and refined in the Virtual Learning Center along with an off-campus clinical site. Care plans will be developed for selected individuals utilizing beginning clinical judgment and the nursing process. Prerequisite(s): NURS 205, NURS 206, NURS 226, BIOL 330 and FACS 126. UG

NURS 327 - Pharmacology for Nurses II

2 hours

This course continues to provide a foundation of pharmacological concepts and principles for the beginning nursing student. Topics to be discussed include principles of drug actions and interactions, drug categories and the prototype of each, and drug considerations through the life span. The nursing process is utilized as students learn to assess, implement, and evaluate pharmacotherapeutics.

Prerequisite(s): NURS 205, NURS 206, NURS 226, BIOL 330 and FACS 126. Corequisite(s): NURS 315. UG

NURS 335 - Community Health and Population-Focused Care

3 hours

This course discusses the expansion of the nurse's role into the local, state, and national levels. Health promotion, health prevention, and health maintenance are assessed and evaluated in relation to sociopolitical forces and the health care delivery system. The effects of the environment on health are analyzed, and modification of risk factors in aggregates is explored, along with principles of epidemiology. Students will accompany a community health nurse to further understand these concepts. Students will also research a community health concern and address possible solutions to remedy the issue. Students will collaborate within a group through research, project development, implementation, and evaluation of their findings. The groups will present the outcomes to their select organizations.

Prerequisite(s): NURS 378, NURS 380, NURS 415, and NURS 439. Corequisite(s): NURS 449, NURS 456, NURS 478, and NURS 480. UG

NURS 342 - Mental Health Nursing

4 hours

This course presents the theoretical and clinical foundation of ethical and professional nursing care to individuals and small groups experiencing acute and chronic behavioral problems. The needs of individuals with mental illness as they impact the family and the community will be discussed. Students will apply the principles of therapeutic communication and the nursing process in this diverse setting. Selected therapeutic groups will be observed and group/individual assignments completed.

Prerequisite(s): NURS 180, NURS 206, NURS 207, NURS 227, NURS 388, BIOL 330 and FACS 126. Corequisite(s): NURS 280, NURS 349, NURS 445, and NURS 466. UG

NURS 349 - Adult Health Nursing I

5 hours

The theoretical foundation of holistic nursing care for adults with acute and chronic illnesses and the application of that theory are the focus of this medical-surgical course. Clinical judgment and skills are developed by refining the nursing analysis of the patient's history and symptom severity, establishing rationales and priorities for nursing and collaborative

interventions, and evaluating the patient response to various treatment modalities. A variety of clinical areas and simulated clinical case scenarios provide the students with a diverse patient population in order to highlight evidence-based interventions. Students are expected to exhibit ethical, moral, spiritual, and professional behaviors. Prerequisite(s): NURS 180, NURS 206, NURS 207, NURS 227, NURS 388, FACS 126, SOCY 120. Corequisite(s): NURS 280, NURS 342, NURS 445, and NURS 466. UG

NURS 378 - Childbearing Family Health

4 hours

The theoretical foundation of nursing care for the childbearing family during pre-pregnancy, pregnancy, intrapartum, postpartum, and neonatal periods is the focus of this course. Women's health issues and genetic considerations are addressed as they relate to the childbearing family. Community resources appropriate for the childbearing family are explored. Nursing research, cultural, sociopolitical, and legal aspects applicable to the childbearing family are studied. ANA and AWHONN standards are addressed. Students will spend time in the clinical setting observing and providing care for the childbearing family. Prerequisite(s): NURS 315, NURS 327, NURS 340, NURS 342, NURS 388, FACS 126, SOCY 120. UG

NURS 380 - Nursing Seminar III

1 hour

This course focuses on the synthesis of knowledge and skills gained from Adult Health Nursing II, Childbearing Family Health Nursing, and Child Health Nursing. Emphasis is placed on the use of critical thinking skills as students participate in a variety of active learning experiences. Prerequisite(s): NURS 280, NURS 342, NURS 349, NURS 445, and NURS 466. Corequisite(s): NURS 378, NURS 415, and NURS 439. UG

NURS 388 - Gerontology and Palliative Care

2 hours

This course focuses on the provision of holistic nursing care to the older adult. Students will explore the role of the professional nurse in the assessment of the older adult's physical, psychological, and spiritual needs. Theories of aging, as they relate to

the promotion of health and wellness, chronic illness, palliative and end-of-life care will also be discussed. Additional content will include the legal, ethical, social, and cultural concerns of aging. Prerequisite(s): NURS 202 and admission to the Nursing program. Corequisite(s): NURS 180, NURS 206, NURS 207, and NURS 227. UG

NURS 415 - Child Health Nursing

4 hours

Provides a theoretical and clinical practice foundation for nursing care of children and adolescents. An emphasis is placed on evidence-based practice and family-centered atraumatic nursing care for the child. Health and wellness as related to the developmental levels is explored. Students will apply the theoretical knowledge and clinical skills in the care of both acute and chronically ill children and adolescents. Clinical reasoning is emphasized in this course as well as patient safety and quality improvement. Prerequisite(s): NURS 315, NURS 327, NURS 340, NURS 342, NURS 349, NURS 378, NURS 388, NURS 466. Corequisite(s): NURS 439. UG

NURS 439 - Adult Health Nursing II

5 hours

The theoretical foundation of holistic nursing care for adults with acute and chronic illnesses and the application of that theory are the focus of this medical-surgical course. Clinical judgment and skills continue to improve by refining the nursing analysis of the patient's history and symptom severity, establishing rationales and priorities for nursing and collaborative interventions, and evaluating the patient response to various treatment modalities. A variety of clinical areas and simulated clinical case scenarios provide the students with a diverse patient population in order to highlight evidence-based interventions. Students are expected to exhibit ethical, moral, spiritual, and professional behaviors. Prerequisite(s): NURS 335, NURS 349, NURS 466. UG

NURS 445 - Transcultural Nursing

3 hours

This course focuses on the role of the nurse in preserving and promoting health in diverse global communities. Students will discuss health promotion, health protection, health prevention, and health

maintenance that adversely affect human populations. The health care access of various target populations will be assessed and evaluated as it relates to sociopolitical factors. Learners will be able to recognize the necessity of culturally appropriate nursing care and how to incorporate the role and function of the family across the life span.

GER: Intercultural Understanding. Prerequisite(s): NURS 180, NURS 206, NURS 207, NURS 227, and NURS 388. Corequisite(s): NURS 280, NURS 342, NURS 349, and NURS 466. UG

NURS 449 - Adult Health Nursing III

3 hours

The theoretical foundation of holistic nursing care for adults with acute and complex multi-system dysfunction and the application of that theory are the focus of this advanced medical-surgical course. Clinical judgment and skills are synthesized by further refining the nursing analysis of the patient's history and symptom severity, establishing rationales and priorities for nursing and collaborative interventions, and evaluating the patient response to various treatment modalities. A variety of simulated clinical case scenarios expose the students to patients experiencing end-of-life symptom severity, co-morbidities, and complications in order to highlight evidence-based interventions. Students are expected to exhibit ethical, moral, spiritual, and professional behaviors. Prerequisite(s): NURS 378, NURS 415, NURS 439. Corequisite(s): NURS 456. UG

NURS 456 - Leadership and Trends in Nursing

3 hours

This course will cover the concepts of management: delegation, scheduling, budgeting, conflict management and interprofessional communication. The perception of appropriate 'following' behaviors as preparation for management responsibilities is examined. The understanding of a nurse's role as patient advocate in ethical dilemmas will be investigated. Current healthcare issues focused on the profession of nursing will be analyzed. This course will also prepare the student to assume a beginning nursing leadership and management role with a focus on interactions with health care team members. Theories, organizational behavior theories, and leadership styles that are relevant to the practice of nursing management are analyzed. The application of leadership skills enhances students' skills in

maintaining best practices and standards of care.
Prerequisite(s): NURS 335, NURS 349, NURS 415, NURS 439. Corequisite(s): NURS 449, NURS 478.
UG

NURS 466 - Nursing Research

3 hours

This course focuses on the research process. Students will discuss the ethical, moral, legal, and professional concerns pertinent to the research process. Emphasis is on the importance of life-long learning as a foundation for evidence-based nursing practice and research utilization. Students will critique selected research articles. Each student will identify a research problem and develop an individual research proposal. Prerequisite(s): NURS 315, NURS 327, NURS 342, NURS 388, FACS 126, MATH 120, SOCY 120. UG

NURS 470 - Self-Care

1 hour

The focus of this course is to strengthen the understanding of Self-Care through heavy application of evidence-based self-care practices. Emphasis is placed on the concept of Compassion Satisfaction. The study of learning explores a variety of Self-Care concepts including: Compassion Satisfaction, Compassion Fatigue, Burnout and Secondary Traumatic Stress. Application of evidence-based self-care tools are incorporated throughout the course. Prerequisite(s): All Level I & II courses: NURS 315, NURS 327, NURS 340, NURS 342, NURS 388, FACS 126, and SOCY 120. UG

NURS 478 - Nursing Capstone

4 hours

This capstone practicum course places the student with an experienced RN Preceptor who helps the student with their continued development of patient analysis, professional team communication, documentation, clinical judgment and critical thinking, prioritizing, and delegating. Students complete 225 capstone hours and attend simulations and/or workshops, which provide an opportunity for a shared debriefing of clinical experiences. Students are expected to exhibit ethical, moral, spiritual, and professional behaviors in all interactions. An emphasis upon professional role development and providing comprehensive care for a patient group is

made in final preparation for entry into professional nursing. A program-end Health Education Systems Incorporated (HESI) review course assists with final preparation for the NCLEX as entry into practice. Successful completion of the HESI predictor test is required to complete this course. See nursing handbook for full policy. Prerequisite(s): NURS 415, NURS 439. Corequisite(s): NURS 449, NURS 456.
UG

NURS 479 - Introduction to Healthcare Lean Process Improvements

2 hours

A course designed to give you practical knowledge about the application and implementation of Lean continuous improvement methodology in the healthcare setting. Along with your Lean Facilitator, you will work on a project with a Lean Team at Riverside Medical Center where you will be able to apply Lean methodology to make improvements in an actual healthcare setting.

Students will be able to understand the fundamental principles of Lean, learn what it looks and feels like, and learn about Lean Healthcare tools and how to apply them in real life healthcare situations. They will learn about the history of Lean and how it is used to improve quality, safety, patient, physician and employee satisfaction, productivity and reduce costs. Students will learn why eliminating waste and having respect for people are equally important. Prerequisite(s): All Level IV courses and acceptance through application and interview. Corequisite(s): NURS 449 and NURS 478. UG

NURS 480 - Nursing Seminar IV

1 hour

This course focuses on the synthesis of knowledge and skills gained from Adult Health Nursing III, Community Health and Population Focused Care, Leadership/Trends in Nursing, and Synthesis & Capstone in Nursing. Emphasis is placed on the use of critical thinking skills as they participate in a variety of active learning experiences. Prerequisite(s): NURS 378, NURS 380, NURS 415, and NURS 439. Corequisite(s): NURS 335, NURS 449, NURS 456, and NURS 478. UG

NURS 499 - Topics in Nursing

1-3 hours

Provides opportunity for individual attention to selected topics of interest in the field of nursing, or to expand on topics covered in other nursing courses. This course will provide flexibility and allow responsiveness to the dynamic and rapidly changing field of nursing. Hours to be arranged. Prerequisite(s): all Level II nursing courses and approval of the Department Chair. UG

PHIL 201 - Introduction to Philosophy**3 hours**

A survey of traditional topics and systems of philosophy.
GER: Philosophy. UG

PHIL 301 - Logic**3 hours**

An analysis of the logical use of language. The emphasis is placed upon integrity, clarity, and precision in argument. UG

PHIL 320 - Epistemology**3 hours**

An examination of prominent theories of knowledge and belief, both historical and contemporary. In addition, principles derived from the theories will be used to compare and contrast the epistemologies of science and religion. Prerequisite(s): PHIL 201. UG

PHIL 325 - World Religions**3 hours**

A study of the religions of the world. The course may survey the major religions or discuss selected ones.
GER: Intercultural Understanding. UG

PHIL 326 - Philosophical Foundations and Literary Theory**3 hours**

A study of the major works, movements, and practitioners of literary criticism, from Plato to Post-Structuralism. Attention is given not only to the fundamental philosophies informing criticism, but also to the practical application of critical methods.
Prerequisite(s): PHIL 201. UG

PHIL 330 - Introduction to Christian Ethics**3 hours**

Students will be introduced to Christian ethics from its theological and philosophical perspectives. Special attention will be given to the elements of Christian moral deliberation and to the application of Christian ethics to contemporary issues. UG

PHIL 351 - Ancient and Medieval Philosophy**3 hours**

An historical survey of the principal ideas of ancient and medieval philosophers. Prerequisite(s): PHIL 201. UG

PHIL 352 - Modern Philosophy**3 hours**

An historical survey of the major philosophers and philosophical movements ranging from the Enlightenment through the twentieth century.
Prerequisite(s): PHIL 201. UG

PHIL 422 - History of Political Philosophy**3 hours**

Same as PSCI 422. UG

PHIL 430 - Augustine**3 hours**

Same as THEO 430. UG

PHIL 444 - Islamic Studies**3 hours**

Islamic Studies engages in the study of Islam as a textual tradition and practiced faith inscribes in history and particular cultural contexts. Provides an introduction to the origin and history of the Islamic movement. Special focus given to Muhammad, the Qur'an as revelation, the contemporary practice of the Islamic faith, Islam and power, contemporary manifestations of Islam, and Islam's relationship to Christianity and the West.
GER: Intercultural Understanding. UG

PHIL 451 - Philosophy of Religion

3 hours

An inquiry into the nature of religious phenomena, the philosophical significance of the idea and reality of God, the relationship of faith to reason, and the meaning of religious language through readings in and discussions of the writings of philosophers who have made unusually important contributions to the field. Prerequisite(s): PHIL 201 or permission of the instructor. UG

PHIL 460 - Postmodern Philosophy

3 hours

An inquiry into the principle ideas of Postmodern Philosophy. Same as PSCI 460. UG

PHIL 461 - Philosophy of Human Communication

3 hours

A study of the major works, movements, and practitioners of literary criticism, from Plato to Post-Structuralism. Attention is given not only to the fundamental philosophies informing criticism, but also to the practical application of critical methods. Prerequisite(s): PHIL 201. UG

PHIL 489 - Individual Reading and Research in Philosophy

1-4 hours

Independent reading and research on a topic agreed upon by the instructor and of special interest to the student. Normally, such study involves a set of short papers and/or culminates in a research paper of substantial length. UG

PHIL 499 - Topics in Philosophy

1-4 hours

A specialized analysis of a traditional topic, a philosopher, or a movement or problem involving individualized research and philosophical dialogue. Prerequisite(s): PHIL 201. UG

PHED 121 - Conditioning

1 hour

Designed for students to plan and carry out their own personal fitness programs in the ONU fitness center. Emphasis on cardiovascular and resistance/strength training. UG

PHED 123 - Conditioning for Varsity Athletes

1/2 hour

A credit of ½ hour is earned by intercollegiate varsity sport participants at the completion of their sport season. A maximum of two hours may be earned. UG

PHED 126 - Nutrition, Health, and Fitness

3 hours

Same as FACS 126.
GER: Stewardship. UG

PHED 169 - Survey of Anatomy and Physiology

4 hours

Same as BIOL 169. UG

PHED 190 - Wellness

2 hours

This course combines lecture, discussion, and experimental activities that assist students in their understanding and development of a healthy lifestyle. Emphasis is placed on the components and behaviors that promote lifelong, positive outcomes in the five dimensions of wellness: physical, emotional, intellectual, social, and spiritual.
GER: Stewardship. UG

PHED 191 - Applied Fitness

1 hour

The course emphasizes the physical activity component of personal health and the connection that physical activity has to disease prevention. Focus will be on the development of personal health, self-assessment of fitness levels, goal setting, and the creation of a fitness plan. UG

PHED 210 - Teaching Rhythm and Dance

1 hour

Techniques and procedures for teaching secondary level rhythmic activities and dance. For department majors and minors only. UG

PHED 211 - Teaching Basic Aquatic Skills**1 hour**

Progression levels of stroke readiness, stroke development, stroke proficiency for the following aquatic primary skills: backstroke, elementary backstroke, side stroke, breast stroke, butterfly and free style will be taught. Procedures for proper safety precautions for in the water and on the deck will be emphasized. For department majors and minors only. UG

PHED 219 - Theory of Coaching**2 hours**

A study and discussion into team organization, team selection, training, game preparation, travel budget, and coaches' decorum. Special emphasis will include the game in a Christian perspective and establishing a personal coaching philosophy. UG

PHED 221 - Coaching Basketball**2 hours**

An intensive study of the rules and problems relative to the development of successful offensive and defensive play. For department majors and minors only. UG

PHED 222 - Coaching Track and Field**2 hours**

The study and practice of the various coaching techniques in track skills, methods of training and conditioning, and the methods of administering track meets. For department majors and minors only. UG

PHED 223 - Coaching Baseball/Softball**2 hours**

This course combines the rules and coaching techniques of baseball and softball. For department majors and minors only. UG

PHED 224 - Coaching Football**2 hours**

A study of rules, coaching techniques, and problems relative to the development of successful offensive and defensive play. For department majors and minors only. UG

PHED 227 - Team Sports Officiating**2 hours**

A study of techniques, team play, rules, and rule interpretation with emphasis on proper mechanics and judgment in officiating. Practical experience obtained. For department majors and minors only. UG

PHED 228 - Coaching Weight Training**2 hours**

This course provides a general understanding of the administration process of a weight training program, of strength training principles, and a practical knowledge of how to perform and teach the major exercises of weight training. For department majors and minors only. UG

PHED 231 - Coaching Volleyball**2 hours**

This course provides the student with an understanding of the fundamental skills, strategies, and rules of volleyball. Also covered are practice planning, conditioning, and team selection. For department majors and minors only. UG

PHED 232 - Coaching Soccer**2 hours**

This course provides the student with an understanding of the fundamental skills, strategies, and rules of soccer. Also covered are practice planning, conditioning, and team selection. UG

PHED 233 - Coaching Swimming**2 hours**

This course provides the student with an understanding of the fundamental skills, strategies, and rules of swimming. Also covered are practice planning, conditioning, and team selection. For department majors and minors only. UG

PHED 241 - First Aid and Emergency Care

2 hours

Vital and practical applications and procedures in caring for an injured person, including safety, Heimlich method in choking, splinting, and bandaging. CPR and first aid certification may be achieved upon satisfactory completion of this course. UG

PHED 242 - Foundations of Health Education

3 hours

An introduction to the field of health education. The history, theories, and contemporary issues in health education are examined. UG

PHED 243 - Personal and Community Health

2 hours

The study includes essentials of personal and community health. Fundamentals of health science, scientific prevention of illness, and dynamics of health in the individual and family are studied. For departmental teaching majors and minors or permission of instructor. UG

PHED 246 - Human Anatomy and Physiology I

4 hours

Same as BIOL 246. UG

PHED 247 - Human Anatomy and Physiology II

4 hours

Same as BIOL 247. UG

PHED 260 - Individual Sports Skills

2 hours

Emphasis is placed on acquiring basic skills and teaching methods in a variety of individual sports. For department majors and minors only. UG

PHED 270 - Team Sports Skills

2 hours

Emphasis is placed on acquiring basic skills and teaching methods in a variety of team sports. For department majors and minors only. UG

PHED 274 - Outdoor Education

2 hours

Course is designed to provide students with the knowledge to organize and teach outdoor activities. Emphasis is placed on lifetime activities the community values as leisure and recreation. UG

PHED 305 - Human Sexuality

3 hours

Same as SOCY 305.

GER: Stewardship. Offered alternate years. UG

PHED 310 - Curriculum Design in Physical Education

3 hours

A study of curriculum and various methods used in teaching physical education for both regular and special populations. Prerequisite(s): Admission to Teacher Education Program. UG

PHED 315 - Drug/Chemical Use and Abuse

3 hours

Same as SOCY 315. Offered alternate years. UG

PHED 325 - School Health Programs

3 hours

Proper health and safety practices are studied with emphasis on the materials that should be taught in a secondary school health class. Prerequisite(s): PHED 242, PHED 243. UG

PHED 352 - Assessment and Evaluation of Physical Education

3 hours

Introduction to scientific assessment and evaluation, special studies, research projects, and instrumentation applied specifically to physical education for both regular and special populations.

Prerequisite(s): admission to Teacher Education Program. UG

PHED 360 - Physiology of Exercise

4 hours

Study of the effects of exercise on various systems of the human body. Includes lecture and laboratory. Prerequisite(s): PHED 169 or BIOL 246/PHED 246 and PHED 247. UG

PHED 367 - Methods and Materials in Physical Education for the Elementary School

2 hours

A study of curriculum and various methods used in teaching physical education in grades K-6. The course includes lesson and unit planning, organizational procedures and methods used in teaching basic movement, stunts and tumbling, rhythms, and sports skills. Includes a field experience. Prerequisite(s): admission to Teacher Education Program. UG

PHED 370 - Adaptive Physical Education

3 hours

A course designed to acquaint the student with the principles of planning and conducting an adaptive physical education program to meet the needs of handicapped students. The public laws and their applications to the physical educator are included. Includes a practicum experience for teacher education majors. Prerequisite(s): Prerequisite (for PE majors): admission to Teacher Education Program. UG

PHED 375 - Community Health Programs

2 hours

Organization and administration in local, state, and national health agencies; their purposes and functions are studied. An overview of methods for meeting community health needs and for solving community health programs. UG

PHED 385 - Middle/Secondary PE Methods

3 hours

Prerequisite(s): Admission to Teacher Education Program. UG

PHED 410 - Curriculum and Evaluation of Health Education

3 hours

Issues related to designing curriculum in health education, including analysis of topics and methods of organizing and executing instruction. Students will develop a curriculum guide for use in secondary school health education programs. Prerequisite(s): Admission to Teacher Education Program. UG

PHED 472 - Kinesiology

3 hours

A blending of muscle and bone anatomy and biomechanics in the study of the human body in motion. Useful for the coach, clinician, and physical educator. Requirement for Physical Education majors. Prerequisite(s): PHED 169. UG

PHSC 102 - General Physical Science

3 hours

A broad survey course designed for the general education program, early childhood and elementary education. The course introduces scientific principles mainly from chemistry and physics, and may include topics from other areas of physical science as well (astronomy, geology, meteorology). The course focuses on essential scientific concepts and skills through inquiry, laboratory safety, scientific methodology, and problem-solving techniques. Two hours lecture and two hours lab per week. Offered every fall and spring. GER: Physical Science. Offered every fall and spring. UG

PHYS 121 - College Physics I

4 hours

Mechanics, sound, fluids, thermodynamics. A non-calculus course for life scientists and general education. Emphasis is on life science applications. GER: Physical Science. Prerequisite(s): MATH 131 or its equivalent. UG

PHYS 122 - College Physics II

4 hours

Continuation of PHYS 121. Electricity, magnetism, optics, and atomic and nuclear physics.

Prerequisite(s): PHYS 121. UG

PHYS 201 - General Physics I**4 hours**

Mechanics, fluids, waves, sound thermodynamics. A calculus based course for physical scientists and engineers.

GER: Physical Science. Corequisite(s): MATH 137 or MATH 147. UG

PHYS 202 - General Physics II**4 hours**

A continuation of PHYS 201. Optics, electricity, magnetism, atomic physics, modern physics.

Prerequisite(s): PHYS 201; MATH 137 or MATH 147. UG

PSCI 101 - Introduction to Political Science**3 hours**

Offers a factual and conceptual foundation for the study of political science. Topics addressed will include basic political theory, political structures, political behavior, and basic approaches to methodology in gathering and analyzed information on the practice of politics.

GER: Social Science. UG

PSCI 220 - Introduction to Law**3 hours**

Formulated in an interdisciplinary way, this course provides students with a foundational understanding of the nature and function of law in the Anglo-American tradition. By studying the jurisprudential, historical, institutional, and professional dimensions of this legal tradition, students will gain a deep appreciation for America's constitutional heritage premised on "higher law" principles, the nation's commitment historically to the rule of law under God, and the central role of law in creating a just society in the modern era. UG

PSCI 221 - Foundations of International Relations**3 hours**

This course studies the structure and organization of the global, international system. Special attention will be paid to the role of international organizations and international law. Behavior between states will be examined within their larger global context. This course will examine the historical interaction between states and the differing models of state interaction over time. UG

PSCI 223 - American Government**3 hours**

A study of the structure and functions of the federal government in the United States. Fulfills the teacher education requirement for passing the U.S.

Constitution test.

GER: Social Science. UG

PSCI 280 - Law and Western Culture**3 hours**

This course examines the historical development of legal theory and the rule of law in Western culture from ancient times through the American Founders, including antecedents from the Hebrews, Greeks, Romans, early Church, medieval period, Reformation and Renaissance, English common law, British colonial period, and early American Republic. Employing an interdisciplinary approach, the course basically traces the classical and Judeo-Christian roots of Western law and legal theory, focusing in particular on the natural or higher law background of the common law, the origins and growth of liberty of conscience, the inherent tension between maintaining order and promoting liberty in a democracy, the role of religion in a free society, and the delicate task of reconciling a commitment to religious freedom, while also insuring an institutional separation between church and state. It is recommended that students pursuing the legal studies minor take PSCI 290 - Law, Justice, and Culture Institute in place of this course. UG

PSCI 290 - Law, Justice, and Culture Institute**3 hours**

Sponsored by the Center for Law and Culture at Olivet Nazarene University, the Law, Justice and Culture Institute is an exciting academic experience held at Olivet during its May-term. The Institute is

approved as a three-credit course in Olivet's curriculum and therefore leads to credit for students visiting from other schools in the Council for Christian Colleges & Universities (CCCU), as well as those visiting from institutions not in the CCCU. Thus far, 14 Council institutions have formally endorsed the LJC Institute. The Institute's purpose is to inspire students to serve God faithfully in public life, particularly in the strategic fields of law, government, and politics, by providing worldview instruction in the Judeo-Christian tradition. Students are introduced to the concept of transcendent moral truth in the Western legal tradition and challenged to integrate the biblical understanding of justice into their lives and career callings. In addition, by exploring the concept of law and justice among the ancient Hebrews, the natural law foundations of the United States Constitution, and the grand legal issues posed by Nazism and the Nuremberg Trial, students begin to formulate a Christian jurisprudence. Prerequisite(s): Recommended PSCI 220. UG

PSCI 315 - Federal Seminar

1-3 hours

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

PSCI 343 - American National Politics

3 hours

This course covers both the constitutional and the non-constitutional elements of American national government. The first half of the course examines the federal government's structure, including the executive, legislative, and judicial branches, in addition to civil rights and civil liberties. The second half covers the history and development of political parties, elections, and campaigns; the voting process; and political behavior. UG

PSCI 344 - American Public Policy

3 hours

A study of the major domestic policy issues in American national politics. Students will be exposed to a variety of viewpoints regarding contemporary issues such as health care, energy and toxic waste, the national debt, homelessness, public education, etc. The ethical dimensions of these issues are integrated into the course. Major emphasis is also

placed on understanding the public policy process at the national, state, and local levels. Offered in alternate years. UG

PSCI 352 - Christianity and Politics

3 hours

An historical analysis of the ways Christians have participated in culture. Particular emphasis will be placed on an examination of the major, contemporary Christian voices in American politics and the terms of the ethical debates that are taking place. The course is designed to answer the question: What is a Christian view of politics? Offered in alternate years. UG

PSCI 360 - Politics of Russia

3 hours

Same as HIST 360. UG

PSCI 373 - Christian Courage in Public Life

3 hours

Focusing on law and public policy, this course employs an interdisciplinary, liberal arts approach in examining five different ways in which various Christian traditions have historically related to or engaged culture. In particular, it looks at the life and writings of British statesman William Wilberforce, an evangelical Anglican, as a model for thoughtful, Christian engagement in the realms of law, government and politics today. Emphasizing the need for Christians to be courageous and to exemplify civic virtue, the course equips students with an appreciation for the Anglo-American constitutional heritage and its commitment to the rule of law under God, and challenges them to confront calamitous issues such as global terrorism and the emergence of a naturalistic "culture of death" in America. Prerequisite(s): Recommended PSCI 352. UG

PSCI 379 - The Developing World

3 hours

Same as HIST 379. UG

PSCI 385 - Selected Topics in Political Science

3 hours

This course is a senior-level history/political science course in which the professor or professors chooses a topic, event, or development and structure a one-time course around that specific interest. The topic will be given in the schedule of courses when the course is offered. Prerequisite(s): one foundational course in Political Science or permission of instructor. UG

PSCI 390 - Historiography**3 hours**

Same as HIST 390. Prerequisite(s): 9 hours of upper division (300/400 level) history or political science, or approval of instructor. UG

PSCI 422 - History of Political Philosophy**3 hours**

A survey of the significant political philosophies and theories within the Western tradition. A major focus will be placed on understanding the present state of Western civilization, rooted in its philosophical and ethical context. Part I of this course will cover ancient political philosophy, including pre-Socratic, Greek, Hellenic, and Stoic philosophy. Part II covers medieval political philosophy, including the philosophy of St. Thomas Aquinas. Part III covers modern political philosophy from the early Renaissance through contemporary postmodern political philosophy. UG

PSCI 447 - American Constitutional Law**3 hours**

Includes the study of the origin, adoption, and the Supreme Court's interpretation of the federal Constitution in such areas as judicial review, federalism, separation of powers, interstate commerce, contract clause, taxing powers, due process clause, equal protection of the laws, and civil liberties. Recommended for all Pre-Law students. Offered alternate years. Prerequisite(s): HIST 231, PSCI 223, or consent of instructor. UG

PSCI 455 - First Amendment and American Democracy**3 hours**

One of America's most enduring contributions to Western civilization is a written constitution securing fundamental liberties as bulwarks against

governmental tyranny. The most precious of these liberties--those of religion, speech, press, and assembly--are protected by the First Amendment to the United States Constitution. Historically, the Constitution and the fundamental rights which it protected emerged from a venerable "higher law" tradition which stressed the rule of law under God and the existence of inalienable rights given by the Creator. This course explores the historical development of the American constitutional heritage, focusing in particular on the political theory and case law underlying the freedoms of speech, press, and assembly. Prerequisite(s): Recommended PSCI 447. UG

PSCI 460 - Postmodern Political Theory**3 hours**

The students will study the most recent significant developments in postmodern political theory. The students will study the arguments of political theorists in the post-Enlightenment age, focusing on the work of theorists in the past 20 years. The students will also be challenged to think about postmodern political theory from a Christian perspective. UG

PSCI 465 - American Heritage of Religious Liberty**3 hours**

According to a growing consensus of scholars, one of America's most enduring contributions to Western civilization, indeed to all of humanity, is its constitutional commitment to religious liberty, particularly as reflected in the religion clauses of the First Amendment. This course examines the historical development and judicial interpretations of the religion clauses, especially the establishment clause. Students who successfully complete this course will develop a deep appreciation for America's historical and constitutional commitment to religious freedom, begin to formulate a Christian worldview that incorporates a proper understanding of the institutional roles of church and state and recognizes the importance of religious freedom in achieving a just society, and learn how to be a more effective Christian citizen and witness in a society committed to religious freedom and pluralism. Prerequisite(s): Recommended PSCI 447. UG

PSCI 471 - Senior Seminar in Political Science

3 hours

A course to correlate the fields of political science and summarize current problems with politics with a view of their possible solutions. The student will be required to apply political science research methods to a topic of interest. Special focus will be placed on one's calling into the field of political science.

Prerequisite(s): PSCI 390. UG

PSCI 475 - Jurisprudence**3 hours**

Relying heavily on primary source documents, this rigorous course examines the lives and thought of the great legal philosophers and jurists in the Western legal tradition from ancient to modern times.

Beginning with the ancient near eastern antecedents to Hebrew law in the Torah, the course then covers the legacies of Greek thinkers such as Plato and Aristotle, Roman leaders such as Cicero and Justinian, and early and medieval Christian theologians such as St. Augustine and Thomas Aquinas. After exploring the Hebraic, Greco-Roman and early Christian influences on the Western legal tradition, the course focuses on the emergence of the Anglo-American legal heritage, forged largely by concepts emerging from the Reformation, Renaissance and Enlightenment. Students wrestle with the writings of "higher law" theorists such as Thomas Hooker, John Locke, William Blackstone, Edmund Burke, and several American Founders, as well as the writings of the utilitarian and legal positivist thinkers such as Jeremy Bentham, Thomas Paine, John Stuart Mill, John Austin, and John Rawls.

Prerequisite(s): PSCI 220; PSCI 280 or PSCI 290. UG

PSCI 490 - Political Internship**1-6 hours**

This course offers supervised opportunities for senior students to work in a variety of paid and volunteer internship opportunities in local, state, or national government during the school year or in the summer. Each internship is arranged in consultation with the student. UG

PSCI 494 - Readings in Political Science**1-4 hours**

Same as HIST 494. UG

PSYC 101 - Introduction to Psychology**3 hours**

An introduction to the scientific study of mind, brain, and behavior. A variety of content areas will be covered including psychological disorders, therapy and treatment, neuroscience, learning and conditioning, memory, theories of personality, sensation and perception, motivation and emotion, human development, social relationships and influence, research methods used to study human and animal behavior, and careers within psychology.

GER: Social Science. UG

PSYC 200 - Lifespan Development**3 hours**

This course gives an overview of theory and research on human development in physical, cognitive, and social-emotional domains from conception to death.

For non-majors only. UG

PSYC 211 - Child Developmental Psychology**3 hours**

A study of human physical, intellectual, emotional, perceptual, social, and personality development from conception to puberty. It is recommended that PSYC 211 precede PSYC 212 if both courses are taken. UG

PSYC 212 - Adolescent and Adult Developmental Psychology**3 hours**

A study of human physical, intellectual, emotional, perceptual, social, and personality development from puberty to death. It is recommended that PSYC 211 precede PSYC 212 if both courses are taken. UG

PSYC 214 - Early Adolescent Development**3 hours**

Same as EDUC 214. Does not apply to Psychology major or minor. UG

PSYC 222 - Psychology of Human Communication**3 hours**

Same as COMM 203. UG

PSYC 233 - Group Dynamics

3 hours

Same as COMM 235. UG

PSYC 241 - Statistics

4 hours

Same as MATH 241. UG

PSYC 303 - History & Systems of Psychology

3 hours

A history of the field of psychology with particular emphasis on its development from the prescientific era to the present time. Prerequisite(s): PSYC 101 and 2 other courses in Psychology. Recommended: HIST 200. UG

PSYC 320 - Sports Psychology

3 hours

Same as EXSS 320. UG

PSYC 321 - Social Psychology

3 hours

This course considers the social factors that operate in influencing the behavior of the individual. Emphasis is given to the description and evaluation of the methods of measurement and techniques of investigation for the social psychologist. Prerequisite(s): PSYC 101. UG

PSYC 323 - Human Diversity

3 hours

This course seeks to enhance understanding of an individual's identity, development, and culture from the perspectives of gender, ethnicity, religion, age, socioeconomic level, and disabilities. GER: Intercultural Understanding. UG

PSYC 324 - Industrial/Organizational Psychology

3 hours

A survey of the theory, research and strategies used in business, industry, and government in the following

areas: (1) job analysis, assessment, and selection; (2) performance appraisal, training, and motivation; (3) job attitudes, productive and counterproductive behavior, and occupational health psychology; and (4) work groups and work teams, leadership and power, and organizational development. Prerequisite(s): PSYC 101. UG

PSYC 331 - Basic Research and Statistics

4 hours

The course provides an overview of research methods, ethics, psychometrics, graphs, statistics, and APA-style standards of communication encountered in psychological and sociological research. Emphasis will be given to experimental, quasi-experimental, correlational, and descriptive research designs. Scales of measurement, reliability, validity, and different categories of reliability and validity evidence will be introduced. Students will learn about bar charts, histograms, frequency polygons, and scatterplots. Students will be introduced to probability, hypothesis testing, effect sizes, and confidence intervals. Students will also be introduced to several descriptive, parametric, and non-parametric statistics and will calculate them by hand and by computer. UG

PSYC 332 - Advanced Research and Statistics

3 hours

A study of experimental and statistical methods and designs and their application to current research. Parametric statistics involving linear models and group comparisons using multiple linear regression and ANOVA modeling, as well as use of statistical software in analysis are included. Particular focus is on foundational and computational elements of these procedures, relevant assumptions, and correct application to solving scientific and clinical problems. Prerequisite(s): PSYC 331. UG

PSYC 343 - Learning and Behavior Modification

3 hours

A survey of the basic types of learning and the variables that influence the learning process. Emphasis is placed on the theoretical and applied

aspects of human behavior change. Prerequisite(s): PSYC 331 is recommended. UG

PSYC 345 - Physiological Psychology

3 hours

This course acquaints students with the neurological and glandular bases of learning, sensation, perception, and behavior. Laboratory experiences are included. UG

PSYC 346 - Cognitive Psychology

3 hours

An in-depth study of the mental structures, processes, and strategies that enable one to process the vast amount of information encountered each day, and to respond in an appropriate manner to the demands of daily living. Topics will include the history and methods of cognitive psychology, cognitive development, attention, perception, memory, cognitive learning, concept formation, language, thinking, reasoning, problem solving, and creativity. Theory, research, lab demonstrations, and applications will be included. Prerequisite(s): PSYC 101, PSYC 331 is recommended. UG

PSYC 361 - Theories of Personality

3 hours

A study is made of the conceptualizations of personality that are acceptable to the various theoretical positions. Also, consideration is given to the many factors that affect the personality development of the individual. Emphasis is placed on what is considered normal personality. Prerequisite(s): Recommended PSYC 303. UG

PSYC 362 - Psychological Testing

3 hours

The assessment of human characteristics such as mental abilities, attitudes, aptitudes, learning disabilities, vocational interests, and personality traits and abnormalities. Emphasis is given to how psychological inventories are constructed, utilized, and evaluated. Students will take and interpret various tests. Prerequisite(s): PSYC 331, four psychology courses; PSYC 361 is recommended. UG

PSYC 365 - Crisis Intervention

3 hours

Same as SOWK 365. UG

PSYC 368 - Psychological Disorders

3 hours

A comprehensive study of the various types of personality and behavioral abnormalities, including their etiology, symptoms, dynamics, and treatment. A comparison is made between normal and maladaptive functioning. Prerequisite(s): PSYC 101. UG

PSYC 398 - Career Paths in Psychology

1 hour

This course is required of all Psychology majors and is ideally taken in their junior year. It includes lectures, discussions, guest speakers, and other activities designed to help students prepare for finding employment and/or gaining admission to graduate school after receiving their bachelor degree. UG

PSYC 433 - Quantitative Research Project

1-3 hours

A departmentally approved quantitative research project designed, conducted, analyzed, and reported by the student. Fall enrollment in the course is expected, though the project continues through spring semester. Prerequisite(s): six Psychology courses, including PSYC 331, PSYC 332. Note: This course may be repeated if the new research project is an extension of the previous project that addresses different research questions or if it addresses a completely different research topic. UG

PSYC 435 - Biostatistics and Epidemiology

3 hours

This course provides an overview of the basic methodological and statistical principles in public health, medical, and psychiatric research. This includes a primary focus on categorical outcomes in regression modeling as well as exposure to epidemiological research, which examines the determinants and distribution of disease and disorders in human populations. This will involve developing greater familiarity with exact tests for binary outcomes, logistic regression, and survival

analysis, as well as epidemiological cohort and case-control studies. Study design, analysis, and interpretation of results will be emphasized across these domains. This course can count toward the statistics minor and psychology major, but does not count toward the mathematics major. Prerequisite(s): PSYC 331, MATH 241, and either PSYC 332 or MATH 330. UG

PSYC 461 - Counseling Process and Technique

3 hours

A study of the process of psychological counseling with emphasis on effective counselor characteristics, the initial session, facilitative relationship, goals, strategies, termination, ethical issues within counseling, and the development of a personal counseling model. Application will be made to interest areas such as crisis intervention, pastoral counseling, marriage and family counseling, social work, and personnel services. Prerequisite(s): four Psychology courses. UG

PSYC 467 - Psychotherapy

3 hours

A survey of the major concepts and practices in contemporary psychotherapy and counseling. Emphasis will be given to psychoanalysis; individual psychology; transactional analysis; and person-centered, existential, gestalt, rational-emotive, reality, and behavior therapies. Attention will be given to the development of effective therapist characteristics and a personal therapy model. Prerequisite(s): four Psychology courses, including PSYC 303, PSYC 361. UG

PSYC 474 - Group Counseling

3 hours

As paraprofessionals, scores of psychology graduates lead therapy groups in state hospital, community hospital, and agency settings. Therapy group goals, leadership techniques, and treatment and evaluation strategies will be explored. The practices and effectiveness of various models representing the major schools of thought in psychology will be compared. Attention also will be given to the history and varieties of self-help groups such as Alcoholics Anonymous. Prerequisite(s): status as Psychology

major and 15 credit hours completed in psychology, or instructor approval. UG

PSYC 479 - Supervised Practicum

1-5 hours

The student will work in an approved agency under the supervision of a professionally trained staff member. For each credit taken, a total of 45 hours must be completed. Placement will be arranged according to the interests of the student. Open only to senior Psychology majors. UG

SSCI 302 - World Regional Geography

3 hours

A survey of the human societies of the world by regions, including political, cultural, economic, religious, and environmental characteristics, concentrating on the interaction of human societies and their physical environments. UG

SSCI 315 - Federal Seminar

1-3 hours

Credit is given for participation in an extended seminar in Washington, D.C., involving lectures, group sessions, and visits to various governmental agencies. Attendance at, and participation in, campus-based class sessions and follow-up activities may also be required. This course may not be applied toward the general education history requirement, nor does it fulfill the teacher education requirements of American history or American government. If taken for 3 credit hours, this course may be applied as an elective for the Business Administration (Management Concentration) major or the Marketing (Management Concentration) major. UG

SSCI 320 - Urban/Rural America

3 hours

Same as SOCY 320. UG

SSCI 390 - Historiography

3 hours

Same as HIST 390. Prerequisite(s): 9 hours of upper division (300/400 level) history or political science, or approval of instructor. UG

SSCI 471 - Senior Seminar in Social Science

3 hours

A course to correlate the fields of social science and summarize current problems of society with a view of their possible solutions. The student will be required to apply social science research methods to a topic of interest. Special focus will be placed on one's calling into the field of social science. Prerequisite(s): SSCI 390. UG

SOWK 200 - Introduction to Social Work

3 hours

Offers students the opportunity to learn about Olivet's generalist social work program. It is further designed to help students make an educated decision about whether or not to pursue social work as a profession. Students will learn about the nature and mission of social work. They will also be introduced to social work's history, ethics, values, knowledge base, and skills. Students will learn about career options, licensure, diversity, populations-at-risk, and the relationship of religion and politics to social work. They will also be introduced to social work's unique person-in-environment perspective. In addition to classroom learning, students are required to perform 30 clock hours of applied learning during the course of the semester. UG

SOWK 202 - Applied Learning Experience

1 hour

This course is designed for transfer students who have not completed sufficient practicum hours in their introduction to social work courses, as well as all students completing SOWK 200. It requires the student to participate in social service work for a minimum of 30 clock hours over the course of a semester, or about two hours per week. The goals of the course are to (1) enable students to participate in the actual on-site work of social services and to (2) enable students to make a more educated decision about their interest in pursuing further education in social work. Students will be exposed to diverse systems and populations where social workers are employed. UG

SOWK 213 - Human Behavior and the Social Environment I

3 hours

Human Behavior and the Social Environment (HBSE) I is designed to introduce students to ideas and theories that are fundamental to understanding human behavior. This course is the first of two sequential courses teaching life-span development using a biological, psychological, and social foundation. It uses the ecological and strengths-based perspectives to teach about human development in infants, children, adolescents, and young adults in the context of individual, family, group, organization, and community systems. The course examines the issues of diversity, discrimination, and oppression in human development. Social work ethics are applied. UG

SOWK 214 - Human Behavior and Social Environment II

3 hours

Human Behavior and the Social Environment (HBSE) II is an extension of HBSE I. HBSE II teaches ideas and theories about human development in adults and the elderly. These stages in the life span are examined from the ecological and strengths-based perspectives across the systems of individual, family, group, organization, and community. The course also examines the issues of diversity, discrimination, and oppression in human development. Social work ethics are applied. UG

SOWK 310 - Practice I: Skills & Techniques for Working with Individuals

3 hours

For social work majors only. It is the first in a three-course sequence of generalist social work practice courses. The course focuses on generalist social work practice with individuals. It centers on empirical and ethical applications of generalist social work practice. It includes case examples and projects that emphasize the problem-solving process: interviewing, assessment, planning, intervention, evaluation, termination, and follow-up. Diversity, social and economic justice, populations-at-risk, and cultural competence are integrated in the course content. Prerequisite(s): SOWK 200. UG

SOWK 311 - Practice II: Skills & Techniques for Working with Groups and Families

3 hours

For Social Work majors only. It is the second in a three-course sequence of generalist social work practice courses. The focus is generalist social work practice with families and groups. It centers on empirical and ethical applications of generalist social work practice. It includes case examples and projects that emphasize the problem-solving process with families and groups, including group dynamics, processes, and roles. Diversity, social and economic justice, populations-at-risk, and cultural competence are integrated in the course content. Prerequisite(s): SOWK 200. UG

SOWK 315 - Drugs in Society

3 hours

Same as SOCY 315. UG

SOWK 323 - Human Diversity

3 hours

Same as PSYC 323.

GER: Intercultural Understanding. UG

SOWK 330 - Social Work with the Aging

3 hours

Designed to assist students in developing the beginning knowledge and skills for effective social work practice with aging clients and their families. Specific areas covered in this course include demographics and attitudinal aspects of aging, social policy, assessment, case management, community services, health care, and long-term care issues. This course will assist the student in developing awareness of potential risk factor indicators within this population, including elder abuse and neglect, mental health, poverty, and substance abuse. UG

SOWK 332 - Advanced Research & Statistics

3 hours

Same as PSYC 332. UG

SOWK 335 - Research Methods for Social Work & Criminal Justice

3 hours

A survey of the research principles and skills in the fields of social work and criminal justice. Topics include a survey of qualitative and quantitative design, sampling, data collection and analysis techniques, and ethical practice. This course is designed to educate students to critically analyze published research for implementation of evidence-based social work and criminal justice practice, as well as to apply research principles to new areas of study. UG

SOWK 340 - Topics in Social Work

3 hours

This course is designed to address current topics and issues in social work. A study of the historical, theoretical, political, and practical applications will be made for each topic. Course content will include addressing issues related to ethics and diversity in the context of the topic. Prerequisite(s): SOWK 200. UG

SOWK 360 - Child Welfare Services

3 hours

Designed to provide students with an overview of child welfare services from a historical, theoretical, and practice perspective. Child welfare services are examined through ethical, empirical, political, and practical applications. Issues of poverty, discrimination, oppression, and social and economic justice are explored in the context of child welfare services. Students will learn basic child welfare competencies and how to ensure safety, permanency, and well-being for children. UG

SOWK 365 - Crisis Intervention

3 hours

Designed to provide a framework for intervention with individuals, families, groups, and communities in crisis. Ethical, theoretical and practical skills necessary for crisis assessment and resolution will be examined. Specific attention is given to populations-at-risk, including women, ethnic and racial minorities, and persons with disabilities. In addition, issues related to mental and physical health, life transitions, and global matters are studied. Research and evaluation in crisis intervention settings are also

presented.
GER: Stewardship. UG

SOWK 370 - Mental Health Issues in Social Work

3 hours

This course is designed to provide an introductory knowledge of mental health issues affecting the delivery of services to clients in social work practice. Content will include assessment, service plans, treatment options, appropriate interventions, referrals, and multi-disciplinary teams. Issues related to legalities, ethics, diversity, service delivery, and professional collaborations will be addressed. UG

SOWK 375 - Behavioral Profiling

3 hours

Same as CJUS 375. UG

SOWK 380 - Fundamentals of Emergency Management

3 hours

An introduction to the construct and practice of homeland security and domestic preparedness. Preparedness and management of local, state, and national emergencies, disasters and threats will be discussed. Content will include emergency preparedness, first responders, personnel management and incident management. UG

SOWK 383 - Disability

3 hours

A survey of issues related to the impact of physical and developmental disabilities on individuals, families and communities. The course will examine topics related to advocacy for clients with disabilities within school, health care, and mental health care settings. Topics of discussion include chronic illness, developmental disabilities, legislation and policy, psychosocial functioning, and ethical practice. UG

SOWK 385 - Fundraising, Networking, and Community Engagement

3 hours

Same as BSNS 385. UG

SOWK 394 - Juvenile Justice

3 hours

Same as CJUS 394. UG

SOWK 400 - Field Placement

10 hours

This course must be taken during the senior year after all other social work courses have been successfully completed. All students enrolling in this course are required to complete SOWK 401 in the semester prior to the planned placement. Special attention is given to placing students in areas of their interest and with agencies where professional supervision and experiences covering a broad spectrum of generalist practice are available. Agencies offering supervision by a professional possessing a Master of Social Work (MSW) degree are preferred. The Social Work Field Coordinator reserves the right to affirm or deny specific placements. UG

SOWK 401 - Social Work Field Seminar

1 hour

Designed to prepare the senior social work student for the social work field placement program (SOWK 400) in the following semester. Orientation to field placement, selection of field agencies, interviewing, professional ethics, resumé writing, and applying for field placement are all part of this preparatory course. Students will meet weekly for one hour. Prerequisite(s): Senior status in social work program. UG

SOWK 405 - Social Work Field Seminar II

2 hours

A practice seminar for senior social work majors to be taken concurrently with Social Work Field Placement (SOWK 400). The knowledge, skills, values, and ethics of social work will be discussed in the context of agency policy and practice. The course uses critical thinking skills to integrate theory and practice. Students in this course will meet bi-weekly for three hours. UG

SOWK 412 - Practice III: Skills & Techniques for Working with Communities and Organizations

3 hours

For social work majors only. It is the third in a three-course sequence of generalist social work practice courses. It is about generalist social work practice with organizations and communities. It centers on empirical and ethical applications of generalist social work practice. This course will assist the student in building a cognitive framework to identify systems in need of change, the type of change needed, and strategies for bringing about change. This course reviews the social worker in the role of administrator, supervisor, committee participant, program developer, and program evaluator. The social work role in community systems regarding needs assessments, client advocacy, and encouraging consumer participation will be presented. Diversity, social and economic justice, populations-at-risk, and cultural competence are integrated in the course content. Prerequisite(s): SOWK 200. UG

SOWK 420 - Practice IV: Skills & Techniques for Working with Policies and Social Systems**3 hours**

This class examines the origins of the American welfare state, the making of government policy, issues in social service delivery, the voluntary and corporate sector, income maintenance, health care, mental health, housing policy, employment policy, and international perspectives. Past and present social policy will be examined with a view toward the development of future social policy. Students are presented a format for thinking critically about political and social systems as arenas for culturally competent and ethical social work practice. Prerequisite(s): SOWK 200. UG

SOCY 120 - Introduction to Sociology**3 hours**

This course provides students an overview of the patterns and dynamics of social life and interaction. The work and topics that engage sociologists are investigated. Attention is given to the historical and theoretical development of sociology; commonly used research methods; and issues of socialization, deviance, stratification, inequality, social institutions, and social change. GER: Social Science. UG

SOCY 273 - Criminology**3 hours**

Same as CJUS 373. UG

SOCY 280 - Ethnic Relations**3 hours**

This course provides an introduction and analysis of minority groups within the larger American society. Emphasis is given to the patterns of interaction between minority and majority groups from a socio-historical perspective. Students are encouraged to critically consider how a Christian should respond to issues of diversity and oppression. GER: Intercultural Understanding. UG

SOCY 305 - Human Sexuality**3 hours**

Human sexuality is addressed from social, spiritual, and developmental points of view. Physiological facts, pregnancy stages, relationship issues, and social and historical trends, and more will be discussed. Emphasis will be given to developing healthy sexual attitudes and behaviors. GER: Stewardship. UG

SOCY 315 - Drugs in Society**3 hours**

Social, psychological, medical, legal, and economic aspects of drug use, misuse, and abuse will be explored. The course is designed to prepare educators and helping professionals for drug education and prevention. UG

SOCY 316 - Corrections**3 hours**

Same as CJUS 316. UG

SOCY 320 - Urban/Rural Sociology**3 hours**

This course educates students about the transition from rural to urban life that has taken place in the United States and continues to take place throughout the world. Cultural and economic implications of this transition are investigated. The course emphasizes the socio-historical relationship between rural and urban environments. Attention is given to current urban and rural problems - especially to social and

economic justice issues including housing issues, zoning laws, and transportation concerns - as well as to their possible solutions. UG

SOCY 321 - Social Psychology

3 hours

Same as PSYC 321. UG

SOCY 323 - Social Problems

3 hours

The aim of this course is to survey contemporary social problems that plague society and occupy social scientists. Discussion topics will be selected from issues such as poverty, race, crime, addictions, education, aging, demographics, and urban issues. Possible solutions will be explored. UG

SOCY 330 - Sociology of the Aging

3 hours

Same as SOWK 330. UG

SOCY 331 - Basic Research and Statistics

4 hours

Same as PSYC 331. UG

SOCY 332 - Advanced Research and Statistics

3 hours

Same as PSYC 332. Prerequisite(s): SOCY 331. UG

SOCY 340 - Sociology of Marriage

3 hours

The course covers issues pertaining to dating, courtship, and marriage relationships. The current state and benefits of marriage are discussed and attention is given to factors that contribute to healthy and stable marriages. Social trends that influence marriage, as well as popular alternatives to marriage, are analyzed.

GER: Stewardship. UG

SOCY 351 - Sociology of the Family

3 hours

Sociology of the Family addresses important historical changes in the family. Discussion focuses on current sociological trends and debates, factors that contribute to healthy family life, and an analysis of why families matter. Family issues pertaining to childhood, adolescence, and parenthood are covered. GER: Stewardship. UG

SOCY 366 - Global Issues

3 hours

Global Issues is a course designed to analyze the phenomenon of globalization and its related issues. Causes, consequences, and possible solutions to relevant problems will be discussed. Sociological analysis, problem solving, and expanding one's global awareness are integral elements of the course. GER: Intercultural Understanding. UG

SOCY 368 - Cultural Anthropology

3 hours

The field of cultural anthropology is surveyed with the purpose of learning more broadly about human beings and their activities. In doing so, this course will provide students with an appreciation for other cultures, as well as their own. Variation among cultures is highlighted, giving particular attention to what we can learn about humanity from cultural groups throughout history and around the world. GER: Intercultural Understanding. UG

SOCY 374 - World Food Problem

3 hours

Same as FACS 335.

GER: Intercultural Understanding. UG

SOCY 381 - Sociology of Religion

3 hours

Classical and contemporary approaches to the sociological study of religious issues are discussed in detail. Emphasis is given to how sociologists conceptualize, analyze, and explain various religious phenomena, giving particular attention to the religious landscape of the United States. Offered alternate years. UG

SOCY 394 - Juvenile Delinquency

3 hours

Same as CJUS 394. UG

SOCY 440 - Selected Topics in Sociology**3 hours**

From time to time, special areas of research or interest are investigated by a professor and deemed appropriate and relevant as a developed course. By nature, then, the course is offered periodically and usually on a one-time basis. The particular topic will be noted in the schedule of courses when the course is offered. UG

SOCY 460 - Readings in Sociology**1-3 hours**

Independent and in-depth study of a chosen topic of interest in sociology under the direction of a sociology faculty member, culminating in a written paper. This capstone course is designed primarily for senior sociology majors, and requires faculty permission. UG

SOCY 483 - Social Theory**3 hours**

This course provides an advanced understanding of the dominant thoughts, traditions, and individuals that contributed to the development of sociology. Major ideas from both classical and contemporary theorists are discussed. These ideas are used to analyze current social issues. Prerequisite(s): SOCY 120, plus six additional hours of upper-division sociology. UG

SOCY 489 - Senior Research**3 hours**

Senior research provides students the opportunity to draft an original research project and begin doing the work of a sociologist. A step-by-step process is followed that encourages independent investigation with faculty supervision. Prerequisite(s): Sociology major with senior standing. UG

SOCY 496 - Sociology Seminar**1 hour**

This capstone course is required of all sociology majors. It includes a series of lectures, panel discussions, guest speakers, and other activities designed to address current issues in sociology and

to prepare students for future success. Career options, graduate programs, and general life choices beyond the university will be addressed. UG

SPAN 110 - Spanish for Specific Professions**3 hours**

This introductory course will aid students in gaining basic knowledge of Spanish in the professional context. Possible sections could be Language for Health Care, Language for Social Work, Language for Criminal Justice, etc. UG

SPAN 111 - Elementary Spanish I**4 hours**

A comprehensive elementary course that includes grammar, pronunciation, oral practice, written composition, and culture. UG

SPAN 112 - Elementary Spanish II**4 hours**

An intermediate-level course which is a continuation of SPAN 111 with an additional emphasis on reading. Prerequisite(s): SPAN 111 or two years high school Spanish. UG

SPAN 211 - Intermediate Spanish I**3 hours**

Grammar review and speaking, listening and reading practice. Prerequisite(s): SPAN 112 or 3 years of high school Spanish. UG

SPAN 212 - Intermediate Spanish II**3 hours**

A continuation of Intermediate Spanish I with increasing focus on the more complex aspects of Spanish grammar. Speaking, listening, and reading practice are an integral part of course work. GER: Modern Language. Prerequisite(s): SPAN 211. UG

SPAN 250 - Spanish Proficiency Lab I**0 hours**

A laboratory for the assessment of language learners'

oral proficiency in the Spanish language. Students will complete the Oral Proficiency Interview in order to gauge their current proficiency. Those who reach the target proficiency level of at least Intermediate-Mid will submit evidence of their proficiency (a copy of their official OPI certificate) and will not be required to complete additional laboratory work. Those who do not attain the target proficiency level of Intermediate-Mid will be required to complete a series of proficiency-building exercises with the Spanish tutors. Students are responsible for the cost of completing the OPI. To be taken concurrently with SPAN 212. UG

SPAN 284 - Spanish Phonetics

2 hours

A study of the phonetic system and phonology of the Spanish language with emphasis on practice and application. The knowledge of common phonological processes in Spanish will help to improve pronunciation and comprehension of Spanish. Prerequisite(s): SPAN 112 or 3 years high school Spanish. UG

SPAN 321 - Spanish Culture and Civilization

3 hours

A survey of Spanish history, geography, and institutions intended as a background for literary studies and as preparation for teaching Spanish. Prerequisite(s): SPAN 212. UG

SPAN 322 - Latin American Culture and Civilization

3 hours

A survey of Latin American history, geography, and institutions intended as a background for literary studies and as preparation for teaching Spanish. Prerequisite(s): SPAN 212. UG

SPAN 334 - Spanish Linguistics

3 hours

An introduction to Spanish syntax, morphology, phonetics, and semantics. Attention is also given to the relationship between the linguistic elements of the language and effective communication in Spanish. Prerequisite(s): SPAN 212 UG

SPAN 341 - Advanced Spanish Conversation

3 hours

A course designed to develop the student's fluency and self-confidence in expressing ideas in grammatically and phonetically correct Spanish through the discussion of reading selections and contemporary topics. May be taken twice for credit. Prerequisite(s): SPAN 321, SPAN 322, or consent of instructor. UG

SPAN 345 - Advanced Spanish Composition

3 hours

A course designed to develop the student's ability to write clearly, accurately, and effectively in Spanish. Some attention will be given to grammar review and vocabulary development, and extensive practice in writing in a variety of contexts will be required. Prerequisite(s): SPAN 321, SPAN 322 or consent of instructor. UG

SPAN 361 - Spanish Literature

3 hours

Spanish literature from Poema del Cid through the 20th century. A survey course that includes a history of the literature and the reading of selected works representative of the various periods. Offered alternate years. Prerequisite(s): SPAN 345. UG

SPAN 362 - Latin-American Literature

3 hours

Latin-American literature from the Conquistadores through the 20th century. A survey course that includes a history of Latin-American literature and the reading of selected works representative of the various periods. Offered alternate years. Prerequisite(s): SPAN 345. UG

SPAN 425 - Spanish Proficiency Lab II

0 hours

A laboratory for the assessment of language learners' oral proficiency in the Spanish language. Students will complete the Oral Proficiency Interview in order to gauge their current proficiency. Those who reach the target proficiency level of at least Advanced-Low will

submit evidence of their proficiency (a copy of their official OPI certificate) and will not be required to complete additional laboratory work. Those who do not attain the target proficiency level of Advanced-Low will be required to complete a series of proficiency-building exercises with the Spanish tutors. Students are responsible for the cost of completing the OPI. To be taken concurrently with SPAN 495. UG

SPAN 450 - Introduction to Interpretation and Translation

3 hours

Students will learn the processes involved in interpreting and translating. Extensive practice in a variety of interpreting situations working with native speakers. Prerequisite(s): SPAN 341, SPAN 345, and SPAN 498 or consent of instructor. UG

SPAN 486 - Topics in Spanish Studies

1-3 hours

The student may select an area of special interest to work on independently. A plan of study will be agreed upon with the instructor. This plan may include Spanish phonetics, advanced readings in Spanish or Latin-American literature, or other similar projects. May be repeated for credit. Prerequisite(s): permission of instructor. UG

SPAN 495 - Senior Seminar

1 hour

A course intended to help transition students from college life to their lives beyond college. Topics will focus on career plans (graduate school, future employment opportunities, résumé preparation), ethical issues graduates face, and working with immigrant populations. All students will have their speaking and listening proficiency evaluated as a part of this course. Students must be classified as seniors to take this course. UG

SPAN 498 - Study Abroad

8 hours

Students must submit a plan of study of at least six weeks to be approved in advance by the department. In addition, all students will be required to complete a virtual portfolio. UG

SPED 201 - Characteristics of Students with Disabilities

3 hours

Candidates will examine characteristics of individuals identified with disabilities, including levels of severity and their influence on development, behavior and learning. This course will address state and federal regulations; issues and trends in schools including, health care needs, sensory processing, motor development, and self-care skills; school/home/employment partnerships and transition procedures. Students will identify assessment and evaluation requirements and understand the process of writing Individualized Education Programs and transition plans. UG

SPED 311 - Methods of Intervention for Students with Disabilities

4 hours

This course provides teacher candidates the opportunity to master information about methods of interventions for students with disabilities. Teacher candidates will demonstrate mastery for adapting general education curriculum based on individual learner needs. An emphasis is placed on examining the academic, social and vocational needs of individuals and their transitional needs from pre-school to a post-secondary level. Teacher candidates will create lesson plans based on the goals and objectives of students with disabilities. A focus of this course is to adapt materials and incorporate technology into all aspects of instruction for students with disabilities. This course includes a field experience. Satisfactory completion of field experiences are to be completed concurrently in EDUC 175, EDUC 275, or EDUC 375. Prerequisite(s): Admission to the Teacher Education Program or permission of the Director of Teacher Education. UG

SPED 312 - Literacy/Language Intervention Methods

3 hours

This course provides a platform for candidates to explore methods of instruction and intervention to support the language and literacy development of students with exceptional learning needs. Competencies acquired will include the ability to meet students' diverse learning needs through designing lessons in reading and language arts,

analyzing and solving curriculum, instruction, and assessment problems, and evaluating the literacy needs of individual learners. Additionally, candidates will acquire the knowledge needed to modify instruction with special focus on assessment and program design for individuals who use augmentative or alternative communication systems. This course includes a field experience. Satisfactory completion of field experiences are to be completed concurrently in EDUC 175, EDUC 275, or EDUC 375. Prerequisite(s): Admission to the Teacher Education Program or permission of the Director of Teacher Education. UG

SPED 316 - Using Assessment to Inform Instruction

3 hours

Accurate assessment and diagnosis guides the curriculum and instruction in the classroom for students with special needs. It also enables the special education teacher to effectively identify student strengths and weaknesses, target developing skills, and foster academic growth. Teacher candidates engage in the examination of the major principles of assessment; demonstrate understanding of the legal aspects of the evaluation of students with special needs; as well as analyze, select, and interpret appropriate assessments for students with special needs. Candidates also develop understanding of norm-referenced and curriculum based assessments and how such tests can be used in establishing student goals and benchmarks. This course includes *10 hours of field experience*. Prerequisite(s): Admission to the Teacher Education Program or permission of the Director of Teacher Education. UG

SPED 321 - Emotional and Behavioral Supports

3 hours

This course provides a platform for teacher candidates to explore the educator's role in supporting students' emotional wellbeing and growth in social skills. Competencies acquired will include assessing learning environments, conducting functional behavior analyses, writing and monitoring behavior goals and plans, and intervening with students in crisis. Teacher candidates will also acquire knowledge in basic classroom management methods, conflict resolution strategies and fostering positive learning environments. Adapting learning

environments and routines to meet students' needs and legal/ethical considerations will also be addressed. Special focus will be paid to the emotional development and behavioral needs of students with disabilities. This course includes a field experience. Satisfactory completion of field experiences are to be completed concurrently in EDUC 175, EDUC 275, or EDUC 375. GER: Stewardship. Prerequisite(s): Admission to the Teacher Education Program or permission of the Director of Teacher Education. UG

SPED 331 - Collaboration for Students with Disabilities

2 hours

This course overviews effective collaboration strategies between all members of the educational team. Candidates are given the opportunity to research the full continuum of supports for children and adults with disabilities, within the school environment and the larger context of the community. Candidates will also research all members' roles within the decision making process. Special focus will be paid to rights and responsibilities of all members of the educational team, theory and elements of effective collaboration, data collection and analysis and developing an effective learning climate within the school environment. Satisfactory completion of field experiences are to be completed concurrently in EDUC 175, EDUC 275, or EDUC 375. Prerequisite(s): Admission to the Teacher Education Program or permission of the Director of Teacher Education. UG

SPED 457 - Professional Reflection, Leadership and Longevity in Special Education

2 hours

This is a culminating course focusing on previous knowledge gained and its implementation in student teaching. Links between historical perspectives, legislative and litigative history, theory of special education and candidate's personal teaching philosophies will be determined. Candidates engage in reflection and self-evaluation of teaching experience. The importance of collaboration with cooperating teacher and paraprofessional(s) will also be discussed. Life-long learning will be supported as candidates actively seek opportunities to grow professionally. Candidates will be educated on signs

of student emotional distress, abuse, and neglect and reporting procedures will be outlined. All candidates participating in seminar process will share, analyze, and extend their student teaching experience.

Prerequisite(s): SPED 316. Corequisite(s): SPED 483. UG

SPED 483 - Student Teaching Special Education

12 hours

During their final semester, candidates will work with one cooperating teacher for a 60-day period. During this semester, candidates will assume all of the responsibilities normally included in their cooperating teacher's workload. An Olivet faculty supervisor will meet with each candidate during this semester at least seven times to review lesson plans, pedagogical concerns, and student progress, as well as to problem solve with teacher candidates as issues arise.

Prerequisite(s): SPED 316. Corequisite(s): SPED 457. UG

THEO 110 - Introduction to Christianity

3 hours

This course provides an introduction to the history and thought of Christianity. It surveys the major developments in Christian history, noting how these developments gave rise to various Christian traditions, many of which still exist today. Particular attention will be given to the teachings of Christianity, including their historical and ecclesial contexts and their development up to the present. GER: Christianity UG

THEO 272 - History, Missions, and Polity of the Church of the Nazarene

3 hours

This course covers three related topics: (1) a selective historical study of the world regions of the Church of the Nazarene, with primary emphasis upon the U.S. regions; (2) a review of the World Mission division and a discussion of internationalization and its implications; and (3) a concentrated examination of the Manual of the Church of the Nazarene, with focus on the government of the Church at its various administrative levels and consideration of the denomination's distinctive identity. UG

THEO 310 - Christian Theology I

3 hours

An introduction to theological thinking and the classical teachings of the Church regarding the Christian faith. This will include an exploration of the development, meaning and relevance of doctrinal authority, doctrine of God, creation, the Trinity, and the work and person of Jesus Christ (especially of the Wesleyan tradition), classical and contemporary modes of thought, and the meaning of theological thinking for the student and the Church. UG

THEO 320 - Christian Theology II

3 hours

An introduction to theological thinking and the classical teachings of the Church regarding the Christian faith. This will include an exploration of the development, meaning and relevance of the work and person of Jesus Christ, the person and work of the Holy Spirit (especially the Wesleyan understanding of sanctification), the Church, sacraments and eschatology (especially as they relate to the Wesleyan understanding of sin and salvation). This course will focus its attention on the witness of Scripture, the historic testimony of the Church (especially of the Wesleyan tradition), classical and contemporary modes of thought, and the meaning of theological thinking for the student and the Church. Prerequisite(s): THEO 310. UG

THEO 330 - Introduction to Christian Ethics

3 hours

Same as PHIL 330. UG

THEO 340 - Culture and the Christian

3 hours

The impact of popular culture on the worldview and value system of western society in general, and for Christians in particular, is examined. Attention will be given to the philosophical and theological underpinnings of popular culture and the ways these underpinnings affect shifts in thought across time. Focus will then shift to the methods culture uses to affect individual lifestyle choices. Connections will then be made to align faith commitments with moral choices. Special attention will be given to relevant biblical texts that offer direction for contemporary Christian lifestyles. UG

THEO 350 - Christian Love

3 hours

Using the love commandments as the cornerstone of a theology of love, this course will examine the place of love in the Christian life. Various aspects of love will be explored so that love for God, love for others, and love for self can be more fully understood and brought into harmony. The material will thus include a broad survey of theological and philosophical writings on love as well as an analysis of relevant biblical texts. Special emphasis will be placed on the expression of love in concrete situations. As such, the course will typically include a service learning unit. UG

THEO 351 - History of Christianity I

3 hours

A survey of the history of Christianity during the Patristic and Medieval periods. UG

THEO 352 - History of Christianity II

3 hours

A survey of the history of Christianity following the Reformation period. Emphasis will be placed upon modernity, the Wesleyan tradition, American religious history, and contemporary Christianity. UG

THEO 357 - History of Christianity III

3 hours

An examination of the movements, persons, and ideas that shaped religious history in America. UG

THEO 368 - Ancient and Modern Challenges to Orthodoxy

3 hours

Explores the theological challenges to orthodoxy in the ancient and modern church. The material will cover various aspects of theological debate in the early church, including confrontations with various Gnostic groups. The material will then cover modern theological challenges to orthodoxy, including the Jehovah's Witnesses and the Church of Latter Day Saints. UG

THEO 369 - The Early Church and the Scriptures

3 hours

Introduces the critical issues related to Biblical interpretation during the first five centuries of Christianity. Special attention will be paid to the controversy involving allegory and the development of the New Testament canon. The material will include a broad survey of the primary exegetical methods employed by the early church and engagement with the primary source material. UG

THEO 410 - Topics in Christian Theology

3 hours

A concentrated study of the work of one or more theologians, or of a particular theological issue or movement, or the theology of a particular era. Special attention will be given in this course to the meaning and implications of the person and work of Jesus Christ. This course may be repeated with a different subtitle. Prerequisite(s): PHIL 201 and one course in Christian Theology (THEO 310 or THEO 320); or permission of the instructor. UG

THEO 421 - Theology of the Church Fathers

3 hours

The Church Fathers are often cited in modern theological writing, but they are often poorly understood. This course will examine the thought of prominent Christian authors through the first five centuries of the Christian church. Special attention will be given to the issues of creation, the Trinity, Christology, salvation, and ecclesiology. UG

THEO 426 - The Early Councils and Their Creeds

3 hours

The early Christian creeds and the first seven ecumenical councils played an important role in the historical development of Christian theology. This course will critically examine the key political and theological issues at stake during each council. The course will also pay significant attention to the ramifications and acceptance of each council and creed. UG

THEO 430 - Augustine

3 hours

This course is an introduction to the life and thought of St. Augustine of Hippo and his foundational role in the development of the theology of the Christian Church in the West. This course will give attention to his location in a transitional historical context and the ways Augustine reflects and influences the movement from the late Roman to Medieval world. Attention will also be given to considering implications for doing theology today. Same as PHIL 430. Prerequisite(s): THEO 310. UG

THEO 431 - Ecclesiology**3 hours**

This course is an inquiry into the meaning and nature of the church. Special attention will be given to the biblical metaphors and classical theological models with a view toward critically evaluating contemporary ecclesiastical models. UG

THEO 432 - Eschatology**3 hours**

This course is an inquiry into the doctrine of eschatology and the eschatological nature of all of Christian theology. Attention will be given to the biblical texts which inform Christian eschatology. We will also investigate theologies and secular historical systems which reveal strong Christian eschatological influences. Topics explored will include death, resurrection, immortality, millennialism, heaven, hell and the second coming. UG

THEO 435 - Theology in the Era of Reformation**3 hours**

This course will explore theological development in the Reformation period giving attention to historical and theological context. Reading of primary source material will be emphasized. Study will be focused on key representative thinkers and the theological systems they both reflect and helped to shape. Attention will be given to the major streams of thought and development that emerge from the Reformation. Prerequisite(s): THEO 310. UG

THEO 451 - Twentieth Century Theological Ethics**3 hours**

A survey of Christian theological ethics in the twentieth century, focusing predominantly on Protestant thinkers. The relationship between theology and ethics will be analyzed throughout the course. Prerequisite(s): THEO 310 or permission of the instructor. UG

THEO 462 - Doctrine of Holiness**3 hours**

An inquiry into the meaning and implications of the doctrine of holiness and, in particular, of the doctrine of entire sanctification or Christian perfection. This course will focus its attention on the witness of Scripture, the historic testimony of the Church (especially of the Wesleyan tradition), classical and contemporary modes of thought, and the meaning of this doctrine for the life of the student and the Church. To be taken the senior year, unless special permission is granted by the instructor. Prerequisite(s): THEO 310, or permission of the instructor. UG

THEO 469 - Contemporary Issues in Theology**3 hours**

This course will explore recent trends and current issues in Christian Theology, examining them in light of their faithfulness to Scripture, Christian tradition, and Christian practice. Attention will be given to their inner theological coherence and their impact on related Christian doctrines. Reading of primary source material will be emphasized. Prerequisite(s): THEO 310. UG

THEO 473 - Christian Institutions**3 hours**

A study of the history, polity, and missions program of a particular denomination. The student, in consultation with the professor, will reflect the denomination that will be the focus of the study. May, with permission, substitute for THEO 272. UG

THEO 482 - Wesleyan-Holiness Theology**3 hours**

An overview of Wesleyan theology and its roots in the thought of John Wesley. Special attention will be

given to the development of distinctive doctrines within the Wesleyan-Holiness tradition. UG

THEO 489 - Individual Reading and Research in Christian Theology

1-4 hours

Independent reading and research on a topic agreed upon by the instructor and of special interest to the student. Normally, such study involves a set of short papers and/or culminates in a research paper of substantial length. Prerequisite(s): THEO 310 or permission of the instructor. UG

THEO 582 - Wesleyan-Holiness Theology

3 hours

An overview of Wesleyan Theology and its roots in the thought of John Wesley. Special attention will be given to the development of distinctive doctrines within the Wesleyan-Holiness tradition. UG

Graduate & Continuing Studies (GCS)

Living, learning, and faith. Here, they are united, indivisible, one. Faith is at the heart of Olivet Nazarene University.

At Olivet, the priorities go beyond providing the finest programs. The true aim of the University is to train women and men for lives of service to God and humanity. Graduate and Continuing Studies meets the challenge of providing quality, innovative educational programs to fulfill the lifelong learning needs of adults, giving them the expertise they need to impact their world.

Graduate and Continuing Studies programs accommodate the special requirements of adults who are interested in receiving a bachelor's, master's or doctorate degree, but who must also continue to meet their personal and professional commitments.

Recognizing that learning continues throughout life, Olivet Nazarene University serves adults interested in pursuing graduate and undergraduate professional studies. Graduate and Continuing Studies attempts to fulfill the following general objectives:

- To provide for intellectual, spiritual, and personal growth through quality degree programs that integrate education, values, and faith.
- To offer educational degree programs to adult students who appreciate the religious and ethical teachings of the University and whose occupations, family responsibilities, personal preferences, and/or geographical location do not permit them to live in residence on the campus.
- To provide an atmosphere that will stimulate intellectual curiosity and constructive critical thinking through the exploration of the ideas inherent in the liberal arts, professional traditions, and the Christian faith.
- To develop an appreciation of current research, the value of research, and an acquaintance with basic research methodology.
- To strengthen the professional competencies of students in their areas of specialization.
- To develop an increased understanding of human nature and Christian values, with an emphasis on the individual's ethical and moral responsibilities.

Most of the programs are offered in special packages in which the degree may be earned in about two years by enrolling in classes which meet online. Our programs combine theory with practical experience to give working adults the skills needed to advance in today's rapidly changing economy.

In addition to programs meeting online, Olivet has authorization to offer the following degree programs throughout the greater Chicago area: Master of Business Administration, Master of Arts in Education, and the undergraduate degree-completion programs in Business and Nursing.

Olivet's Graduate and Continuing Studies maintains offices in Bourbonnais and Oak Brook. The toll free number is 877.4.OLIVET (877.465.4838).

The material contained in this section is for information only and does not constitute a contract between the student and the University. At the time of printing, the information is complete and accurate to the best of our knowledge. However, Graduate and Continuing Studies reserves the right to revise information, requirements, or policies; amend rules; alter regulations; and change financial charges at any time in accordance with the best interests of the institution.

Graduate and Continuing Studies also reserves the right to determine the number of students in each course. If an insufficient number of students enroll for a course, Graduate and Continuing Studies reserves the right to cancel the course, change the time or delivery mode, or provide a different professor for any course.

Accreditation

Olivet Nazarene University is committed to academic excellence. The University is accredited to offer baccalaureate, master's, and doctorate degrees by the Higher Learning Commission of the North Central Association, 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604-1413, telephone (800) 621-7440 or (312) 263-0456, FAX (312) 263-7462 or <http://www.ncahlc.org/>. The baccalaureate degree, master's degree, and post-graduate APRN certificate programs at Olivet Nazarene University are accredited by the Commission on Collegiate Nursing Education, <http://www.cneaccreditation.org/>.

As part of the School of Education unit, courses within the graduate education programs have been specifically aligned with national content-specific standards and/or Illinois State Content Area Standards. Note: Since Olivet is accountable for aligning program/course content to state and national standards, transfer credit is not accepted for many of the advanced programs. In addition, the Illinois Department of Education has approved Olivet as a degree granting institution in teacher preparation and advanced master's degrees. The Illinois State Board of Education also has granted entitlement rights for licensure and endorsements. These programs are approved by specialty organizations and/or the State of Illinois:

- Bilingual Endorsement
- Curriculum and Instruction
- Driver Education Endorsement
- English as a Second Language
- Reading Specialist
- Special Education (LBSI)
- Teacher Leadership
- Educational Leadership

Finally, the Indiana Department of Education has approved Olivet as a degree granting institution in teacher preparation and advanced master's degrees. The Indiana State Board of Education also has granted entitlement rights for licensure and endorsements. These programs are approved by specialty organizations and/or the State of Indiana:

- Ethical Building Leadership
- English Language Learner Endorsement

Undergraduate licensure information can be found in the School of Education section of the Catalog.

Graduate Programs

In addition to offering the Doctor of Education degree in Ethical Leadership, Graduate and Continuing Studies currently offers courses leading to the following master's degrees: Master of Arts in Education in Curriculum and Instruction, Educational Leadership, and Reading Specialist; Ethical Building Leadership, Master of Business Administration; Master of Organizational Leadership; Master of Science in Nursing with tracks in Education, Family Nurse Practitioner and Transformational Leadership.

Post-Master's Certification Programs

For students who have earned a Master of Science in Nursing degree, Olivet offers post-master's certification programs for Nursing Education, Family Nurse Practitioner, and Transformational Leadership.

Endorsement Programs

Programs leading to teaching endorsements: English as a Second Language (ESL), English Language Learner (ELL) for Indiana, Bilingual Education, Safety/Driver's Education, Reading Teacher, Learning Behavior Specialist (LBS1), Teacher Leader.

The following programs are offered by the School of Theology and Christian Ministry: Master of Arts with majors in Religion, Biblical Studies, Christian Ministry, Family Ministry, Pastoral Ministry, Pastoral Leadership, and Urban Ministry; Master of Ministry; Master of Ministry (Spanish); Master of Divinity.

Undergraduate Programs

In order to meet the needs of working adults, Olivet Nazarene University offers a number of degree completion program offerings as alternatives to the usual residential degree program. The offerings include the Bachelor of Applied Science, Bachelor of Science in Business, Bachelor of Science in Leadership, Bachelor of Science in Multidisciplinary Studies, and Bachelor of Science in Nursing. The Bachelor of Applied Science in Practical Ministries and the Bachelor of Science in Human Service Leadership is offered to Salvation Army Officers only. Additionally, starting in 2016, GCS began offering an accelerated RN-MSN program, allowing candidates to complete both the Bachelor of Science in Nursing and the Master of Science in Nursing degrees. The degree completion options have several features that are designed to make them ideal programs for adults with other responsibilities.

- Classes meet online.
- Course content is geared toward practical application in the everyday life and occupation of a student.
- Because Olivet recognizes that adult students bring a wide variety of experiences and skills with them, college credit is awarded, under specified circumstances, for some of these appropriate experiences.
- Students participate in and contribute to every class session using a variety of methods meaningful and appropriate to the adult learner.
- Student/faculty class contact hours vary based on the objectives and intended outcomes of each course.
- Adult cooperative learning strategies are utilized.

Accelerated Bachelor's/Master's Degree Programs

The Accelerated Bachelor's/Master's Degree Programs allow a student enrolled at Olivet Nazarene University (ONU) an opportunity to complete the requirements for both the bachelor's and master's degrees at an accelerated pace.

Program Formats - GCS

Online Format - Online programs in Graduate and Continuing Studies are accelerated and are offered in a flexible enrollment model. Online programs do not require on-campus study and are delivered through a Learning Management System (LMS). Emphasis is placed on faculty-student and student-student engagement in online courses throughout all GCS online programs.

Hybrid Format - Hybrid programs in GCS are accelerated and require a combination of online and on-ground coursework. Online coursework is delivered through the LMS, while on-ground coursework is delivered at various locations. Hybrid programs are most common in nursing programs, where lab and practical/clinical work occurs at approved sites.

School of Theology and Christian Ministry Formats

Modular Format - Modular courses meet for one concentrated week of study on Olivet's campus. Modular courses require appropriate off-campus study before that week and additional off-campus study after that week through the LMS. Assigned work following the class session must be completed and submitted to the instructor for grading no later than 30 days following the end of the session. Students with extenuating circumstances may request an extension, not to exceed four weeks, from the instructor.

Traditional Format - In the most traditional format, a course meets on campus two or three times a week for a full semester. Variations can include half semesters or blocks, meeting once a week or once every other week, depending on the class and program.

Online Format - Online courses do not require any on-campus study. Most online courses are part of a specific program sequence, however students can utilize online courses across programs with approval and when appropriate.

Blended Format - Some programs allow for students to use a blend of module, traditional, and online courses. With the assistance of an advisor, these courses may be selected as necessary.

Ralph E. Perry Student Award of Excellence

At each Commencement, one student is selected to receive the Ralph E. Perry Student Award of Excellence. The criteria for selection include outstanding scholarship and excellent leadership. The selection is made by the Graduate and Continuing Studies administrative team based on recommendations presented by program directors, faculty, and classmates.

Admissions Policies - GCS

Olivet Nazarene University carefully assesses applicants for the various program offerings on the basis of evidence provided in all application materials. Therefore, while a personal interview is not required for most programs, application materials submitted must be prepared thoroughly, thoughtfully, and professionally for full consideration. Applications will be processed upon receipt of all required materials.

General Admission Requirements - GCS

To be admitted into an GCS program at Olivet Nazarene University, an applicant must meet the following general prerequisites:

1. Submit a completed Olivet Nazarene University application form (online.olivet.edu).
2. Demonstrate moral character consistent with attendance at a Christian university.
3. Possess ability and discipline to pursue rigorous college-level studies or graduate level studies.
4. For bachelor's degree and doctoral program, submit an official transcript from all colleges and universities previously attended. For master's degree programs, submit an official transcript for the completed bachelor's degree program, as well as all transcripts for all master's-level course work. Official transcripts must be received no later than 30 days after the start of a program.

*** Official Transcript: A transcript with the registrar's seal from the institution granting credit sent directly to Olivet Nazarene University, Graduate and Continuing Studies, One University Avenue, Bourbonnais, IL 60914-2345.**

For all programs in the School of Theology and Christian Ministry, materials should be sent to: Director of Graduate Programs; ONU School of Theology and Christian Ministry; One University Avenue Box 6048; Bourbonnais, IL 60914.

For students who have attended foreign universities, please provide an official U.S. evaluation report from an approved evaluator service organization. The organization must be a member of NACES (National Association of Credential Evaluation Services). Please see NACES.org for approved organizations.

Please refer to the programs listed below for additional admission requirements. Special and probationary admission requirements are detailed later in this section of the catalog.

Admission to Bachelor of Science in Business - GCS

In addition to the General Admissions Requirements, the following applies:

1. If applicant has not attended college previously, one of the following forms of acceptable proof of high school graduation or GED completion must be submitted:
 1. Copy of official high school transcript
 2. Copy of official GED transcript
2. Applicants must have a minimum cumulative grade point average of 2.0 from all institutions previously attended.
3. Candidates may transfer up to 90 hours of credit from an accredited college or university. Coursework must be college-

level to be eligible for transfer. Developmental, Continuing Education Units (CEUs) or pre-college level courses are not transferable.

Admission to Bachelor of Science in Leadership - GCS

In addition to the General Admissions Requirements, the following applies:

1. If applicant has not attended college previously, one of the following forms of acceptable proof of high school graduation or GED completion must be submitted:
 1. Copy of official high school transcript
 2. Copy of official GED transcript

2. Applicants must have a minimum cumulative grade point average of 2.0 from all institutions previously attended.
3. Candidates may transfer up to 90 hours of credit from an accredited college or university. Coursework must be college-level to be eligible for transfer. Developmental, Continuing Education Units (CEUs) or pre-college level courses are not transferable.

Admission to Bachelor of Applied Science in Business/Leadership - GCS

In addition to the General Admissions Requirements, the following applies:

1. If applicant has not attended college previously, one of the following forms of acceptable proof of high school graduation or GED completion must be submitted:
 1. Copy of official high school transcript
 2. Copy of official GED transcript
2. Applicant must have a minimum cumulative grade point average of 2.0 from all institutions previously attended.
3. Applicant must provide transcript showing proof of a completed AAS degree from accredited college or university. Candidates may transfer up to 90 hours of previous credit; not more than 64 hours of applied credits will be accepted.

Admission to Bachelor of Science in Nursing - GCS

In addition to the General Admissions Requirements, the applicant must:

1. Possess an associate degree in nursing from a regionally accredited institution or a diploma from a school for registered nurse education.
2. Submit a current, unencumbered registered nurse (RN) license in a geographical jurisdiction of the United States.
3. Have a minimum cumulative grade point average of 2.75 from all credits transferred from institutions previously attended.

4. Submit a signed consent regarding criminal background and drug screening requirements.

Admission to RN-MSN (Bachelor of Science and Master of Science in Nursing) - GCS

In addition to the General Admissions Requirements, the applicant must:

1. Possess an associate degree in nursing from a regionally accredited institution or a diploma from a school for registered nurse education.
2. Submit a current, unencumbered registered nurse (RN) license in a geographical jurisdiction of the United States.
3. Have a minimum cumulative grade point average of 2.75 from all credits transferred from institutions previously attended.
4. Submit a signed consent regarding criminal background and drug screening requirements.
5. Additional MSN Admission Requirements:
 1. Complete all BSN requirements satisfactorily.
 2. Submit evidence of having worked as an RN for at least 2,000 hours prior to matriculation in the MSN portion of the program.
 3. Have a minimum cumulative grade point average of 3.0 after completion of the BSN portion.

Admission to Accelerated Bachelor of Science in Nursing - GCS

In addition to the General Admissions Requirements, the applicant must:

1. Have a minimum cumulative GPA of 2.75 (a 3.0 is recommended) from all credits transferred from institutions previously attended.
2. Successfully complete the HESI A2. **This entrance exam can be taken a total of three times.**
3. If nursing courses were taken at Olivet or another school, the policy for admission/progression of the Department of Nursing will be followed.

4. Complete all required support courses with a grade of "C" or above.
5. Submit a signed consent regarding prerequisite, criminal background, and drug screening requirements.
6. Students will not be admitted into nursing if any of the following courses are taken more than twice at any university: Chemistry, Anatomy and Physiology I and II, Microbiology, Pathophysiology, and Medical Terminology. Students may not retake more than two science courses. Science courses eligible for transfer must have been taken within the last 10 years.

Admission to Bachelor of Science in Multidisciplinary Studies - GCS

In addition to the General Admissions Requirements, the following applies:

1. If applicant has not attended college previously, one of the following forms of acceptable proof of high school graduation or GED completion must be submitted:
 1. Copy of official high school transcript
 2. Copy of official GED transcript
2. Applicant must have a minimum cumulative grade point average of 2.0 from all institutions previously attended.
3. Candidates may transfer up to 90 hours of credit from an accredited college or university. Coursework must be college-level to be eligible for transfer. Developmental, Continuing Education Units (CEUs) or pre-college level courses are not transferable.

Admission to Bachelor of Applied Science in Practical Ministries - GCS (Salvation Army Officers Only)

In addition to the General Admissions Requirements, the applicant must have earned a minimum cumulative grade point average of 2.0 from all institutions previously attended.

Admission to Bachelor of Applied Science in Human Service

Leadership - GCS (Salvation Army Officers Only)

In addition to the General Admissions Requirements, the applicant must have earned a minimum cumulative grade point average of 2.0 from all institutions previously attended.

Admission to Master of Business Administration - GCS

In addition to the General Admissions Requirements, the applicant must:

1. Provide proof of bachelor's degree from a regionally accredited college or university.
2. Have an undergraduate grade point average of 2.5 or better (4.0 scale).
3. Have successfully completed (defined as a grade of C- or above) the following four undergraduate courses: accounting; microeconomics; finance; and statistics. *NOTE: Applicants may be admitted on probation without undergraduate credit in the areas of statistics, accounting, finance, and economics. However, those applicants must take undergraduate online tutorial courses in the areas of deficiency.*

Although the MBA programs are structured with flexibility to serve learners with baccalaureate degrees in business as well as those having degrees in other disciplines, those without the relevant academic background in business core areas are required to attain the appropriate prerequisite knowledge before attempting advanced work.

Admission to Master of Organizational Leadership - GCS

In addition to the General Admissions Requirements, the applicant must:

1. Provide proof of bachelor's degree from a regionally accredited college or university.
2. Have an undergraduate grade point average of 2.5 or better (4.0 scale).

Admission to Master of Arts in Education: Curriculum & Instruction - GCS

In addition to the General Admissions Requirements, the applicant must:

1. Submit a copy of a current teaching license.
2. Submit an official transcript providing proof of a bachelor's degree in education, or master's degree in teaching, from a regionally accredited college or university and clearly indicating a minimum GPA of 2.5. Those who have completed an alternative program leading to licensure should submit evidence of completion of that program as well as their bachelor's degree transcripts indicating a minimum GPA of 2.5
3. Submit a written School Administrator Agreement verifying current teaching status and consent to host the practicums/research projects/clinical experience-creative project in the school.

Admission to Master of Arts in Education: Educational Leadership - GCS

In addition to the General Admissions Requirements, the applicant must:

1. Submit a copy of a current teaching license.
2. Submit an official transcript providing proof of a bachelor's degree in education, or master's degree in teaching, from a regionally accredited college or university and clearly indicating a minimum GPA of 2.5. Those who have completed an alternative program leading to licensure should submit evidence of completion of that program as well as their bachelor's degree transcripts indicating a minimum GPA of 2.5
3. Submit a written School Administrator Agreement verifying current teaching status and consent to host the practicums/research projects/clinical experience-creative project in the school.

Admission to Master of Arts in Education: Reading Specialist - GCS

In addition to the General Admissions Requirements, the applicant must:

1. Submit a copy of a current teaching license.

2. Submit an official transcript providing proof of a bachelor's degree in education, or master's degree in teaching, from a regionally accredited college or university. Those who have completed an alternative program leading to licensure should submit evidence of completion of that program as well as their bachelor's degree transcripts indicating a minimum GPA of 2.5.
3. Submit a written School Administrator Agreement verifying current teaching status, at least two years of consecutive teaching, and consent to host the practicums in the school. (Full master's program only)
4. **Verification that a certified Reading Specialist, with a Professional Educator License (PEL) and three years of experience as a licensed reading specialist, to serve as a mentor during all clinical experiences, is employed in the building/district.**

Admission to English Language Learner Endorsement - GCS

In addition to the General Admission Requirements, the applicant must:

1. Submit a copy of a current teaching license.
2. Submit an official transcript providing proof of a bachelor's degree in education, or master's degree in teaching from a regionally accredited college or university clearly indicating a minimum GPA of 2.5.
3. Submit a written School Administrator Agreement verifying current teaching status, and consent to host the practicum/research projects/clinical experience-creative project in the school.

Admission to English as a Second Language and/or Bilingual Education Endorsement - GCS

In addition to the General Admissions Requirements, the applicant must:

1. Provide a copy of a valid Illinois teaching license.
2. Submit an official transcript providing proof of a bachelor's degree in education, or master's degree in teaching, from a

regionally accredited college or university. Those who have completed an alternative program leading to licensure should submit evidence of completion of that program as well as their bachelor's degree transcripts indicating a minimum GPA of 2.5.

3. Submit an Administrative Agreement letter signed by the principal consenting to host practicum at their school.

Admission to Ethical Building Leadership - GCS

In addition to the General Admissions Requirements, the applicant must:

1. Submit a copy of a current teaching license.
2. Submit an official copy of an undergraduate degree transcript from a regionally accredited college or university clearly indicating a minimum GPA of 2.5. For those applicants only interested in the core program of study, a master's degree in education from a college or university accredited by a regional accrediting body must be verified on official transcripts sent directly to Olivet Nazarene University.
3. Submit a written School Administrator Agreement verifying current employment in or access to a P-12 school setting, at least two years of consecutive teaching or school counseling, and consent to host the practicums/research projects/clinical experience-creative project in the school. The agreement should also provide consent to mentor (or provide a mentor) for the clinical experiences of the program.
4. Submit a letter of recommendation from a school leader (superintendent, principal, or assistant principal) who are qualified to judge the applicant's knowledge, skills, and dispositions in relation to pursuing a P-12 Building Level Administrator license.

Admission to Learning Behavior Specialist (LBS1) Endorsement - GCS

In addition to the General Admissions Requirements, the applicant must:

1. Submit a copy of a current teaching license.

2. Submit an official transcript providing proof of a bachelor's degree in education, or master's degree in teaching, from a regionally accredited college or university, clearly indicating a minimum GPA of 2.5.
3. Submit a written School Administrator Agreement verifying current employment in or access to a P-12 school setting and consent to host the clinical experience in the school. The clinical experience school setting must be within the grade levels of the candidate's license.

Admission to Safety and Driver Education Endorsement Program - GCS

In addition to the General Admissions Requirements, the applicant must provide a valid Illinois driver's license, and a School Administrator Agreement letter.

Admission to Teacher Leader Endorsement Program - GCS

In addition to the General Admissions Requirements, the applicant must:

1. Provide proof of a bachelor's and/or master's degree from an accredited institution with a minimum GPA of 2.5. Master's degree required if a student is only enrolling in the endorsement program and does not intend to complete a Curriculum & Instruction master's degree at ONU.
 1. Bachelor's degree required if completing a Curriculum & Instruction master's degree and endorsement program.
 2. Master's degree required if a student is only enrolling in the endorsement program and does not intend to complete a Curriculum & Instruction master's degree at ONU.
2. Submit a copy of a current and valid Illinois teaching license.
3. Submit a letter of recommendation from the principal which also confirms a minimum of two years of teaching experience, and agrees to host the clinical experience/practicum within the school/district.

Admission to Master of Arts, Biblical Studies - GCS

In addition to the General Admissions Requirements, the applicant must:

1. Possess a bachelor's degree from a regionally accredited college or university with a grade point average of 3.0 or better (4.0 scale).
2. Satisfy these curricular prerequisites for admission:
 1. Biblical Hermeneutics (3 hours)
 2. Old Testament Introduction (3 hours)
 3. New Testament Introduction (3 hours)
 4. Biblical Greek or Hebrew (8 hours)
 5. A systematic theology course (3 hours)
 6. A demonstrated ability to write well. Students whose undergraduate preparation does not meet these prerequisites may apply for conditional admission, if they satisfy the other requirements. Rules and deadlines for making up the deficiency will be decided on a case-by-case basis.
3. Demonstrate the ability to succeed as a graduate student in Olivet's Master of Arts in Biblical Studies program, as evidenced by three recommendations. Two of these should be from people able to address the applicant's academic ability and potential. The third should be personal and may address the applicant's moral and spiritual character.

Admission to Master of Arts, Christian Ministry - GCS

In addition to the General Admissions Requirements, the applicant must:

1. Possess a bachelor's degree from a regionally accredited college or university with a grade point average of 2.5 or better (4.0 scale).
2. Demonstrate the ability to succeed as a graduate student in Olivet's Master of Arts in Christian Ministry program, as evidenced by three recommendations. One should be from

a person able to speak about the applicant's academic ability, one from a pastor or other person who can speak to the applicant's Christian and moral life, and one that is personal. The personal recommendation may be a second academic reference or it may be from a person who has supervised the applicant in work or ministry. While this master's degree, as a "gateway" program, has no specific undergraduate prerequisites in theology, biblical studies, or ministry, an education that emphasizes critical thinking and clear expository writing and that provides a general knowledge of Western Culture as well as at least a brief acquaintance with one other culture would be especially appropriate. Students with an undergraduate background in specific areas in the curriculum will be placed in advanced courses in those areas.

Admission to Master of Arts, Family Ministry - GCS

In addition to the General Admissions Requirements, the applicant must:

1. Possess a bachelor's degree from a regionally accredited college or university with a grade point average of 2.7 or better (4.0 scale).
2. Satisfy these curricular prerequisites for admission:
 1. Biblical Hermeneutics
 2. Introduction to Old & New Testament
 3. Christian Theology I & II
 4. Wesleyan Holiness Theology
 5. Intro to Philosophy
 6. World Religions

Students whose undergraduate preparation is deficient in these areas may apply for conditional admission, if they satisfy the other requirements. Rules and deadlines for making up the deficiency will be decided on a case-by-case basis.

3. Demonstrate the ability to succeed as a graduate student in Olivet's Master of Arts in Family Ministry program, as evidenced by three recommendations. One should be from a person able to speak about the applicant's academic ability and one from a pastor or other person who can speak to the

applicant's Christian and moral life. The third, a personal reference, may be another academic reference or a reference from a work or ministry supervisor. If the person making the pastoral reference is not also a supervisor, then a reference from a supervisor is especially appropriate.

Admission to Master of Arts, Pastoral Leadership - GCS

In addition to the General Admissions Requirements, the applicant must:

1. Be currently serving in a full-time, part-time, volunteer, staff, or lead ministry role that is recognized by the local congregation.
2. Possess a bachelor's degree from a regionally accredited college or university with a grade point average of 3.0 or better (4.0 scale).
3. Have successfully completed an undergraduate degree in ministry preparation. The program assumes basic competency in Bible, theology, and ministry practices. Students who do not have an undergraduate ministry degree may submit transcripts for evaluation to determine whether they may be considered a candidate for this program.
4. Demonstrate the ability to succeed as a graduate student in Olivet's Master of Arts in Pastoral Leadership program, as evidenced by three recommendations. One should be from a person able to comment knowledgeably on the applicant's academic ability and one from a pastor or other person who can speak to the applicant's Christian and moral life. The third may be a reference from a ministry supervisor. For the student already in ministry, the pastor and the ministry supervisor will be the same person, which is acceptable as long as the three recommendations cover three areas: academic, personal spiritual and ethical, and institutional/ministerial.
5. Demonstrate the ability and discipline necessary to pursue graduate level studies while engaging in and reflecting upon the actual practice of Christian ministry.

Admission to Master of Arts, Pastoral Ministry - GCS

In addition to the General Admissions Requirements, the applicant must:

1. Possess a bachelor's degree from a regionally accredited college or university with a grade point average of 2.7 or better (4.0 scale).
2. Satisfy these curricular prerequisites for admission:
 1. Biblical Hermeneutics
 2. Introduction to Old & New Testament
 3. Christian Theology I & II
 4. Wesleyan Holiness Theology
 5. Intro to Philosophy
 6. World Religions

Students whose undergraduate preparation is deficient in these areas may apply for conditional admission, if they satisfy the other requirements. Rules and deadlines for making up the deficiency will be decided on a case-by-case basis.

3. Demonstrate the ability to succeed as a graduate student in Olivet's Master of Arts in Pastoral Ministry program, as evidenced by three recommendations. One should be from a person able to speak about the applicant's academic ability and one from a pastor or other person who can speak to the applicant's Christian and moral life. The third, a personal reference, may be another academic reference or a reference from a work or ministry supervisor. If the person making the pastoral reference is not also a supervisor, then a reference from a supervisor is especially appropriate.

Admission to Master of Arts, Religion - GCS

In addition to the General Admissions Requirements, the applicant must:

1. Possess a bachelor's degree from a regionally accredited college or university with a grade point average of 2.7 or better (4.0 scale).
2. Satisfy these curricular prerequisites for admission:
 1. Biblical Hermeneutics

2. Introduction to Old & New Testament
3. Christian Theology I & II
4. Wesleyan Holiness Theology
5. Intro to Philosophy
6. World Religions

Students whose undergraduate preparation in religion is deficient may apply for conditional admission, if they satisfy the other requirements. Rules and deadlines for making up the deficiency will be decided on a case-by-case basis.

3. Demonstrate the ability to succeed as a graduate student in Olivet's Master of Arts in Religion program, as evidenced by three recommendations. One should be from a person able to comment knowledgeably on the applicant's academic ability and one from a pastor or other person who can speak to the applicant's Christian and moral life. The third may be another academic reference. Or it may be a reference from a work or ministry supervisor. If the person making the pastoral reference is not also a supervisor, then a reference from a supervisor is especially appropriate.

Admission to Master of Ministry - GCS

In addition to the General Admissions Requirements, the applicant must:

1. Possess a bachelor's degree from a regionally accredited college or university with a grade point average of 2.5 or better (4.0 scale).
2. Have successfully completed a minimum of 15 undergraduate hours in religion, Bible, or theology. Students whose undergraduate preparation in religion is deficient may apply for conditional admission, if they satisfy the other requirements. Rules and deadlines for making up the deficiency will be decided on a case-by-case basis.
3. Demonstrate the ability to succeed in the graduate-level Master of Ministry program, as evidenced by two or three recommendations -- one from a pastor or other spiritual adviser and one from a person who can speak to the applicant's academic capacity. If pastor or spiritual adviser is different from the student's supervisor in

ministry, the student is encouraged to include a third recommendation from a ministry supervisor such as, in the case of a Nazarene applicant, the District Superintendent.

4. Be actively involved in church ministry.

Note: The Master of Ministry/Spanish program requires fluency in the Spanish language in addition to the above.

Admission to Master of Divinity - GCS

In addition to the General Admissions Requirements, the applicant must:

1. Possess a bachelor's degree from a regionally accredited college or university with a grade point average of 2.7 or better (4.0 scale). Students whose undergraduate preparation is deficient in these areas may apply for conditional admission, if they satisfy the other requirements.
2. Demonstrate the ability to succeed as a graduate student in Olivet's Master of Divinity program, as evidenced by three recommendations. One should be from a person able to speak about the applicant's academic ability and one from a pastor or other person who can speak to the applicant's Christian and moral life. The third, a personal reference, may be another academic reference or a reference from a work or ministry supervisor. If the person making the pastoral reference is not also a supervisor, then a reference from a supervisor is especially appropriate.

Admission to Master of Arts, Urban Ministry - GCS

In addition to the General Admissions Requirements, the applicant must:

1. Possess a bachelor's degree from a regionally accredited college or university with a grade point average of 2.7 or better (4.0 scale).
2. Satisfy these curricular prerequisites for admission:
 1. Biblical Hermeneutics

2. Introduction to Old & New Testament
3. Christian Theology I & II
4. Wesleyan Holiness Theology
5. Intro to Philosophy
6. World Religions

Students whose undergraduate preparation in religion is deficient may apply for conditional admission, if they satisfy the other requirements. Rules and deadlines for making up the deficiency will be decided on a case-by-case basis

3. Demonstrate the ability to succeed as a graduate student in Olivet's M.A. in Urban Ministry program, as evidenced by three recommendations. One should be from a person able to speak about the applicant's academic ability, one from a pastor or other person who can speak to the applicant's Christian life, and one that is personal. The personal recommendation may be a second academic reference, or it may be a reference from a work or ministry supervisor. If the person making the pastoral reference is not also a supervisor, then a reference from a supervisor is especially appropriate.

Admission to Master of Science in Nursing - GCS

In addition to the General Admissions Requirements, the applicant must:

1. Complete an application.
2. Submit an official transcript from a regionally accredited college or university showing an earned Bachelor of Science in Nursing (BSN) degree.
3. Submit transcripts from any accredited institutions attended, where pre-requisites for a nursing program and BSN nursing courses were completed, and any completed nursing graduate coursework.
4. Have attained a BSN undergraduate grade-point average of 3.0 or better (4.0 scale).*
5. Submit a current, unencumbered registered nurse (RN) license in a geographical jurisdiction of the United States.*
6. Have successfully completed (defined as a grade of C or above) an approved college-level statistics course. An official transcript for same should be submitted.

7. Submit a signed consent regarding criminal background and drug screening requirements.
8. Submit evidence of having worked as an RN for at least 2,000 hours prior to starting the MSN program.*
9. Students may not be admitted to the Olivet MSN program who have been dismissed from another MSN program.

*Students who do not meet these criteria, please speak with an Admissions Counselor about a possible conditional admission.

Admission to Post-MSN Certificate Tracks - GCS

In addition to the General Admissions Requirements, the applicant must:

1. Complete an application.
2. Submit an official transcript from a regionally accredited college or university showing an earned Master of Science in Nursing (MSN) degree.
3. Have attained an MSN GPA of 3.0 or better (4.0 scale).*
4. Submit current, unencumbered registered nurse (RN) license in a geographical jurisdiction of the United States.*
5. Have successfully completed (defined as a grade of B- or above) within the last five years Advanced Pathophysiology, Advanced Pharmacology, Advanced Health Assessment (only FNP & Education tracks). Students who have not completed these courses can still be conditionally admitted by enrolling in our single-course enrollment option to complete this requirement.
6. Submit a signed consent regarding criminal background and drug screening requirements.
7. Submit evidence of having worked as an RN for at least 2,000 hours prior to starting the chosen master's or post-master's tracks.*

*Students who do not meet these criteria, please speak with an Admissions Counselor about a possible conditional admission.

Admission to Doctor of Education - GCS

Olivet Nazarene University carefully assesses the Ed.D Program applicants based on evidence provided in all application materials. In addition to the General Admissions Requirements, to be admitted into the Ed.D Program, an applicant must meet these requirements:

1. A completed application.
2. An earned master's degree from a regionally accredited institution (or its equivalency).
3. Official transcripts of all graduate credits from previously attended colleges/universities.
4. Attained a graduate level GPA of 3.25.
5. A résumé or curriculum vitae which demonstrates professional experiences reflecting readiness to enter a doctoral program.
6. Writing sample.
7. Submission of a letter of intent (500-700 words)
 1. Include description of the status of your current leadership in a professional field
 2. Describe an issue or challenge you are facing in your professional organization or field you would like to research or solve.
 3. Explain how the Doctor of Education in Ethical Leadership would contribute to your professional goals and the transformation of cultures and society.

Note: Candidates should save a copy of the Letter of Intent for the first course.

International Student Admissions Policy - GCS

Online Programs

All applicants to fully online Graduate and Continuing Studies programs who are not citizens or permanent residents of the United States must comply with the admission requirements as listed below.

You are considered international even if you plan on studying strictly online from your home country; however, since you will not be entering the United States, you will not require an F-1 visa or evidence of financial resources. International students studying online will still be required to complete the application,

provide transcript evaluations and TOEFL test scores if applicable

1. The prospective student must complete and return a written international student application to Graduate and Continuing Studies. When all required information is received, the application file is evaluated and an admission decision is made. The applicant is notified, and instructions for further action are sent to the applicant.
2. The prospective student must have all official transcripts sent directly from each school attended to satisfy the University that the applicant has successfully completed a course of study equivalent to that required of a US-educated applicant to the same program. All records submitted must be official transcripts certified by the appropriate school official and should list the subject taken, grades earned, or examination results in each subject, as well as all certificates or diplomas. These documents must be accompanied by an official English translation and an "Educational Credential Evaluators Report" secured at the applicant's expense if the transcripts are from a school outside the U.S. All records must be submitted at least six months prior to the expected enrollment date.
3. The University requires that the prospective student demonstrate possession of adequate English language proficiency to pursue a course of study on a full-time basis. A minimum score of 500 on the paper-based test, 173 on the computer-based test, or 61 on the internet-based test is required on the Test of English as a Foreign Language (TOEFL) of all new undergraduate international students. A minimum score of 550 on the paper-based test, 213 on the computer-based test, or 79 on the internet-based test is required for graduate international students. If English was the medium of instruction throughout formal education, a TOEFL score may not be needed. Students with more than 48 academic semester units from U.S. colleges/universities taken just prior to attending Olivet may be able to waive their TOEFL requirement for admission.
4. Arrangements will be made through Student Financial Services for payment of courses taken at ONU.

U.S. Citizen Language Requirement

All Graduate and Continuing Studies course content and instruction is in English and offered at an accelerated pace. The University requires that the prospective student possess adequate English language proficiency to pursue a course of study at the respective bachelor or master academic level. GCS does not provide students with academic support or resources specific to deficiencies in English language proficiencies.

Conditional Admission, Undergraduate Programs (exclude pre-licensure BSN program) - GCS

If a student has lower than a 2.0 cumulative GPA for business or no lower than 2.5 cumulative GPA for nursing, and has completed required general education courses (nursing only), they may present a petition, with documentation, to be considered for conditional admission. The following documentary evidence is required in order to be considered for conditional admission.

REQUIRED

1. Submit a letter of petition to Graduate and Continuing Studies Admissions that includes:
 1. Explanation of why you are petitioning to continue your education. Include a compelling case for admission to the program including your plans, goals, and resources.
 2. A rationale for conditional admission that demonstrates evidence of personal or professional growth in the years since your previous education experience.
 3. A description of development, professional engagement, leadership opportunities, continuing education, current certifications, and/or other evidence of applicable growth. Attach all applicable materials (e. g. certificates of completion, etc.)
2. Submit current resume
3. Submit two letters of recommendation (one current/recent supervisor and one Bachelor's (or higher) prepared individual who is able to

speak to the applicant's ability to be successful in a baccalaureate degree program).

4. Submit transcripts from all colleges and universities previously attended

Upon completion and submission of the above items, the applicant's petition and supporting documents will be reviewed by the Dean. If the petition is accepted, the applicant will be conditionally admitted to the University and will follow this process:

1. The student will be enrolled in the first two courses of the program. **Note:** Conditional admittance may require tutoring, academic coaching, additional course work and/or part-time schedule.
2. The student must meet all required steps outlined by the Academic Records team to meet minimum GPA requirement to be considered fully admitted into the program. The student may retake one course to improve the GPA.
3. Once the student achieves the necessary GPA, they will be considered fully admitted at that time.
4. Once fully admitted, the student must maintain a minimum GPA of 2.0 (business) or 2.75 (nursing). Students who fail to maintain the minimum GPA in their program will be put on academic probation.
5. If at any time a student is academically withdrawn from the program, the student may only reapply by petition to the Program Director and Dean(s) with evidence of meeting the minimum required GPA from courses taken at an accredited institution of higher education other than Olivet.

Conditional Admission, Graduate Programs - GCS

1. GPA

A student applying for a graduate program who does not meet the specific program admission requirements, but has no lower than a 2.0 cumulative Baccalaureate GPA for business and education or 2.5 cumulative Baccalaureate GPA for nursing may present a petition, with documentation, to be considered for conditional admission. The following additional documentary evidence is required in order to be considered for conditional admission:

REQUIRED:

1. Submit a letter of petition to Graduate and Continuing Studies Admissions that includes:
 1. Explanation of why you are petitioning to continue your education. Include compelling case for admission to the program including your plans, goals, and resources.
 2. A rationale for conditional admission that demonstrates evidence of personal or professional growth in years since your previous degree or education experience.
 3. A description of development, professional engagement, leadership opportunities, continuing education, current certifications and/or other evidence of applicable growth since completion of the bachelor's degree. Attach all applicable materials (e.g. certificates of completion, etc.).
2. Submit a current résumé.
3. Submit two letters of recommendations (one current/recent supervisor and one Master's prepared individual who is able to speak to the applicant's ability to be successful in a graduate program).
4. Submit the remainder of transcripts from all colleges and universities previously attended.

Upon completion and submission of the above items, the applicant's petition and supporting documents will be reviewed by the Dean. If the petition is accepted, the applicant will be conditionally admitted to the University.

1. If the student is conditionally admitted, he/she will be enrolled in the first two courses of the program. **Note:** Conditional admittance may require tutoring, academic coaching, additional course work, and/or a part-time schedule.
2. The student must meet all required steps, receive a B- or better in both of the first two courses, and have a combined GPA of 3.0 for these two courses, to be considered fully admitted into the program. If a grade lower than B- is received in either course, the student may retake one course in which he/she received a C grade (below a B-) to raise their GPA to a 3.0 or higher. If they fail to raise the grade to a 3.0 or higher, they will

be academically withdrawn from the program.

3. If the applicant does not meet the requirements or does not achieve the necessary GPA of 3.0 or higher in the first two courses, the student will be academically withdrawn from the program. Once fully admitted, the student must maintain a GPA of 3.0 or better.
4. If at any time a student is academically withdrawn from the program, the student may only reapply by petition to the Program Director and Dean with evidence of meeting the minimum required GPA from courses taken at an accredited institution of higher education other than Olivet.

2. Nursing Only - Work Requirement

Nursing students who fail to meet the 2000-hour work requirement prior to their planned start date may be conditionally admitted under the following circumstances, with approved documentation:

1. Those RNs with documentation of actively working full time may submit 1,500 hours of work experience prior to the start date. The documentation for the remaining 500 hours would be required before enrolling for NRSG 675 - Advanced Pharmacology I - (FNP students), NRSG 621 (Education students), or NRSG 631 (Transformational Leadership students).
2. Those RNs with documentation of actively working part-time may submit 1,700 hours of work experience prior to cohort start date. The documentation for the remaining 300 hours would be required before enrolling for NRSG 675 - Advanced Pharmacology I.

All documentation will be submitted to the student's online advisor. If the required documentation does not meet or exceed the remaining required hours needed, the student will be withdrawn from the program until such hours are met.

III. Nursing Only - Encumbered RN License

If there is an active discipline on the student's RN license, prior to admission and the start of practicum, it will be determined if the student can proceed with admission or practicum. The student may be eligible to re-apply into the program after their RN license has been reinstated.

If an enrolled student receives disciplinary action on their RN license, at any time during the program, the student should notify the MSN/FNP Practicum Director. It will be determined by the MSN/FNP Program what the next steps are for the student, up to and including withdrawal from the program. The MSN/FNP Practicum Director will notify the practicum site. The student may be eligible to re-apply after their RN license is no longer encumbered. An evaluation of course schedule for program completion/graduation will be completed by the MSN/FNP Program on a case-by-case basis. Students will be required to fulfill current course requirements.

Conditional Admission, Doctor of Education Program

A candidate applying for the Doctor of Education Ethical Leadership (Ed.D.) program who does not meet the specific program admissions requirements may present a petition to the EDD Leadership Team Admissions Committee. The EDD Leadership Team Admissions Committee will:

1. Consider those with a 3.0 GPA or above;
2. Review the letter of intent and/or;
3. Reserve the right for a personal interview with the candidate;
4. Will approve or deny a candidate as fully admitted to the Ed.D program.

Admissions to Non-degree Seeking Students Taking Individual Courses or Certificate Programs

A student who does not plan to become a candidate for the bachelor or master's degree in this institution, but who wishes to take individual coursework for undergraduate or graduate credit, or wishes to complete a Certificate Program* may do so by submitting a non-degree seeking application. There are no other admissions requirements.

Individual courses and certificate courses are offered to non-degree seeking students who have not been formally admitted to a program of study. Non-degree seeking students may take up to 9 credit hours as individual courses or may complete an entire Certificate Program*. The approved list of individual courses and certificate programs is available on the

online.olivet.edu website. There is no limit to the number of general education courses and electives they may take. To continue in a degree program, they will need to apply for full admission to the program.

For approved Certificate Programs, all courses must be completed at GCS. No courses will transfer in towards these certificates.

**Policy is not applicable to Certificate Programs that have additional admissions requirements.*

600-Level Certificate Courses Counting for Credit in the Master Degree Program

A major advantage of the GCS certificate programs and 600-level single course registration courses is that they enable students to count credits toward a master's degree.

Note: A student must apply and be accepted into a degree program to take additional 600-level courses (more than 9 credits) from the degree major, however he or she may complete an entire certificate program for which they are enrolled.

Admission for College Seniors, Graduate Programs - GCS

A senior who is within the last year of completing the course requirements for the baccalaureate degree or another person who has not earned the baccalaureate degree and who (1) is of good moral character as evidenced by either pastor and friend or associate's recommendations or a current undergraduate student at Olivet Nazarene University, and (2) is seemingly able to do graduate work as evidenced by transcripts, may, with the approval of Graduate and Continuing Studies, register for one graduate course per semester. To obtain regular graduate status after being granted the bachelor's degree, the student must follow regular graduate admission procedures. Senior-graduate students may take courses to fill undergraduate needs, for certification, for enrichment, or for future use in the graduate program. However, graduate courses will not count for both undergraduate and graduate credit.

Financial Information - GCS

Tuition costs through Olivet's Graduate and Continuing Studies vary by program and are subject to change at the beginning of each fiscal year. Program and individual course financial obligation information is presented during information meetings and/or at registration. A schedule of payments and analysis of fee structures, along with due dates, is outlined in the materials provided by the Student Financial Services team. Students are expected to meet these obligations according to the schedule.

The University seeks to avoid increases to tuition and fees for a given term or academic year. However, the University reserves the right to modify financial charges listed here or in other University publications, including but not limited to tuition and fees, room and board, or charges for other food services at any time when deemed appropriate by the University based on a change in financial or other circumstances.

Single Course Registration Policy - GCS

Single Course Registration (SCR) requests should be made to Graduate and Continuing Studies no later than two weeks before the course start date.

Payment for the course must be received according to the terms of the student's payment plan schedule. Students taking a single course who are not enrolled in a degree-seeking program are not eligible to use federal or state financial aid.

Students must clear any student account holds before being allowed to register for additional coursework. Please go to the Olivet Portal at <https://my.olivet.edu> to view the status of your student account. These policies are strictly enforced.

Financial Aid - GCS

Students are responsible for completing all necessary application forms for financial aid and for following the appropriate procedures in seeking aid. Securing financial aid may take time, and students may be advised to delay the start of their program until aid is secured.

Application for financial aid must be made for each academic year. This generally requires students to complete financial aid paperwork two to four times during their program.

Financial assistance may not be immediately available for students who intend to take courses outside their program's required curriculum. The Student Financial Services team should be contacted prior to registering for such courses.

If you have any questions regarding financial aid, please contact Student Financial Services at 815-939-5245 or StudentFinance@olivet.edu.

Payment - GCS

Payment methods for Graduate and Continuing Studies programs vary by program. Most of the programs offer three payment options: Total Package Payment (at the program's start), Payment with Financial Aid, and the Monthly Payment Plan. Students should contact their Student Financial Services team for specific information on paying for their program.

Students should pay special attention to the program's delinquency policy. Any student becoming delinquent through failure to make payment or proper arrangements may be administratively withdrawn until such matters are

satisfactorily settled. There is a \$20 charge for any returned checks due to insufficient funds or a declined credit card and a \$10 fee for ACHE payments returned due to invalid banking information.

A transcription fee of \$50 per credit-hour is charged for Prior Learning Assessment (PLA) credit. All assessed credit fees are due 30 days from the invoice date.

Student accounts must be paid in full to be eligible for the transfer of credits, participation in Commencement ceremonies, and degree conferral. Students who qualify for August graduation must be current with financial obligations and in good standing in order to participate in the May Commencement ceremonies.

Refund Policy - GCS

1. Application, registration, general, lab, graduation, and other special fees are not refundable, with the exception of the ABSN program. The fees charged in the ABSN program are refunded according to the refund policy in letter "b" below. Tuition is refunded according to the following policy:
 1. For courses 8 weeks in length or less:
 1. No class sessions attended: Full tuition refund
 2. Attend one class session: Full tuition refund and \$50 cancellation fee. All but \$50 refund: Written notification of withdrawal *prior to* the second class session of a course. Failure to provide official notification directly to the Office of Admissions and Student Services will result in administrative withdrawal. Students are then charged full tuition, plus fees.
 3. Attend two or more class sessions: No refund.
 4. **To receive tuition refund, the University must have written notification of withdrawal.
 2. For courses 9 weeks in length or more:
 - First week - 100 percent
 - Second week - 90 percent
 - Third week - 75 percent
 - Fourth week - 50 percent
 - Fifth week - 25 percent
 - Sixth week - none
2. The Student Financial Services Office makes the determination of refunds when an official notice of withdrawal is received by Graduate and Continuing Studies.
3. Students who begin class without full admission status and who are subsequently denied admission are eligible for a refund in accordance with the above refund schedule.

Withdrawal - GCS

When a student withdraws (or is withdrawn) from the program prior to the completion of a term, federal and state financial aid must be repaid to the appropriate program(s) as mandated by regulations published by the U.S. Department of Education.

The effective date of any withdrawal or course drop for refund of federal student financial aid refund/repayment calculation purposes is the date the student last participated in class. Student financial aid will be refunded to federal programs in the following order: Federal Unsubsidized Direct Loan, Federal Subsidized Direct Loan, and Federal Grants.

In order to officially withdraw from the university, the student must request a withdrawal from their advisor, or the Advising Team. This process is important since a withdrawal from the university may require the students to return unused financial aid funds. The Advising Team can be reached at onlineadvising@olivet.edu or 877.4.OLIVET.

Financial Aid Satisfactory Academic Progress Policy - GCS

A student will be evaluated at the end of each term to ensure the student is maintaining satisfactory academic progress towards earning the degree he/she is seeking. Per the Department of Education requirements, satisfactory academic progress is measured on a qualitative and a quantitative basis.

To meet the quantitative requirement for satisfactory academic progress, the student must successfully complete at least 67% of the courses he/she attempts on a cumulative basis. This calculation includes all transfer credits.

To meet the qualitative requirement for satisfactory academic progress, the student must have a minimum cumulative GPA required for graduation from his/her program of study. For graduation, Bachelor's degree programs (except ABSN and BSN) require a cumulative GPA of 2.0 or higher, BSN and ABSN programs require a cumulative GPA of 2.75 or higher, and most graduate and doctoral programs require a cumulative GPA of 3.0 or higher. Please note, for ABSN students the following cumulative GPA scale applies:

Attempted Credits Required GPA

| | |
|---------|------|
| 1 - 29 | 2.6 |
| 30 - 45 | 2.7 |
| 46 - 60 | 2.75 |

Please see the Undergraduate & Graduate Programs - GCS section for more information on GPA requirements for your program of study. If a student repeats a course, the grade for the repeat will be included in the calculation of the student's cumulative GPA.

In addition, a student will only be allowed to receive financial aid until they have attempted 150% of the credit hours required to graduate from the program. For example, an undergraduate program requires 120 credit hours for graduation; therefore, a student can no longer receive financial aid if the number of credit hours he/she has attempted exceeds 180.

If the student fails to meet one or more of these requirements, the student will be placed on "Warning" status and notified via letter and/or email. The student will have the duration of one term to regain their satisfactory standing in the program of study. If the student does not regain their satisfactory standing, they will be granted an "Unsatisfactory" status and will no longer be eligible to receive any federal, state or institutional financial aid until a satisfactory status has been regained. A student will be notified via letter and/or email if the student is placed on "Unsatisfactory" status.

If a student with an "Unsatisfactory" status would like to submit an appeal, they may do so by writing a letter or sending an email to the Student Financial Services Office for review by the Satisfactory Academic Progress Committee. The letter must explain the extenuating circumstances the student feels prevented satisfactory academic progress, what steps the student has taken to remove those circumstances, and what has changed to allow the student to get back in good standing. If an appeal is granted, the student will be placed on "Financial Aid Probation," and may receive funding for one term. At the end of that term, if the student is not back in satisfactory academic standing, the student will not be eligible for any aid until they have regained satisfactory academic standing.

Please note: The Financial Aid Satisfactory Academic Progress requirements stated above may differ from the Academic Progression policies requirements. Please see the Academic Policies - GCS section of the Catalog for more information.

Financial Aid and Academic Classification - GCS

The undergraduate academic year is defined here as a measure of the academic work to be accomplished by the student. Federal law and regulations set minimum standards for the purpose of determining student financial aid awards. For students enrolled in the undergraduate degree-completion programs, an academic year is defined as the successful completion of 24 credit-hours, consisting of 48 weeks of instructional time within a 12-month

period. These programs are comprised of four, 12-week, non-standard terms each academic year. Students taking at least 6 credit hours within a term are considered full-time.

Although most programs are completed within two calendar years, some extend slightly beyond that time frame. Students should consult the Student Financial Services Office for details regarding their program.

A student's eligibility for financial aid is affected by his or her classification. Undergraduate students transferring in less than 30 hours are classified as freshmen and less than 60 hours are classified as sophomores. The minimum classification for a sophomore is 30 hours, 60 hours for a junior, and 90 hours for a senior. *It is the responsibility of the student to become aware of how this classification affects his or her financial aid situation.* This is especially significant for students admitted with fewer than 60 hours.

Veterans Benefits - GCS

To assist students who qualify for benefits from the Veteran's Administration, Olivet has a counselor in the Student Financial Services Office who specializes in these programs. In addition, ONU is part of the federal Yellow Ribbon Program, which helps to fund the tuition for veterans in certain circumstances. Please contact your Veteran's Affairs office to determine your benefit eligibility. A Certificate of Eligibility from the VA office must be presented to your VA counselor at ONU before the School Certifying Official will submit any certification of eligible coursework to the VA.

General Policies-GCS

Student Information and Policies - SGCS

Student's Responsibility

The student is responsible for thorough knowledge of all regulations and procedures as published in the University Catalog. Failure to read this publication and comply with the regulations does not exempt the student from this responsibility. Enrollment at Olivet Nazarene University implies an understanding of and willingness to abide by the academic and administrative regulations.

Candidates for graduation who complete a prescribed course of study within the program cycle's sequence or who complete all degree requirements within one year from the final date of the program cycle are expected to meet the requirements for graduation in force at the time of enrollment. Students who fail to meet program time limits may be expected to meet the current program requirements, which may mean retaking one or more courses.

Olivet Nazarene University's Responsibility

Olivet Nazarene University policy prohibits discrimination on the basis of race, sex, age, color, creed, national origin or ethnic origin, marital status, or disability in the recruitment and admission of students and in the operation of all university programs, activities, and services.

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

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

Questions or Assistance

For questions or assistance, please contact the university at 877.4.OLIVET or onlineadvising@olivet.edu.

Change in Personal Information

Students should notify the Office of the Registrar **in writing** of any change of address, telephone number, or name.

Confidentiality of Student Records

Olivet Nazarene University is the custodian of many types of student records and recognizes a duty to protect the confidentiality of information therein. Unless a student requests confidentiality in writing the first night of class, the University reserves the right to notify the general public of general information about students, such as address, telephone number, college major, classification, and graduation date, if applicable. All student records are available for official use to authorized personnel who demonstrate a need to have access to such records.

Students with Disabilities

Since the passage of Section 504 of the Rehabilitation Act of 1973, which applies to all colleges whose students receive federal financial assistance, and the Americans with Disabilities Act (ADA) of 1990, which applies to private

entities that serve the public, students with disabilities are protected from discrimination by colleges and universities. In keeping with both the letter and the spirit of the law, most colleges and universities welcome the enrollment of "otherwise qualified" students with disabilities and make every effort to provide "reasonable accommodations" to meet the particular needs of these students.

Otherwise Qualified

As required by law students with disabilities, including students with learning disabilities, must demonstrate that they are "otherwise qualified" to successfully handle the rigor and pace of college-level learning. Demonstration of the "otherwise qualified" criterion for admission will include (1) appropriate documentation of the disability and (2) documentation of the ability to benefit from academic support services.

Students with documented disabilities should contact iss@olivet.edu to establish a review and start the process for possible accommodations.

Mental/Physical Health Support

At Olivet Nazarene University we recognize that the demands of graduate school can be experienced as an added pressure and this may evoke a heightened sensitivity to stressors. When this occurs, students are encouraged to tap into their available resources such as mental health providers, primary care providers, employee assistance programs, and the clergy. Your health and well-being are important to us. If you require a Leave of Absence for health reasons (physical or emotional), you should contact the Center for Academic Excellence (CAE) at cae@olivet.edu or (815) 939-5094.

Policy on Non-Students in Class

Classrooms are for faculty, faculty-invited guests, and enrolled students only. Students are not allowed to bring guests, whether related or unrelated, to the classroom with them, and no exceptions will be made for children (including, but not limited to, children of instructors and of students) to remain in the classroom. Parents are responsible to make necessary provisions for their children to be cared for in a separate location than the class site. **Students who bring children or other guests to class or the site location will be asked to leave and will receive an unexcused absence for that class.** Special Note: Leaving children unattended in any university public area or site location, including empty classrooms, student lounges, campus lobbies, parking lots, etc. is prohibited. This policy does not apply to students with disabilities as described in the Students with Disabilities section.

Criminal Background Checks - GCS

Education Programs

Depending on the education program, some candidates for teacher licensure through programs under the purview of Olivet Nazarene University Educator Preparation Provider Unit are required to submit to a criminal background check by the State Police prior to their initial clinical experience in the schools. Most schools require completion of a successful background check for the safety and security of their students.

Placement in any clinical experience will be denied whether offenses and/or conviction occurred inside or outside the State for the following: first degree murder; any Class X felony; juvenile pimping; soliciting for a juvenile prostitute; exploitation of a child; obscenity; child pornography; possession of harmful material; criminal sexual assault; aggravated criminal sexual assault; criminal sexual abuse; aggravated criminal sexual abuse; offenses set forth in the Cannabis Control Act; and crimes defined in the Illinois Controlled Substances Act.

If a candidate does not successfully pass the criminal background check, they may petition, in writing, the program director for any review/appeal. If the appeal is denied, the candidate may continue to take courses, but **will not be**

placed for clinical experiences/student teaching/internship. Thus, if the clinical experiences/student teaching/internship hours are not met, the candidate **will not complete the program**.

Nursing Programs

All prospective students entering the ABSN nursing program must submit to, and pass, a criminal background check per program policy. Students entering all other nursing programs (RN-BSN, RN-MSN, all MSN tracks) must submit to, and pass, a drug screen and criminal background check prior to entering practicum per program policy. Nursing applicants may obtain more information from an advisor at onlineadvising@olivet.edu or at 877.4.OLIVET.

Standards of Conduct

Smoking and Alcohol Policy

Olivet Nazarene University has established a smoke-free environment on campus. Smoking or other forms of tobacco and marijuana are prohibited at all Olivet and Graduate and Continuing Studies locations. Alcoholic beverages are also not permitted. Refusal to comply may result in dismissal from the University.

Firearms

The University prohibits all persons from carrying a handgun, firearm, chemical, explosive, or detonating device or other weapon of any kind on campus, in any classroom, or any space under the direction and control of Olivet Nazarene University, regardless of whether the person is licensed to carry the weapon, except as permitted by and in strict accordance with applicable state law. Refusal to comply may result in dismissal from the University.

Illegal Substances

Olivet Nazarene University, in agreement with civil laws, forbids the use, possession, or distribution of mood-altering chemicals including (but not limited to) amphetamine mixes, barbiturates, hallucinogens, cocaine, PCP, ecstasy, and LSD. Other dangerous and illegal substances are also forbidden. In addition, trafficking in chemicals results in immediate expulsion from the university.

Use of Profanity

Students are expected to refrain from the use of profanity in all class locations. Refusal to comply may result in dismissal from the University.

Classroom Deportment & Confidentiality

Students are expected to project a scholastic demeanor and to interactively respond to class activities, whether on ground or online. Students, at all times, are expected to be respectful of their peers, the institution, its facilities, and its personnel. Demeaning comments, inappropriate or derogatory language, ethnic, racial, or gender-based comments, suggestions, or undercurrents will not be tolerated. The university reserves the right to withdraw students who hinder the learning experience of their peers and/or violate this policy.

All posts to the discussion forums should be done so with discretion and sensitivity, while keeping content shared in strict confidence for use within the class context only. Use prudence in sharing personal information about yourself or others so as not to cause problematic issues within or outside the workplace.

Appearance and Dress

Students at all locations are expected to be accountable for maintaining a standard of dress designed to be in harmony with generally accepted guidelines for good taste and modesty. As an institution that adheres to Christian principles and seeks to maintain a relaxed, professional, educational environment, dress may be casual, but must appropriately support the adult, modest, professional atmosphere desired by the faculty and administration of the University. A faculty member may advise a student when his or her attire is considered to be inappropriate.

Title IX/Sexual Harassment Policy Statement

This policy supplements the University's general Policy Against Discrimination, Harassment and Retaliation set forth above and addresses the requirements of Title IX of the Education Amendments of 1972 ("Title IX"). Title IX is a federal law that prohibits sex discrimination in federally funded education programs and activities. Title IX states as follows:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Consistent with Title IX, the University prohibits discrimination on the basis of sex or gender in any University program or activity. Discrimination on the basis of sex (i.e., sex discrimination) includes sexual harassment, which, in turn, includes sexual assault and sexual violence. In addition, the Violence Against Women Reauthorization Act of 2013 requires colleges and universities to have particular policy statements and offer educational programming regarding domestic violence, dating violence, sexual assault, and stalking.

The University is committed to maintaining an environment that is free from all forms of sex discrimination and sexual harassment, including sexual assault and sexual violence. In keeping with this commitment, the University prohibits and does not tolerate sexual harassment against any member of the University community, including students, faculty or staff, by any member of the University community, or by contractors, consultants or vendors doing business with or providing services to the University. The University also prohibits and does not tolerate domestic violence, dating violence, and stalking against any member of the University community.

This Policy applies to on campus and off campus conduct, including online or electronic conduct, when the off campus conduct: (a) occurs during a College sponsored employment or education activity or program; (b) adversely impacts the education or employment of a member of the College community; or (c) otherwise threatens the health and/or safety of a member of the College community.

For additional information about Title IX policies, procedures, and resources, please visit Olivet's Title IX webpage: <https://www.olivet.edu/title-ix-compliance-and-services>

Benner Library and Learning Resource Center - GCS

Student Complaints

A student with a serious complaint, may reference <http://www.olivet.edu/federal-disclosures/> to view the student complaint policy. Per federal and state regulations, if a student has exhausted all attempts to resolve the matter with the University, he or she may register a formal complaint with the Illinois Board of Higher Education (IBHE) at <https://complaints.ibhe.org/>.

The University has an exclusive proprietary trademark interest in its name, logos, and branding. The University must ensure the continued viability of its valuable trademark rights and will not permit unauthorized use of its name or logos to dilute these rights. No one may, without prior permission from the Office of Marketing, use the University's name or logos for commercial purposes, on social media posts, or in any way that might confuse or mislead observers to attribute the use to the University.

Course Descriptions- GCS

Course Numbering System

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

- 000 — Not available for degree credit
- 100 — Introductory or basic freshman-level courses
- 200 — Sophomores and qualified freshmen
- 300 — Juniors and qualified sophomores
- 400 — Seniors and qualified juniors
- 500 — Graduates, qualified seniors
- 600 — Graduates only
- 700 — Graduates only
- 800 — Graduates only
- 900 — Doctoral students only

ACCOUNTING

ACC 306 - Financial Accounting for Business

3 hours

A theoretical and practical analysis of principles, techniques, and uses of accounting in the planning and control of business organizations. Topics include a review of the accounting cycle and financial statements, effects upon General Accepted Accounting Principles (GAAP), time value of money concepts, accounting for cash, receivables, inventory, property, and equipment, and intangible assets. Emphasis is placed on the use of the computer as a tool to provide critical information for decision making. CS

ACC 407 - Managerial Accounting and Decision Making

3 hours

The primary emphasis of this course is on the role of accounting in the processes of management decision-making for planning and control. Topics include relevant cost analysis, standard costing, and analysis of variances; budgeting and responsibility accounting, and planned capital expenditures. CS

BIBLICAL LITERATURE

BIB 105 - Introduction to Christianity

3 hours

This course is designed to explore the beliefs and practices of the Christian faith, providing insight for both the learner who is a Christian believer and the learner who may have had only cursory previous contact with the Christian faith. Topics to be addressed include the meaning of faith, the understanding of salvation, the personal and corporate disciplines that foster spiritual life, the believer's relationship to other Christians and the Christian church, the formative place of Scripture in spiritual life and basic beliefs about the afterlife. GER: Christianity CS

BIB 110 - Introduction to World Religions

3 hours

In this age of social media and instant news, the world is getting smaller and seemingly more diverse. More so than ever, our neighbors and co-workers hold religious beliefs different from our own, and as a result we are more aware of the need to be culturally competent, daily practicing sensitivity and respect. The Introduction to World Religions course will provide a basic overview of the religious faiths and practices of Christianity, Hinduism, Buddhism, Islam, and Judaism, comparing their basic beliefs about God, creation, scriptures, salvation, and the afterlife. This course will be taught from an evangelical Christian perspective, and Christianity will be the foundational benchmark to which the other religions are compared. GER: Intercultural Understanding CS

BIB 215 - Understanding the Bible

3 hours

This course is a survey of the Bible with particular emphasis on the interpretation and application of biblical passages. It is designed to foster a knowledge and understanding of the Bible in relation to personal and professional contexts. GER: Christianity CS

BLIT 601 - The Ancient World

3 hours

This course focuses on the historical, philosophical, political, cultural, and social contexts in which and to

which the Biblical texts were written. Particular attention is given to the comparative study of selected topics (from either the Ancient Near East or the Greco-Roman world) with reference to either the Old Testament or the New Testament. Included are the critical reading and evaluation of primary sources from the respective era, which are appropriated in the exegetical study of selected Biblical passages. This course may be repeated with a different subtitle. GR

BLIT 604 - Introduction to Old Testament

3 hours

An introductory course designed to examine the content of and methods for studying the Old Testament (Hebrew Bible). This course introduces the student to critical issues in and resources for Old Testament studies and exposes the student to the various contexts (critical, religious, historical, social, etc.) in which the Old Testament texts were written. Attention is given to the history of the development of the discipline and to the issues and approaches which are currently being discussed. The course includes an overview of the content of selected books of the Old Testament as well as some examination of its major theological themes. GR

BLIT 606 - Introduction to Theological Research

3 hours

After a broad sketch of the different forms of modern research, this course will focus on the types of research most common in theological and biblical studies. Guidance will be offered on preparing to write a thesis and how to formulate a proper thesis proposal. It will also introduce the student to a more effective use of the library, an understanding of the wide range of biblical and theological databases and how to use them, effective electronic searching, and the services offered by the library staff. Lastly, the course will direct the student to the proper format of a term paper or thesis using Turabian or SBL standards. GR

BLIT 609 - Introduction to New Testament

3 hours

This course introduces the student to critical issues in and resources for New Testament studies, encourages thoughtful dialogue with scholarly

literature, exposes the student to the various contexts (cultural, philosophical, religious, social, etc.) in which the New Testament texts were written, and gives attention to the historical backgrounds, genre, message, and significant persons of the New Testament texts. Some attention will be given to comparing major theological themes and passages of the New Testament. GR

BLIT 612 - Deuteronomistic History

3 hours

Examines the basic structure, content, themes, and theology of the historical books of the Old Testament, including the books of Deuteronomy, Joshua, Judges, Samuel, Kings and Chronicles, are examined. Attention will be given to the critical study of the compositional history of the Deuteronomistic History. Selections of the principal scholarly works in the discussion on the development and purpose of the Deuteronomistic History, beginning with Martin Noth and continuing up to the recent period, will be examined. This course requires significant research and writing and may be repeated with a different subtitle. GR

BLIT 621 - New Testament Exegesis

3 hours

In this course, principles of sound Biblical interpretation are taught and applied to the exegesis of selected portions of the New Testament as preparation for preaching, teaching, or other avenues of Christian ministry. This course may be repeated with a different subtitle. GR

BLIT 622 - Apocalyptic Literature and the Book of Revelation

3 hours

An exegetical study of the Book of Revelation. Special attention will be given to Revelation as seen within the literary and historical context of Jewish apocalyptic. Apocalyptic literature in both non-canonical and canonical Jewish writings will be surveyed, and major theological themes of apocalyptic literature and the book of Revelation will be addressed. This course requires significant research and writing and may be repeated with a different subtitle. GR

BLIT 625 - Old Testament Studies

3 hours

This course presents a study of significant areas of contemporary and enduring interest concerning the Old Testament. The course integrates historical understanding, exegetical skills, and theological insight appropriate to the topic studied and may deal with such areas as a specific book, theme, or historic period. This course may be repeated with a different subtitle. GR

BLIT 626 - New Testament Studies**3 hours**

A study of significant areas of contemporary and enduring interest concerning the New Testament. The course integrates historical understanding, exegetical skills, and theological insight appropriate to the topic studied and may deal with such areas as a specific book, theme, or historic period. May be repeated with a different subtitle. GR

BLIT 630 - Advanced Topics in Biblical Studies**3 hours**

This course allows for advanced work either in a selected topic within Biblical studies or in a selected corpus of Biblical literature. This course may be repeated with a different subtitle. Prerequisite(s): BLIT 233, BLIT 234. GR

BLIT 631 - New Testament Greek Exegesis**3 hours**

A continuation of grammar study and translation with attention to developing exegetical skills in the study of the Greek New Testament. This course will focus on a selection of New Testament passages or on a selected New Testament corpus. GR

BLIT 632 - Cultural/Historical Influences and Biblical Interpretation**3 hours**

A critical exploration of the ongoing relationship between changing cultural/historical trends, interests, and understandings and the study of the Bible. Specific interpretative methodologies and assumptions involving the world behind, within, and in front of the text will be explored. Special attention will

be given to current interpretative interests and methods and their implications for the church and society. Interpretative methods and transitions in interpretation will be demonstrated in relation to the study of specific biblical texts. Prerequisite(s): BLIT 250, BLIT 305, and BLIT 310. GR

BLIT 639 - Readings in Greek**3 hours**

A course that continues to develop skills in the reading and study of selected Greek texts. Selections may include texts from the New Testament, the early Church, and/or ancient philosophers. GR

BLIT 645 - Old Testament Theology**3 hours**

An examination of the Old Testament as Scripture of the Christian Church in order to hear and understand the biblical testimony to God and his revelatory and reconciling work in the world. The history of the discipline is discussed, including various methods of doing biblical theology, such as: themes and ideas, history of salvation, literary approaches, cultural and sociological methods, and the Bible as canon. The course also contains an in-depth study of the major theological themes of the Old Testament, including covenant, grace, faithful response to God, sin and accountability, holiness, and hope for the future, as well as a reflective analysis of the theological role of the Scripture for today amid various and shifting cultural concerns. This course requires significant research and writing and may be repeated with a different subtitle. GR

BLIT 646 - New Testament Theology**3 hours**

An investigation of major themes of New Testament theology, the distinctive contributions of the biblical authors, and the issue of unity and diversity within the canon of the New Testament. This course requires significant research and writing and may be repeated with a different subtitle. GR

BLIT 652 - Biblical Interpretation**3 hours**

A study of the science and art of biblical interpretation, including a survey of the history of interpretation and an introduction to the theory,

methods, and practice of biblical exegesis. The courses will include a discussion of biblical translations. GR

BLIT 667 - Pauline Epistles I

3 hours

An exegetical study of Romans, 1 and 2 Thessalonians, Colossians, Philemon, and the Pastoral Epistles with the background provided in Acts. This course requires significant research and writing and may be repeated with a different subtitle. GR

BLIT 668 - Pauline Epistles II

3 hours

An exegetical study of Galatians, 1 and 2 Corinthians, Ephesians and Philippians. The course will consider the background provided in Acts. This course requires significant research and writing and may be repeated with a different subtitle. GR

BLIT 671 - Pentateuch

3 hours

A study of the historical background and the development of the Hebrew people as found in Genesis, Exodus, Leviticus, Numbers, and Deuteronomy. This course requires significant research and writing and may be repeated with a different subtitle. GR

BLIT 674 - Johannine Literature

3 hours

An exegetical study of the gospel and epistles of John and the Book of Revelation. The study is based on the English translation. This course requires significant research and writing and may be repeated with a different subtitle. GR

BLIT 675 - Luke and Acts

3 hours

An exegetical study of the gospel of Luke and the Book of Acts. Special attention will be given to the history and current state of Lukan studies, critical issues surrounding both Luke and Acts, and major theological themes. Issues relating to the continuity of Luke and Acts will be explored. This course requires

significant research and writing and may be repeated with a different subtitle. GR

BLIT 684 - Readings in Biblical Studies

1 hour

This course allows for independent reading and study in a topic within Biblical studies. It must be taken concurrently with and supplementary to a graduate course in Biblical studies. Permission for enrollment must be granted by the course professor and the program coordinator. This course may be repeated with a different subtitle. GR

BLIT 699 - Thesis

3 hours

This course requires the completion of a 50-75-page thesis, the subject of which must be approved by the student's adviser and the Director of Graduate Studies for the School of Theology and Christian Ministry. This option demonstrates (1) the learner's ability to design, execute, and report on independent research, and (2) the learner's creative thinking, critical reflection, and writing ability. It culminates with the learner's defense of the thesis. The School of Theology provides a detailed guide to the rules and regulations for the thesis, which is available from the Program Specialist. GR

BIOLOGY

BIO 201 - General Biological Science

3 hours

An online survey course focusing on information, topics, and experiences derived from the biological sciences. The course systematically builds a sequential scientific information base derived from chemical/molecular, genetic, cellular, tissue/organ, organism, and population/ecological areas. Contemporary topics in biology, biomedicine, evolution, stem cell use, risk assessment, human disease, cancer, and environmental stewardship are also studied. Laboratory experiences are designed to augment and extend the lecture experience. When possible, human connections are emphasized so as to encourage students to see their role in the magnificent scheme of life. Thus, the primary goal is to help the student learn and connect basic biological content with a larger, more integrated perspective. Students complete the laboratory component of the

course through laboratory kits.
GER: Biology CS

BIO 211 - Medical Terminology

2 hours

An online survey course focusing on how bio/medical terms are constructed from Greek and Latin word elements including roots, combining forms, prefixes, and suffixes. Students will acquire a basic understanding of body systems and some common medical conditions. Definitions, spelling, pronunciation, and applications of these terms will be stressed throughout the course. Thus, the primary goal of this course is to help the student gain a better understanding of medical language. CS

BIO 246 - Anatomy & Physiology I

4 hours

Anatomy and Physiology I is the first of a two course sequence. This course, which includes an online lab, is an introduction to the structure and function of the human body with an emphasis on anatomy. This course, Anatomy and Physiology I, includes the study of integumentary, skeletal, muscular, nervous, and special senses. The course is online and is a 6-week course including lecture and lab. CS

BIO 247 - Anatomy & Physiology II

4 hours

Anatomy and Physiology II is the second of a two course sequence. This course builds on the fundamentals studied in Anatomy and Physiology I by exploring the more intricate systems of the body. In this course, Anatomy and Physiology II, emphasis is placed on the normal functions of respiration, circulation, digestion and metabolism, excretion, and reproduction. The course is online and is a 6-week course including lecture and lab. CS

BIO 330 - Pathophysiology

3 hours

This course will build on the knowledge attained in the foundational science courses with emphasis on illness; those circumstances in which normal homeostasis breaks down. This is deliberately a broad survey of disease as opposed to an in-depth analysis of pathophysiologic mechanisms. Prerequisite(s): BIO 246 and BIO 247. CS

BIO 356 - Microbiology

3 hours

An introduction to microorganisms is presented with special emphasis on bacteria and viruses. Studies include history, morphology, classification, physiology, genetics, aseptic culturing technics, and practical applications. Host parasite interactions in relation to disease-health equilibrium are also studied, with emphasis on microbial virulence factors and host immune and non-immune defense mechanisms. This 6-week, online course includes a lab component. Prerequisite(s): BIO 246, BIO 247, and CHM 101. CS

BUSINESS

BUS 110 - Leadership in Business

3 hours

The role of leadership in enabling a business to be successful in today's competitive global economy is the focus of this course. Topics include elements of the current business environment and leadership concepts that are prevalent in today's business practices. The goal of this course is for learners to explore various leadership concepts and apply these concepts to contemporary business challenges. CS

BUS 150 - Basic Spreadsheet and Database Applications

3 hours

This course serves to establish a foundation of knowledge regarding use of spreadsheets and database applications using the latest software found in most business environments. CS

BUS 302 - Statistics for Business

3 hours

This course provides a practical introduction to the tools needed to perform fundamental analysis of critical organizational data related to issues of quality control and decision making. Topics covered include graphic and tabular summarization, measures of central tendency and dispersion, sampling distributions and estimation, hypothesis testing, analysis and variance, nonparametric methods, and regression analysis. CS

BUS 313 - Management Theory and Practice

3 hours

This course provides the student with an overview of management and leadership processes within an organization. The principles of planning, organizing, staffing, directing, controlling, and team development and team-building are applied to a comprehensive group project. Students develop an understanding of the role of the manager in contemporary organizations. CS

BUS 326 - Business Law**3 hours**

This course provides a study of the legal system and the related topics necessary for all managers and entrepreneurs, including business tort and crimes, contracts, sales, agency, employment law, credit, and bankruptcy. Additionally, this course reviews the three basic structures of business: sole proprietorship, partnership, and corporation. CS

BUS 336 - Talent Management**3 hours**

This course focuses on talent management as a contribution to organizational strategy. Effective talent acquisition, development, performance, and strategic management are the key to leveraging employee talent and creativity in a dynamic workplace. When done correctly, talent management becomes fundamental to an organization's ability to recruit, train, retain, reward, and motivate the right talent in the right ways to execute strategy. CS

BUS 337 - Supervision and Management**3 hours**

This course provides you a foundational understanding of the fundamental practices and issues necessary to supervise and manage a business unit with emphasis on productive communications, human relations issues, and the supervisor's role in employee recruitment, selection, training, motivation, planning, and evaluations as well as contemporary concerns of the supervisor. CS

BUS 350 - Cultural Responsiveness**3 hours**

The course reviews the strategies used by organizational leaders to be culturally responsive. The course will examine strategies for successfully

working in areas of diversity for urban, suburban, and rural settings. The students will be exposed to and apply theory in various situations to ensure they are prepared for a leadership position in a diverse organizational environment. CS

BUS 351 - Cross-Cultural Management**3 hours**

This course explores the challenges of managing a culturally diverse workforce and the complexities of operating in countries with different religions, traditions, and value systems. This course focuses on the ability of managers to lead, motivate, communicate, and negotiate with individuals with varying attitudes toward achievement and work, time and change, wealth and success, gender and the family, religion, and language. CS

BUS 360 - Health Care Systems**3 hours**

Students will get an overview of how health care delivery systems are organized and managed through combined roles of administrators, physicians, nurses, and other clinical and support staff, referred to as the circle of care. The application of managerial concepts and practices in various types of health care settings is highlighted, along with the use of leadership skills in communication and change management. CS

BUS 361 - Healthcare Management**3 hours**

This course explores the business of health care in an ever-changing environment, and the current and future state of health care delivery systems, financing sources, technology, and emerging trends for the health care management professional. Students will look at management skills, including planning, organizing, evaluating, and decision making, and how these competencies facilitate enduring success in health care systems. They will also examine the impact of the regulatory landscape and health care policy issues on the health care industry. CS

BUS 403 - Marketing Management**3 hours**

In this course, learners study marketing theory that presents a strategic overview of marketing concepts.

Learners learn how to plan and implement marketing strategies and policies. Topics include consumer behavior, feasibility, and budgeting within the domestic and global economy. CS

BUS 405 - Corporate Finance

3 hours

The course is designed to explain the substantive parts of financial management. The student will learn the theory of financial management and how to apply it in the business world. The learners will understand the importance of the identification and interpretation of various types of information provided by financial statements and used by both corporate managers and investors during the decision-making process. The underlying theme is the valuation of financial assets and business projects, whether they be investment projects or business policies such as extending credit to customers. Learners will gain knowledge of managerial finance including financial risk and rate of return measurements and use of capital budgeting techniques to make data-driven decisions. CS

BUS 410 - Leadership and Management

3 hours

The focus of this course will be on clarifying the distinction between management and leadership by the examination of different models of leadership and the integration of ethical principles into various functional topics. The course presents leadership and management theories/concepts that have emerged over the past several decades. Also, learners will survey contemporary perspectives of networking, coaching, organizational culture, diversity, learning organizations, strategic leadership, and crisis leadership. Special attention will be paid to examining the role that leaders play in identifying and implementing change in organizations. CS

BUS 411 - Leading Groups and Teams

3 hours

This course examines leadership theories, research, and models related to working in groups and teams. It will explore new paradigms of leadership that will help teams perform at higher levels through diversity and inclusion while challenging shortsighted leaders to higher team performance through better

communication and positive exchanges between leaders and followers. CS

BUS 415 - Global Business

3 hours

The objective of this course is to familiarize learners with the environments facing managers and corporations who are operating in the global economy. Thus, learners should acquire an awareness of, and an appreciation for, the diversity and complexity of the global environment including international trade, cultures, economics, marketing, and communication issues of multinational corporations. More specifically, the successful completion of this course should enable learners to understand and analyze how global forces shape corporate strategy.

GER: Intercultural Understanding CS

BUS 419 - Organizational Behavior

3 hours

Organizational Behavior is an interdisciplinary field drawing from numerous disciplines including psychology, sociology, economics, organization theory, statistics, and others. This course will analyze the behavior of people in organizations.

Organizational motivation, group behavior, group dynamics, communication, and decision-making are explored in the context of individual and group behavior. Learners are exposed to organizational behavioral science theories and their applications in different management settings and a variety of organizations. CS

BUS 420 - Operations Management

3 hours

This course is an introduction to the concepts, principles, problems, and practices of operations management, including design, planning, control, and continuous improvement. Emphasis is on managerial processes for effective operations in both goods-producing and service-rendering organizations. Topics include operations strategy, process design, capacity planning, facilities location and design, forecasting, production scheduling, inventory control, quality assurance, and project management. CS

BUS 425 - Information Technology

3 hours

This course allows learners to evaluate the manager's role in ensuring best practices for the application of technology in organizations. It presents the significant components and technologies employed in information systems, their impact on business processes, and the contribution they make to competitive advantage. Learners will assess tools and skills about communication, policy, security, management, and technology. CS

BUS 435 - Human Resource Management**3 hours**

This course covers the development of current policies, practices, and techniques necessary to ensure effective personnel management in complex organizations. There is an emphasis on the role of operating supervisors, executives, and the union in researching such challenges as employee selection, training, placement, wage and salary administration, promotion, fringe benefits, employee services, and management-labor relations. CS

BUS 436 - Legal Environment of HR**3 hours**

Students will be prepared for leadership and management positions in both the private and public sectors through this course. Students will gain competencies in the areas of employer and employee legal rights in the workplace. Students will gain an understanding of the federal employment laws and how those laws impact organizations. CS

BUS 441 - Conflict Management and Resolution**3 hours**

This course revolves around identification and analysis of leadership strategies for dealing with both functional and dysfunctional conflict in the workplace. Leaders need to understand the potential for conflict to be either destructive or beneficial within an organization. Included is a study of various conflict management styles including avoidance, accommodation, collaboration, negotiation, mediation, and domination. Learners will understand the appropriate and inappropriate use of each technique. CS

BUS 453 - Leading Organizational Change**3 hours**

This course recognizes that organizations are experiencing change at a very rapid pace. Leaders need to be able to lead change, not just react to it. Effective change leadership does three things: anticipates where things are moving, facilitates the implementation of change and sustains momentum by taking charge and moving things ahead. The Leading Organizational Change course equips learners with the knowledge and tools to understand transformational leadership and change, the guidance on gaining employee commitment and overcoming resistance, and the techniques to inspire others to embrace change and sustain it to keep the organization moving in the right direction. CS

BUS 460 - Quality Improvement in Health Care**3 hours**

This course will explore the manager's role in monitoring and improving clinical and organizational quality/outcomes. The focus will be on quality improvement practices related to methods, costeffectiveness, quality of life, and delivery of care are examined. An analysis of the influence of accreditation, regulatory, licensing, and certification requirements on healthcare delivery provides additional perspectives on organizational and patient care. CS

BUS 480 - Business Ethics**3 hours**

This course will explore how ethical values influence individual and business effectiveness, compare and contrast major ethical theories, and apply ethical reasoning to develop sound business decisions. This course will focus on ethical problem solving and the application of ethical principles to issues of moral perplexity. CS

BUS 486 - Business Policy and Strategy**3 hours**

This is a capstone course designed to assess the ability of learners to integrate and apply the business principles and other skills learned throughout the BBA program. Learners demonstrate these abilities

through participation in an online global business simulation that requires them to analyze strategies deployed by a specific organization. In addition, learners will study a selected business organization and write a business strategy report based on that study.(6 weeks) CS

BUS 490 - Strategic Leadership

3 hours

This course discusses the definition, formulation, and execution of strategy in fulfilling the organization's vision, mission, and strategic goals. Leaders of for-profit organizations will focus on achieving and sustaining a competitive advantage against rival firms, while strategies of not-for-profit organizations emphasize strategic positioning to effectively serve the organization's key stakeholders. Through this course, learners will learn how to transform an organizational vision into strategy for long-term success and sustainability. CS

BUS 510 - Leadership and Management

3 hours

The focus of this course will be on clarifying the distinction between management and leadership by the examination of different models of leadership and the integration of ethical principles into various functional topics. The course presents leadership and management theories/concepts that have emerged over the past several decades. Also, learners will survey contemporary perspectives of networking, coaching, organizational culture, diversity, learning organizations, strategic leadership, and crisis leadership. Special attention will be paid to examining the role that leaders play in identifying and implementing change in organizations. CS

BUS 515 - Global Business

3 hours

The objective of this course is to familiarize learners with the environments facing managers and corporations who are operating in the global economy. Thus, learners should acquire an awareness of, and an appreciation for, the diversity and complexity of the global environment including international trade, cultures, economics, marketing, and communication issues of multinational corporations. More specifically, the successful completion of this course should enable learners to

understand and analyze how global forces shape corporate strategy. CS

BUS 519 - Organizational Behavior

3 hours

Organizational Behavior is an interdisciplinary field drawing from numerous disciplines including psychology, sociology, economics, organization theory, statistics, and others. This course will analyze the behavior of people in organizations. Organizational motivation, group behavior, group dynamics, communication, and decision-making are explored in the context of individual and group behavior. Learners are exposed to organizational behavioral science theories and their applications in different management settings and a variety of organizations. CS

BUS 520 - Operations Management

3 hours

This course is an introduction to the concepts, principles, problems, and practices of operations management, including design, planning, control, and continuous improvement. Emphasis is on managerial processes for effective operations in both goods-producing and service-rendering organizations. Topics include operations strategy, process design, capacity planning, facilities location and design, forecasting, production scheduling, inventory control, quality assurance, and project management. CS

BUS 580 - Business Ethics

3 hours

This course will explore how ethical values influence individual and business effectiveness, compare and contrast major ethical theories, and apply ethical reasoning to develop sound business decisions. This course will focus on ethical problem solving and the application of ethical principles to issues of moral perplexity. CS

BUS 599 - Global Immersion

3 hours

This course explores cultural intelligence, foreign business climate, societal and personal transformation and culminates in a global journey where students experience the intersection of business, faith and culture. Course work includes pre

and post cultural assessments, and a detailed look at personal and societal transformation. CS

BUS 601 - Professional Communication

3 hours

The intersection of business, culture, and technology is dynamic. One thing that remains constant is the need for effective communication of ideas to meet the challenges and opportunities presented. This course explores foundational principles and theories of human communication. Further, it provides the business professional with a set of strategies, tools, and practical applications necessary for communication competence in the digital workplace. As the first course in this sequence, it also lays the groundwork for learners' academic success by introducing technological, written, and oral competencies required throughout the program. GR

BUS 603 - Managerial Accounting

3 hours

This course examines the principles, techniques and uses of accounting in the planning and control of business organizations from the management perspective. Budgetary process and related performance evaluation techniques, cost volume to profit relationships and product costing methods are examined. Review of legal and ethical implications of accounting practices. GR

BUS 605 - Data Acquisition and Analysis

3 hours

Examines strategies for meaningful decision making based on data. Reviews sources and quality of data, how ethics and bias can alter interpretation. A proven system of information evaluation is reviewed and applied to a wide range of information sources typically used by professional managers to plan and operate their ventures. GR

BUS 606 - Managerial Finance

3 hours

This course explores financing of current operations and long-term capital management, sources and uses of funds, capital structure, and budgeting. Explores the concept of analyzing the financial health of organizations and connects financial health to

organizational mission. Examines the challenge of global operations on finance. GR

BUS 607 - Marketing and Brand Management

3 hours

Examines how and why organizations benefit from branding success. Examines the varied nature of brand communication, message development, and brand management. Incorporate elements of market research, pricing of product and services, and market positioning, product placement. Examines financial, legal and ethical constraints of marketing initiatives. GR

BUS 615 - Essentials of Business Analytics

3 hours

Learners will explore the topics of competing with analytics, using analytics to create value, enterprise data management & analytical and modeling tools, value chain and business analytics, marketing and sales valuation processes, and telling the story of the data - communication and visualization. GR

BUS 625 - Data Mining

3 hours

The benefits of using data to optimize the decision-making process, including understanding the differences between various types of data, data formats, data warehouses and data marts. Learners will develop usable extraction, transformation and loading (ETL) techniques associated with data analysis and be introduced to data modeling and data mash-up techniques. GR

BUS 631 - Coaching Mentoring and Resolving Conflicts

3 hours

This course will expose learners to best practices related to coaching and mentoring employees that lead organizations to higher levels of performance. Learners will examine theories and models, understand sources of conflict in the organization, and explore conflict resolution techniques that improve teamwork, communication and performance. GR

BUS 632 - Financial Environments of Organizations

3 hours

This course provides learners skills necessary to read financial statements and understand how the results of leaders' decisions can impact their organization's fiscal performance. Topics include basic accounting concepts, sources and uses of funds, budgetary concepts, project cost-benefit analysis, the general business environment and how to assess the financial well-being of an organization. GR

BUS 633 - Organizational Culture and Ethics

3 hours

Learners are exposed to the dynamics of culture within organizations, and how ethical leadership influences that culture. In this course, learners will explore the nature of ethical decision making, and how individual decisions influence the cultural dynamics of the greater organization. GR

BUS 634 - Performance Metrics

3 hours

This course includes designing, measuring, and reporting metrics for effective organizational performance. Learners will explore individual and team based motivational tools, become familiar with how strategic and organizational goals and objectives can be translated into individual and team performance. GR

BUS 636 - Power, Politics, and Leadership

3 hours

This course explores a leader's ability to impact effective change in organizations. Embracing concepts on the effective use of power can create change at all levels. The identification of sources of power, ethical strategies and tactics for its use, and how power is lost. GR

BUS 641 - Healthcare Ethics and Compliance

3 hours

Learner will take an in-depth look at how leaders navigate the complex healthcare environment in light of ever-changing regulatory demands. They will focus on decision-making, ethics and organizational mission. Learners address issues related to healthcare law, reporting, self-reporting, and outcomes. GR

BUS 643 - Quality Improvement in the Healthcare Setting

3 hours

This course looks at the demand of continuous quality improvement in the healthcare setting. Learners examine the relationship between quality and outcomes. They look at methods of measuring quality, and how measured results create actionable process in operations. GR

BUS 644 - Developing Community Based Health Services

3 hours

This course examines the state of healthcare, and the increased demand to provide a continuum of care based on the needs of diverse population in the marketplace. Learners examines the business implications of creating alternative service location to traditional models of care and alternative healthcare solution such as education, wellness, and access to care. GR

BUS 651 - Applied Leadership

3 hours

Learners in this course will explore a definition of leadership with an emphasis on identifying leadership traits, leadership styles, and leadership skill development. Specific emphasis will be on practical implementation of leadership strategies such as overcoming obstacles and addressing ethical matter. Students will reflect on their own personal leadership traits and styles. GR

BUS 652 - Understanding and Creating Effective Organizations

3 hours

This course focuses on the management areas of leadership. Learners will be exposed to elements of

organizational structure, topics of human resource management and organizational behavior. Learners will explore how corporate strategy is linked to organizational structure. GR

BUS 653 - Managing Change

3 hours

Today's leaders need to be proactive and forecast the needs of the organization for the short-term, the intermediate, and the long-term. Students will explore how leaders are primarily change agents to influence a shared vision for the future. Students will learn to identify elements critical to leading in a changing environment. GR

BUS 654 - Crafting and Executing Strategy

3 hours

Learners will examine the elements of strategy development including analysis of external and internal environments, building competitive advantage at the functional, business and industry level. Focus on strategic integration with diversification and acquisition to complete in a global environment. Students will explore how different businesses and industries implement strategy, focusing on performance, governance and ethics. GR

BUS 655 - Decision Making

3 hours

This course looks at the relationship between leadership and decision making. Examines decision making as a skill set by exploring decision framing, intelligence gathering, coming to conclusions, and review. Examines the legal, ethical, cultural and organizational challenges related to decision making. GR

BUS 657 - Otherness: Cultural Understanding, Social Differences & Diversity

3 hours

Learners will take a snapshot of their individual traditions, cultural practices, and social norms to examine how they impact their perceptions of individuals who are different and begin to see "otherness" through a lens of empathy. Learners will

explore how diversity of thought and experiences can impact their personal and professional lives. This course will allow learners to reflection on the Christian Faith and how it relates to otherness. They will engage in several discussions and assignments on this, reflecting on the ways in which they can integrate the principles of Faith and Scripture through devotional thoughts each week. GR

BUS 661 - Writing for Internal and External Audience

3 hours

Students learn the craft, demands, and expectations of written communications to fulfill corporate-communications strategy. Students write a range of communication forms used in print and digital communications including social media, blogs, and e-newsletters. GR

BUS 662 - Communications Research

3 hours

Learners will have an opportunity to explore the purpose and value of a buyer's persona. They will develop a persona that includes the following elements: Name, Demographics/Description, Picture, Identifiers/psychographic elements. To support the development process, they will create data collect instruments, perform statistical calculations, interpret statistical results, and craft corporate communication messages tailored to their persona. Students will also engage in group and team discussions, complete assignments, and reflect on the ways in which they can integrate the principles of Faith and Scripture through devotional thoughts each week. GR

BUS 663 - Corporate Communications and Media Strategy

3 hours

This course is a comprehensive application of corporate-communications strategy, tactics, and programs. Small teams will design, implement, and evaluate a campaign in the context of a challenging 8-week case study. Team projects are presented via a student-created website for evaluation by classmates and faculty. GR

BUS 665 - Business Strategy

3 hours

Students learn how to create strategic alternatives for businesses, test the plausibility of strategy plans, and make the case for the preferred direction. The course concentrates on planning competitive strategy for small to mid-sized businesses, not on reactive or realized strategy. The essential activity for developing effective strategy is thinking strategically, a skill that is developed throughout the course with the following activities applied to case analysis.

GR

BUS 667 - Emotional and Cultural Intelligence

3 hours

Experienced professionals and new hires alike need effective emotional and cultural intelligence to navigate organizational life, which can be challenging on many fronts with the net effect of diminished productivity. Awareness of personal strengths and weakness and those of the people you work with helps clear the path for more constructive collaboration and lowers personal and organizational stress. Through case analysis, students enhance their emotional and cultural intelligence with the following activities. GR

BUS 671 - Nonprofit Operations

3 hours

This course connects organizational mission to operations. Students examine the dynamics of board governance, the benefits and challenges of working with volunteers, and the hiring challenges of nonprofits. Students will learn how to connect long term goals into short term action. GR

BUS 673 - Nonprofit Fundraising and Financial Reporting

3 hours

This course examines fundraising in the non-profit settings and addresses fundraising campaigns, grant writing, donor development and communication strategies. Students learn the importance of both financial and social service reporting in communicating organizational needs. GR

BUS 699 - Global Immersion

3 hours

This course explores cultural intelligence, foreign business climate, societal and personal transformation and culminates in a global journey where students experience the intersection of business, faith and culture. Course work includes pre and post cultural assessments, and a detailed look at personal and societal transformation. GR

CHEMISTRY

CHM 101 - Chemistry

3 hours

Topics include the periodic table of the elements, atomic structure, bonding, stoichiometry of compounds and reactions, thermochemistry, basic concepts of the liquid and solid states, solutions, acids-bases equilibria, solubility, and introduction to organic chemistry and biomolecules.

GER: Physical Science CS

CHRISTIAN MINISTRY

CMIN 517 - Dynamics of Youth Ministry

3 hours

This course will explore ministry with adolescents and their families. The lenses of social sciences, context, biblical concepts, and theological insight, will be utilized to determine the faithful action required for Kingdom focus. CS

CMIN 527 - Biblical Teaching for Family Ministry

3 hours

This course will explore creative Bible teaching theories and models and their application to successful Christian education in a family ministry context. CS

CMIN 535 - Leadership in Christian Ministry

3 hours

By examining and identifying the core principles and best practices of leadership, bringing those principles and practices under the authority of Scripture, and applying those principles and practices to the student's specific context, the student's capacity for effective Christ-like leadership will be enhanced. CS

CMIN 548 - Missional Theology: Leadership and Praxis

3 hours

The objective of this course would be to offer a theologically informed missional hermeneutic derived from the metanarrative of Scripture, the eschatological promises of Jesus, and the call of the ecclesia into the world, the field on which God's redemptive purposes are being established. Once introduced to this missional hermeneutic, students would then be challenged to integrate this hermeneutic into a philosophy of missional leadership and articulate the possibilities within their current and particular contexts. CS

CMIN 605 - Introduction to Chaplaincy

3 hours

This course will provide the student with an introduction to the specialized roles, dynamics, and opportunities of chaplaincy ministry. Special attention will be given to the multicultural and interfaith context and challenges of chaplaincy. Students will be exposed to the broad range of chaplaincy ministry, including military, hospital, hospice, police and fire, and corrections chaplaincy. GR

CMIN 611 - Spiritual Formation

2-4 hours

This course is designed to enhance the personal integrity, character and the integration of relationships with self, God and others are explored including the nurture group, the Sunday School, the serving group, the seeker group and the recovery group. Emphasis will also be given to experience the dynamic of community through small groups. GR

CMIN 612 - Minding God's Business

3 hours

This course builds upon the student's prior knowledge of church management to further his or her abilities to understand and deal with the business aspects of leadership in the local church. Through a variety of means, the student will be exposed to sources for understanding what is involved in the financial, interpersonal, legal, facilities, and planning agendas that eventually face most congregational leaders. GR

CMIN 613 - Foundations of Youth Ministry

3 hours

In this course, the student will be exposed to the broad issues facing youth ministry today. This will be accomplished by using a two-fold approach: 1) seeking to understand the landscape of youth ministry by looking at adolescent development and secular culture; and 2) navigating this terrain by developing a blueprint for local church ministry. This blueprint will include the beginning of the development of a master plan for youth ministry, which focuses on the study of adolescent spirituality and discipleship, a team-based approach to ministry, and the development of a Biblical theology as the compass for youth ministry. GR

CMIN 614 - Postmodernity, Youth Ministry and the Emerging Church

3 hours

This course explores the cultural implications of postmodernism on the church, with a look at its effects on youth ministry in particular. How the emerging church movement is affecting the church, with particular attention to how it is shaping youth ministry, is discussed. GR

CMIN 615 - Dynamics in Discipleship

3 hours

This course will examine the history and philosophy of Christian education and its impact on the development of a discipling community. Attention will be given to the principles, planning, and practice of discipleship that transforms. GR

CMIN 616 - Theology and Philosophy of Family Ministry

3 hours

This course is one of practical theology and will survey the history, evolution of, and current issues related to family systems of the 21st century. GR

CMIN 617 - Dynamics of Youth Ministry

3 hours

This course will explore ministry with adolescents and their families. The lenses of social sciences, context,

biblical concepts, and theological insight, will be utilized to determine the faithful action required for Kingdom focus. GR

CMIN 620 - Biblical Tools for Hermeneutics

3 hours

This course is a concise introduction to the biblical languages (Greek and Hebrew) sufficient to look up words in those languages, to grasp some of their main grammatical features, and to use basic hermeneutical tools in Old Testament and New Testament studies. The course focuses on knowledge and skills immediately applicable to ministry. Students with introductory courses in Greek and/or Hebrew should move directly to advanced courses in exegesis or biblical interpretation. GR

CMIN 621 - Expository Writing for Graduate Students

3 hours

This course is a review of expository writing norms from the basic level of punctuation, grammar, and sentence construction through the more advanced level of coherent paragraphs and overall organization. The goal is to write clearly, coherently, and credibly while using correct punctuation, spelling, and grammar. Attention will also be given to formatting a paper, using selections from the latest edition of Turabian's Manual and noting the recommendations of the Society of Biblical Literature. GR

CMIN 623 - Youth Ministry and the Wilderness as Renewal

3 hours

This course explores the value and rationale for youth ministry in the context of wilderness camping. Special emphasis will be placed on the logistics of group camping in the wilderness setting, and how to plan and execute such a trip with the emphasis on the experience itself. Course participants will learn ways of using the wilderness experience for group building, leadership development and personal spiritual growth while on the trip. The course will involve a one-week wilderness experience occurring in May and October. Limit: 10 students per trip. Additional fees apply. GR

CMIN 624 - Mission of the Church in the Contemporary World

3 hours

This course focuses on the theology of mission in the Old and New Testaments with special attention to the operation of the Missio Dei, the purpose and tasks of mission, church and mission as well as the nature and necessity of acquiring a robust theological understanding of the contemporary world in order to be effective in missions. GR

CMIN 625 - Topics in Christian Ministry

3 hours

This course will explore issues, disciplines or methodologies in Christian Ministry. Attention will be given to scholarship and theory as well as implications for practice. This course may be repeated under different subtitles. GR

CMIN 627 - Biblical Teaching for Family Ministry

3 hours

This course will explore creative Bible teaching theories and models and their application to successful Christian education in a family ministry context. GR

CMIN 629 - Developing and Reproducing a Leadership Culture

3 hours

This course will explore the value systems and behaviors for developing a reproducing leadership culture within a specific ministry context. Exploring Ephesians 4:11 and Alan Hirsch's APEST theory, students will locate pastoral leadership within the field of micro-multiplication of disciples and leaders within specified areas of ministry. By the end of the course, each student will have constructed a practically applicable leadership pipeline to be utilized in a current/projected ministry. In addition, each student will have identified apprentices within the current ministry setting for contextual implementation. GR

CMIN 631 - Life Management and Personal Renewal

3 hours

This is an exploration of the significance of spiritual development and personal renewal in the life of a leader, with attention to practice and implementation as well as strategies for modeling and teaching healthy patterns as leaders. GR

CMIN 632 - Chaplaincy for Crisis Response**3 hours**

Providing effective chaplaincy ministry to individuals, families, and communities following critical incidents and in times of crisis requires special training, skills and understanding of the unique role of the chaplain. This course builds on the basic crisis intervention principles taught in the required prerequisite courses and seeks to prepare participants to provide chaplaincy services in diverse settings with diverse population groups. The focus is to provide strategic chaplaincy intervention for both the immediate post-incident response, along with long-term assistance in connecting survivors with critical support systems throughout the journey of recovery. GR

CMIN 633 - Developmental Theories and Adolescents**3 hours**

The works of traditional learning theorists Piaget, Kohlberg, Erickson, and Fowler are explored, with particular attention to the topic of adolescent development, and the effects of these theories on the approach to ministry regarding the emotional, mental, and spiritual development of students. GR

CMIN 634 - Issues of Poverty**3 hours**

This course will look deeply into the issues of poverty facing ministry broadly; and the urban ministry context specifically. Students will learn about the significant issues that contribute to the cycle of disadvantage and will gain tools for ministry to break the cycle. GR

CMIN 635 - Leadership in Christian Ministry**3 hours**

By examining and identifying the core principles and best practices of leadership, bringing those principles

and practices under the authority of Scripture, and applying those principles and practices to the student's specific context, the student's capacity for effective Christ-like leadership will be enhanced. GR

CMIN 636 - Ministry to the Family**3 hours**

This course is a study of the unique characteristics and needs of contemporary families. The class will focus on developing the student's ability to provide effective ministry to families in the local church. Students will consider obstacles and challenges that face today's families and strategies for overcoming them. GR

CMIN 637 - Dynamics of Children's Ministry**3 hours**

This course considers specific issues in children's ministry or ministry competencies. Possible topics include: curriculum development and assessment, advocacy for special needs, content delivery, staff and leadership, and evangelism. GR

CMIN 639 - Community Assessment and Development**3 hours**

During this course, students will be exposed to the language and practices of Community Development and Transformational Leadership. Drawing upon Narrative theory, students will develop fluency in both Appreciative Inquiry and Asset-Based Development. In addition, students will be exposed to influential voices in the arena of transformational leadership. This builds on the missional premises of this program in shifting the church from a Centripetal Model to Centrifugal Model of Ministry where community impact is integrated with Evangelism. GR

CMIN 643 - Issues in Ministry**3 hours**

Specific issues in ministry or ministry competencies are explored. GR

CMIN 644 - Compassionate Ministries Development

3 hours

The purpose of this course is to look at the various challenges of developing effective compassionate ministries. We will examine the process of helping people break the cycle of dependency on social services. We will look at the do's and don'ts of fundraising built on a Biblical basis, as well as world views of fundraising. Additionally, we'll discuss ways of building relationships between the community and the church. GR

CMIN 645 - Theology of the City**3 hours**

This course identifies and examines the various aspects of ministry in the city. To review the Biblical support for urban ministry. It also investigates various writers' views on ministry in the city. Learners will view urban ministry through the lens of Wesleyan-Arminianism. GR

CMIN 647 - Family Systems and Implications for Local Church Ministry**3 hours**

This course is an in-depth look at the familial systems in place in society, and how the church can prepare to respond to the changing face of the family. Questions to address include: how have the changing constructions of family, marriage, and relationships affected systems inside and outside the church? How can the church continue to minister within the systems in place? What does a ministry to families look like in the church? How can the church partner with the family to minister to its students? GR

CMIN 648 - Missional Theology: Leadership and Praxis**3 hours**

The objective of this course would be to offer a theologically informed missional hermeneutic derived from the meta-narrative of Scripture, the eschatological promises of Jesus, and the call of the ecclesia into the world, the field on which God's redemptive purposes are being established. Once introduced to this missional hermeneutic, students would then be challenged to integrate this hermeneutic into a philosophy of missional leadership and articulate the possibilities within their current and particular contexts. GR

CMIN 649 - Missional Movements in an Age of Complexity**3 hours**

Utilizing the language of postmodernism, complexity, and chaos theory, students will explore the emerging reality that ministry and practice moving through the 21st century will look radically different from ministry in the 20th century. Futurists forecast a demise of attractional ministry, which will lead to a continued decline in worship attendance and the requisite shift of the church into a more decentralized posture of leadership and empowerment. Students in this course will investigate theories of complexity and emergence, assess the difference between robust and resilient systems, and study global missional movements to assess the points of consistency among those movements. GR

CMIN 650 - Homiletics**3 hours**

The course focuses on the theology of preaching along with the construction and delivery of sermons. It will also consider the link between preaching and evangelism as well as the connection between preaching and pastoral ministry within a congregation. Some attention may be paid to the relation of preaching to sacrament, music, and worship. GR

CMIN 651 - The Minister as Leader and Administrator**3 hours**

This course is a comprehensive study of the organization and activities of the local church and the pastor's leadership in these concerns. Class work will include such topics as understanding small group dynamics, problem-solving, planning (including long-range planning), discipling other leaders (lay and staff), budgeting, accounting, raising funds, property management, leadership styles and skills, followership, conflict resolution techniques, fostering and maintaining relations with the denomination and especially the district, and personal ethics and financial budgeting. GR

CMIN 652 - Principles of Management**3 hours**

Management issues are explored from the perspectives of human resource administration and

business management. Human resource administration topics include authority and ethics, conflict management, and team-building theory (utilizing Myers-Briggs Type Indicator and congregational life theory). Business management topics include finances, personnel, and time management. GR

CMIN 653 - Discipling

3 hours

The goal of this course is to develop students who effectively live a discipling lifestyle and are empowered to plan and implement disciple-making strategies. The model is Jesus, whose purpose was to make disciples and whose disciples continued to focus on this purpose. At the heart of a disciple's life and work is Christian community, where focus is maintained and purpose is fulfilled through strategic planning, which results in practical steps of action in developing an ever-expanding network of discipling relationships. GR

CMIN 654 - Introduction to Counseling

3 hours

Principles and practices of Christian and pastoral counseling are reviewed with emphases on counseling for common personal and emotional issues including depression, addiction, stress and anxiety, grief, managing anger and forgiveness. Special attention is given to ethical issues, counseling parameters, intercultural competence and counseling issues with co-occurring disorders. Students learn self-awareness and self-care techniques along with short term intervention strategies. GR

CMIN 655 - Family Dynamics and Intervention

3 hours

This course is an introduction to the systems approach in understanding family dynamics. Related to the family, the topics include structural and cultural variations. Biblical and theological foundations, ministry program development, life-cycle assessment, and the application of theoretical concepts for practical ministry. GR

CMIN 656 - Community Relations

3 hours

This course is an examination of the four key elements for developing a successful program that generates needed resources. These elements include public relations/marketing, grant- and proposal-writing for funding, and fund-raising and community relationships, including advisory organizations. GR

CMIN 657 - Faith in Action through Social Work

3 hours

Christian faith is integrated with social work theory and practice in this course. Topics covered are (1) the Biblical basis for social work, (2) the history of social work, (3) social work and Christian values and ethics, (4) social work practice, (5) case management, and (6) crisis intervention. A 45-hour social work practicum is connected to this course. GR

CMIN 658 - Organizational Behavior

3 hours

This course takes a look at organizations at the level of the individual, the group and external environment. Emphasis is placed on current organizational and leadership theories. Students also learn to analyze organizations as an open system. Topics of discussion include group dynamics, communication and interpersonal relations, strategic planning, goal-setting, change management, and volunteer administration. An examination of both secular and Biblical styles of leadership. GR

CMIN 659 - Issues in Youth Ministry

3 hours

This course is an examination of specific issues in youth ministry or ministry competencies. May be repeated with a different subtitle. GR

CMIN 664 - Living Christian Justice in an Urban Context

3 hours

This course will explore the essential theological foundations of a Wesleyan view of justice and hope applied to the urban ministry context. Students will develop a biblical concept of restorative justice from the prophets, Jesus, and New Testament writers. GR

CMIN 665 - Issues in Family Ministry

3 hours

This course will address specific issues that confront both the structural and functional family. We will pay special attention to the role of parents and other leaders in the spiritual development of the family, as well as discovering family dynamics that foster spiritually healthy families. Our goal is to develop the students' ability to provide effective ministry to families in the local church. GR

CMIN 669 - Understanding Competing Worldviews

3 hours

This course will explore a "thick description" of the current cultural setting in the United States, its Global posture, and the impact of the myriad of competing narrative impacting the 21st Century ministry. During this course, students will explore both "Millennials and Generation Z" beyond the current fascination with cultural artifacts, rituals, and behaviors. Students will explore and gain fluency in the following competing worldviews: Nationalism, Militarism and Violence, Secularism and Radical Immanence, Consumerism, Nihilism, Extremism/Fundamentalism, and Hedonism. GR

CMIN 670A - Mentored Ministry I

3 hours

This course is a supervised ministry experience. Students will normally be serving in ministry leadership assignments. An experienced mentor will be selected to meet regularly with the student and serve as a mentor/coach through this initial period of the student's ministry experience. GR

CMIN 670B - Mentored Ministry II

3 hours

This course is a continuation of Mentored Ministry I. GR

CMIN 672 - Missional Leadership Practicum

3 hours

This is a hybrid course where online content and on-site experience are combined in a 5-day practicum

conducted at the Urban Mission Center in St Louis area and Benton Park West neighborhood in partnership with the Salvation Army. Benton Park West has a good blend of urban life (density, diversity, and disparity) to submerge into for practicing theory and principles learned in Urban Studies. The course will look at neighborhoods, areas of marginalization, areas of conflict and identified sacred spaces. Time will be given for discussion and study on the Urban Millennium and how it impacts the region, city and neighborhood and how the church has been impacted. While present in the community, students will learn and practice the 6 postures for creating and practicing missional community (Thin Places) and will spend time daily in the urban garden for spiritual reflection. GR

CMIN 673 - Spiritual Development of Students

3 hours

Learners will develop a holistic approach to the spiritual formation of their students. They will seek to answer the following questions: What are the formative components to the spiritual development of students? What do students understand about God, sin, humanity, salvation, and the church? How do we help to shape the spiritual lives of students? How do teaching practices fit into the scope of youth ministry? How is youth ministry preparing them for life as a member of the kingdom of God and the Church? GR

CMIN 674 - Pastoral Care and Counseling

3 hours

This course is a study of the pastoral ministry to individuals and small groups, with attention to human development, spiritual formation, personality disorders, crisis intervention, counseling principles and techniques, premarital and marital counseling tools, and pastoral visitation agendas and techniques. GR

CMIN 675 - Christian Neighboring - The Ministry of Presence

3 hours

The uniqueness of ministering within the context of the urban community can vary widely. This course will study what it means to minister by being intentionally present in and learning from the surrounding community. Specifically, we will address connecting to

community programs and activity centers, building meaningful relationships with community leaders, developing and discipling indigenous leaders, as well as ministering to a community in times of crisis. GR

CMIN 681 - Issues in Urban Ministry

3 hours

Looking at challenging issues unique to Urban Ministry, this course will help students gain a better understanding of the causes behind issues such as teen pregnancy, gang and domestic violence, drug and substance abuse, prostitution and more. Student will begin to formulate an understanding and strategy to develop ministries that will help the urban population address these issues. GR

CMIN 682 - Topics in Urban Ministry

3 hours

This course is a focused study of some aspect of ministry in an urban context. This may concern theology and urban ministry, methods or practices, or competencies that are important to effective urban ministry. This course may be repeated with different subtitles. GR

CMIN 683 - Topics in Youth Ministry

3 hours

In order to expose students to some of the core issues facing youth ministry today, this course explores the variety of ways that youth ministry is finding expression in the contemporary climate, as well as discussing the theological implications of each. The topics discussed will include a look at redefining youth leadership; what it means to tend to the souls of students, while at the same time tending to one's own personal soul care; what the church expectations on youth ministry are and how that matches with Biblical expectations of the minister; a redefinition of local church programming; and what practices can and should be shaping the youth pastor and youth ministry. GR

CMIN 690 - Master of Ministry Project

3 hours

This culminating project is designed by the student in consultation with the project supervisor to integrate the learning experience of the program of study into a significant ministry application. Students registering

for this course should obtain a "Guide for Master of Ministry Projects" from the Graduate Program Specialist, located in the office of the School of Theology and Christian Ministry. GR

CMIN 691 - Integrative Seminar/Project

3 hours

This concluding seminar for the Master of Arts in Christian Ministry includes reading, discussion, writing and reflection on ministry in contemporary society, as well as a student presentation project that integrates theory and application, theology and ministry. GR

CMIN 692 - Clinical Pastoral Education

6 hours

This course focuses on ministerial formation within a hospital, hospice, or similar context. The course requires the student to engage in actual ministry, have a supervisor/mentor, a cohort of fellow students, and detailed reflection on one's own practice of ministry in these contexts. It is expected that normally this course will be met by taking the initial unit in Clinical Pastoral Education in a program accredited by the Association for Clinical Pastoral Education. There may be a separate fee. This unit may be applied toward the four units required by the ACPE for board certification as a professional chaplain. GR

CHRISTIAN MINISTRY, SPANISH

MMSP 600 - Biblical Studies

3 hours

This considers specific biblical books or theological issues of biblical study. May be repeated with a different subtitle. GR

MMSP 610 - Life Management and Personal Renewal

3 hours

The significance of spiritual development and personal renewal in the life of a leader is the focus of this course. Attention is given to practice and implementation of strategies for modeling and teaching healthy patterns as leaders. GR

MMSP 611 - Christian Ministry in a Multicultural Society

3 hours

This course explores contemporary urban society from a multicultural perspective, especially within the context of ministry of the Hispanic/Latino church. It is designed to provide historical, sociological, theological and ethical foundations for ministry in a diverse society and to provide relevant models for developing a multicultural approach to ministry. GR

MMSP 612 - Contemporary Approaches to Preaching**3 hours**

This course is an examination of the challenges that the ministry of preaching is facing in the contemporary Christian church, as well as proposed solutions (narrative, inductive preaching, etc.), and the implications for pastoral preaching in the local congregation. GR

MMSP 613 - Equipping the Laity in a Hispanic/Latino Context**3 hours**

The purpose of this course is to develop learners who a) effectively live a disciplined lifestyle; and b) are empowered to plan and implement disciple-making strategies. The model is Jesus, whose purpose was to make disciples and whose disciples continued to focus on this purpose. At the heart of their life and work is Christian community, living and ministering as the Body of Christ, where each has an important role. Using Ephesians 4 as the base, the class will examine the paradigm of pastor as equipper/coach and laity as unpaid servants engaged in the work of the ministry. GR

MMSP 614 - Hispanic/Latino Leadership**3 hours**

This course examines the role of culture and cultural dynamics in the selection, emergence and functioning of leadership. Primary attention will be given to theories and models that explain the Hispanic/Latino leadership dynamics in multicultural contexts in the United States and Canada and the implications for the church. GR

MMSP 620 - The Hispanic/Latino Church in USA/Canada**3 hours**

The origin, development, and strengthening of the Hispanic/Latino Church in the United States and Canada is discussed. Discussions will focus on key historic time periods with the purpose of understanding the character, organization and ministry styles, patterns of expansion, and the implications for the future ministry of the church. GR

MMSP 630 - Theology of Ministry**3 hours**

The purpose of this course is to understand the significance of theologically formed patterns of ministry and pastoral leadership and to develop styles of ministry that show biblical teachings of what makes leadership 'Christian' -- service. Special attention will be given to the issues of ecclesiology as they relate to theological leadership. This course may be repeated with different subtitle. GR

MMSP 631 - Hispanic Theological and Social Ethics**3 hours**

This course is an introduction to the history, culture, economics, and politics of the Hispanic/Latino presence in the United States and Canada, through studying the main Hispanic/Latino key themes, methods of recent theological articulation that emerge in the religious life, shared experiences, and struggles of Latinos and Latinas in the United States and Canada. The course will assist in developing practical applications and tentative responses in welcoming and reaching out to Hispanics in the United States and Canada in their places of ministry. GR

MMSP 690 - Masters Project**3 hours**

This course is a culminating project designed by the learner in consultation with the project supervisor. It should integrate the learning experience of the program of study into a significant ministry application. GR

COMMUNICATION**COM 105 - Oral Communication****3 hours**

This course is designed to familiarize participants with

the principles of speaking in public and in small groups. The course offers practical application of speaking and listening fundamentals in both formal and informal speaking situations. Special emphasis is provided on discussion techniques and solving problems in small groups.
GER: Speaking CS

CRIMINAL JUSTICE

CJS 243 - Introduction to Criminal Justice

3 hours

This introductory course examines the American criminal justice system from the commission of a crime to the release of the offender in the community. The focus of the course will be on the three main components of the system: law enforcement, the courts, and corrections. The nature and relationships of the various criminal justice agencies will be explored in detail, as well as major theoretical concepts, models, and perspectives. CS

CJS 316 - Corrections

3 hours

This course is an examination of the people, systems, practices, policies, and problems of the correctional community, at the local, state, and federal levels. This course will include an analysis of the historical development of corrections, including community attitudes and resources, treatment programs, trends, and changes in the field, based on the philosophies of state and national governments. Various sentencing options, including the death penalty, will also be examined. CS

CJS 325 - Police and Society

3 hours

This course will examine the philosophy, history, and agencies of law enforcement at the local, state, and federal levels. An analysis of the role and responsibilities of law enforcement in a democratic society will be investigated, as well as such contemporary issues as corruption and brutality. CS

CJS 350 - Terrorism

3 hours

This course focuses on understanding terrorism.

Content covers the historical, political, economic, and global environment and context of threat. Both international and domestic threats are covered along with protocols for reducing or eliminating those threats. Terrorist groups, militant organizations, and individual crime are studied. CS

CJS 360 - Criminal Procedures

3 hours

This course is an examination of the historical, constitutional, and legal principles applicable to criminal procedure. This course will focus on the procedural aspects of the criminal law pertaining to police powers in connection with the laws of arrest, search and seizure, the exclusionary rule, civil liberties, eavesdropping, confessions, and related decision-making factors. Analysis of such precedent cases as *Miranda v. Arizona*, *Terry v. Ohio*, and *Escobedo v. Illinois* will also be pursued. CS

CJS 373 - Criminology

3 hours

The focus of this course is on the causation of crime and delinquency. Classical, biological, psychological, and sociological theories of crime causation will be explored, as well as violent, property, white-collar, organized, and public order crimes. An examination will also be made of the extent and measurement of crime, delinquency, and victimization. CS

CJS 380 - Fundamentals of Emergency Management

3 hours

This course is an introduction to the construct and practice of homeland security and domestic preparedness. Preparedness and management of local, state, and national emergencies, disasters and threats will be discussed. Content will include emergency preparedness, first responders, personnel management and incident management. CS

CJS 393 - Criminal Law

3 hours

This course will examine the historical, constitutional, and legal principals applicable to substantive criminal law. This course will focus on an analysis of the definition of criminal law, elements of the major crimes, general principles of criminal responsibility,

punishment, and the conditions or circumstances that may excuse an individual from criminal liability or mitigate the punishment. Legal reasoning, research, and case analysis will also be examined as well as the limitations of the criminal law. CS

CJS 394 - Juvenile Justice

3 hours

This course focuses on the role of delinquent minors in the juvenile and criminal justice systems. This involves an examination of theories of juvenile delinquency and an examination of the problems of juveniles: family issues, economic issues, school issues, risk and protective factors in delinquency, juvenile rights and responsibilities, drugs, and gangs. Institutions and programs that serve juveniles will also be examined. CS

CJS 440 - Human Trafficking

3 hours

This course will focus on international and domestic human trafficking. Human trafficking victims include men, women and children who are subject to sexual exploitation or forced labor. This course will analyze human trafficking through research, enforcement issues, laws and presentations. CS

DRIVER EDUCATION

DRED 500 - Introduction to Driver Education

3 hours

Introduces safety problems related to the use of the highway transportation system. Current rules and regulations governing driver education will be taught. Additional learning activities will focus on the traffic problems novice drivers may encounter during their driving experiences. Emphasis is placed on risk awareness (distracted and aggressive driving). Issues involved in the administration, organization and evaluation of a driver education program will be introduced. Designing a parent/teen orientation night and procedures for obtaining an instructional permit will also be included. GR

DRED 502 - Advanced Laboratory Driver Education

3 hours

The course provides candidates with laboratory, multi-car range and on-road teaching experiences. Safe driving skills and attitudes needed in the operation of a motor vehicle plus emergency procedures and evasive actions will also be taught from behind-the-wheel perspective in relation to the capabilities and limitations of the driver and the vehicle. GR

DRED 503 - Teaching Driver Education in the Classroom

3 hours

The course provides driver education information which will prepare the candidate to teach driver education in a classroom setting. Learning activities will focus on preparing the driver education teacher with appropriate classroom teaching skills. Organizing a classroom setting with regard to course content, maintaining a learning environment, developing instructional modules, the use of technology and evaluation methods will be included. GR

DRED 506 - Safety Issues Related to Alcohol and Other Drugs

3 hours

The course is designed to provide information for driver education instructor candidates that will prepare them to address substance use/abuse with students as it applies to driver education issues. Candidates will explore issues such as legal consequences of alcohol and drug use/abuse as it impacts driving and licensing, basic alcohol, drug pharmacology, and the application of critical thinking and problem solving skills concerning methods used to incorporate drug education into driver education programs. GR

DRED 507 - Safety Education on the Highway

3 hours

Explores the principles and applications of injury prevention and safety. Topics include railroad crossing safety, motorcycle safety, safe driving practices used in construction zones and during adverse conditions, school zone safety, safety as it applies to nature's laws, safe road sharing practices, emergency maneuvers, vehicle maintenance and safe vehicle operation in different driving arenas (city, country, interstate). GR

DRED 508 - Driver Education for Students with Disabilities

3 hours

The course is designed to provide information and resources which will prepare driver education instructor candidates to address issues and accommodations related to teaching students with disabilities how to drive safely. Candidates will explore topics associated with the challenges related to driving with disabilities, locate information related to specific developmental disabilities and their impact on the novice driver, develop a resource base of information concerning driving strategies to be used in teaching students with disabilities, identify driving adaptations necessary to accommodate the individual challenges of students with disabilities, evaluate adaptive driving products, implement teaching techniques used to address accommodations necessary to assist students with disabilities, and provide information to parents of students with disabilities concerning parent directed intervention materials used to conduct effective supervised driving practice. GR

ECONOMICS

ECN 101 - Introduction to Business Economics

3 hours

This course is an introduction to those elements of economic analysis that are the most relevant to business decision-making. Major topics include supply and demand, opportunity cost, comparative advantage, and the differing forms of market structure. This contemporary view of economics also includes topics such as fiscal policy, monetary policy, global economics, and key economic indicators. CS

ECN 305 - Economic Systems

3 hours

This course explores economic theories and tools and how they are applied to business. It investigates the principles and concepts of microeconomics and macroeconomics. The course introduces microeconomic analysis applied to practical business problems and decision-making and on monetary and fiscal policies that affect industries, markets, and firms. CS

EDUCATION

EDUC 607 - Educational Research: Principles and Practices

3 hours

It is important that teachers are well-informed about current developments in their fields of expertise. In this course, the candidate will learn about designing and implementing an action research project that will be conducted within the classroom setting. This course will focus on the fundamentals of qualitative and quantitative research including design, methodology, literature review, data analysis and conclusions. The research topics will emerge from questions generated by discussions and a broad review of the literature. The culminating assignment will be a research proposal to be implemented and then presented in EDUC 696. The content focus will be current issues, trends and organizational frameworks affecting education and the impact on teaching as well as learning and by what means they can be improved upon. GR

EDUC 609 - Habits of Exemplary Teachers

3 hours

Exemplary teaching is a lifelong journey that requires an understanding of oneself, a constant refining of skills and practices, and a quest for information to enhance knowledge. The candidate explores his/her personal and professional philosophies of education through the analysis of classroom practice, personality preferences, generational differences, and communication style. This course examines the pedagogical and curricular requirements of learning by exploring meaningful classroom interactions between educators and learners and integrates theory and research-based practices for optimal student academic growth. GR

EDUC 614 - Integrating Technologies

3 hours

Today's teachers must have a working knowledge of how to integrate technologies into their teaching routines. This 'hands-on' course provides that knowledge. The course includes a review of technology trends in education and an overview of the uses of technology in today's workplace. The candidate practices using technologies to create instructional resources for use in the classroom.

Additionally, the candidate will learn the power of technology by actually 'plugging in' and communicating with each other, the instructor, and contacts worldwide through online tools. GR

EDUC 616 - Understanding Today's Children

3 hours

This course explores the unique composite of students in today's classroom. To develop the best learning environment and curriculum for students, teaching practices must be informed by knowledge of current challenges faced by the students. This course will cover the wide variety of student characteristics and/or subgroups we see in classrooms that are part of the American education system. The topics that will be interconnected include the impact of home, society, and school on health, mental health, attitudes, behaviors, and especially on academic behavior. GR

EDUC 632 - Integrating the Curriculum

3 hours

The world in which we live is a global one which is characterized by the technological advancements, vast explosions of knowledge and changing societal and economic realities. In order for students in the United States to be able to compete in such a complex and ever-changing environment, educators must develop curriculum that encourages the intellectual preparation of our P-12 students to meet the challenges of this new and exciting world. This course will explore the interrelationship of the academic disciplines and how their integration can lead to a better intellectual understanding and growth of students in the classroom as well as in the world in which they live. The candidate, in the course, will examine instructional designs and how to use them in integrating curriculum. GR

EDUC 646 - Applied Learning Theory

4 hours

This course examines applied learning theories and research. The candidate will be able to summarize and apply the basic tenets of the theories to his/her own area of specialization; use the appropriate vocabulary and concepts that have been developed by the educational theorists; apply the theories and concepts in a practical teaching setting; reflect upon

the outcome; evaluate and design instructional strategies to meet the needs of the P-12 students in the classroom; and critique new ideas and proposals related to applied learning. GR

EDUC 647 - Assessing for Student Achievement

4 hours

Candidates will examine the connections between assessment and instruction. In collaboration with their peers, they will discriminate between formal, informal, and authentic assessments, weighing the purposes, strengths, and weaknesses of each. Throughout the term, candidates will design assessments and explore and evaluate assessment data that will lead to stronger alignment between stated standards, objectives, assessments and their school community of learners. Further, the candidate will develop strategies to address the role of power in the use and abuse of assessments in a broad spectrum of school environments. GR

EDUC 649 - Exceptional Learners

3 hours

Every student in preschool through high school has a unique learning journey. Educators have an opportunity to teach a diverse classroom of students every time a lesson is taught. Students in a classroom may include students diagnosed with a disability, or at-risk for developing a disability, and may include students who are gifted or talented, or those who are considered English Language Learners. The concepts of the strengths-based strategies of neurodiversity in the classroom will be investigated and applied to course information. This course will include exploring and choosing evidenced-based curriculum and instructional practices for these unique learners. The candidate will develop an understanding of current instructional practices defined by Educational and Special Education law and the importance of working collaboratively with teacher teams, parents, and students. GR

EDUC 656 - Critical Issues in Education

3 hours

Issues of critical importance to teachers make the news almost every day. Teachers must work collaboratively in recognizing the issue(s) that impact teaching and learning, what foundational causes are

present, and the solution(s) to restore the order of the educational environment. Understanding the arguments, pro and con, that drive these issues is part of what it means to be a professional educator today. This course is designed to assist candidates in identifying issues in schools, researching the cause or causes, and developing possible solutions in response to those issues. The candidates will also explore the concept of change and being a change-agent in the school. GR

EDUC 657 - Otherness: Cultural Understanding, Social Differences & Diversity

3 hours

Candidates will take a snapshot of their individual traditions, cultural practices, and social norms to examine how they impact their perceptions of individuals who are different and begin to see "otherness" through a lens of empathy. Candidates will explore how diversity of thought and experiences can impact their personal and professional lives. This course will allow candidates to reflect on their Christian Faith and how it relates to otherness. They will engage in several discussions and assignments on this, reflecting on the ways in which they can integrate the principles of Faith and Scripture through devotional thoughts each week. GR

EDUC 658 - Resiliency, Strengths, and Cultural Responsiveness

3 hours

Experienced professionals and new hires alike need emotional well-being and cultural responsiveness to navigate organizational change. Without this understanding there may be diminished levels of effectiveness and satisfaction. This course will help candidates develop awareness of personal strengths and those of peers to help clear the path for more constructive collaboration and to optimize the organization's ability to flourish. GR

EDUC 659 - Restorative Justice and School Discipline in Education

4 hours

The candidates will be able to understand the fundamental legal principles of law that guide school discipline practices; Demonstrate knowledge

regarding a variety of research-based practices that can be implemented to prevent and respond to behavior within a framework of multi-tiered systems. Further, the candidates will be able to support, plan, facilitate, and reflect on the effective restorative dialogue and a variety of alternatives to school discipline practices in their respective settings. GR

EDUC 696 - Creative Project

4 hours

Practice is the best tool for learning. This course is designed to give curriculum and instruction candidates experiences in exemplary teaching, curriculum development, professional development, and leadership. The focus is on student and overall school achievement in a P-12 learning environment. In this course, candidates will complete and then present research findings from their research projects begun in EDUC 607 - Educational Research: Principles and Practices. Prerequisite(s): EDUC 607. GR

EDUC 699 - Global Immersion Experience for Educators

3-4 hours

This course is designed to immerse teachers in global experiences related to critical issues in education including the sociopolitical, cultural, transformational, and economic impact on teaching and learning. Understanding the factors that drive these issues is part of what it means to be a professional educator today. The course is designed to engage candidates in research inquiry, analysis, and solutions for global issues related to P-12 education. The course equips teachers to process transformation through critical thinking, collaboration, and an examination of the impact of social, spiritual, educational, and economic influencers on individuals and on society as a whole. GR

EDUC 701 - Ethical Leadership Theory and Application

3 hours

This course examines various leadership styles and how leaders effect change under their leadership. Participants will examine leadership relationships with board and other school leaders while developing a personal code of ethics and assess the school corporation's ethics. Knowledge gained in the course

will be applied using how effective leaders use a variety of leadership styles and allow the student to assess their leadership styles and uses actual case studies where knowledge will be applied. GR

EDUC 702 - School Law and Ethics

3 hours

This course examines school law from both a national and state perspective. Participants will examine relationships with board and other school leaders while developing a personal code of ethics and assess the school corporation's ethics. Knowledge gained in the course will be applied by using actual case studies where knowledge will be applied. Prerequisite(s): EDUC 701. GR

EDUC 703 - School Finance and Operations

3 hours

This course examines school building leadership from both a financial and a facility operational lens. Students will examine how building level funds are generated, managed and audited, and how building level expenditures intertwine with corporation level expenditures. Students will review facilities from a safety management viewpoint and examine how wise operational management contributes to a safe, successful and productive school climate. Prerequisite(s): EDUC 701. GR

EDUC 714 - Cultivating Student Achievement

3 hours

This course examines cultivating student achievement through the viewpoint of effective servant leadership, data analysis, staff development, and strategic planning. Participants will examine current relationships with their staff, students, and community members with a sincere desire to establish a culture of learning and excellence. Knowledge gained in the course will be applied using case studies, podcasts, and developing a collaborative vision project. Prerequisite(s): EDUC 701. GR

EDUC 715 - Collaboration with the School Community

3 hours

Participants through the leadership of the instructor will examine community resources and how they can be utilized in a school setting to enhance and improve student achievement and the culture and climate of the school. The participants should be more knowledgeable of the diverse student populations and the needs of all students through activities designed in this course. Prerequisite(s): EDUC 701. GR

EDUC 720 - Supervision and Evaluation of Personnel

3 hours

This course covers the development of current policies, practices, and techniques necessary to ensure effective personnel management in complex educational settings. There is an emphasis on the role of the educational building leaders in researching such challenges as employee recruitment, selection, training, placement, wage and salary administration, promotion, fringe benefits, employee services, and management-labor relations. GR

EDUC 721 - Practicum in Ethical Building Leadership

6 hours

The internship for EBL will occur after the content courses of the program. The participants will be expected to complete required activities throughout the internship to show evidence they will address every standard and element to become an ethical building principal. Participants will be primarily responsible for initiating activities and experiences in addition to those mandated by the course. Periodic visitations from university mentors will take place. Various means of assessment will assure the practicum is meaningful. GR

EDUC 749 - Teaching Diverse Populations

3 hours

This course is an introduction to multicultural education including an examination of cultural identities and special education. The course studies learner needs and instructor engagement within the broader contexts of the classroom, namely institutional and social contexts that carry unique histories, policies, and social relations that are specific to the geographical location. The course

encourages teacher leadership in the area of reciprocity and witnessing to the community in order to address social implications of learning to extend the focus beyond maximizing student learning and potential. An emphasis is placed on specific strategies for adapting instruction and current practices and policies in order to meet the needs of all students in an inclusive classroom setting. GR

EDUC 773 - Foundations of Reading

4 hours

The READ candidate will have a thorough understanding and framework concerning the foundational theories, process, and methodologies impacting reading instruction required for today's diverse K-12 student population. To understand current reading theory and the historical foundation; the candidate will explore the increasing complexities of current thought within the discipline, including implementation of the Common Core State Standards. The impact of technology, as well as multicultural factors, will be explored in depth throughout the course. The candidate will reflect upon personal beliefs about reading and reading instruction in conjunction with the examination of current research and related introspection. GR

EDUC 774 - Content Area Reading

4 hours

Enduring reading comprehension of discipline-related text including core textbooks and non-fictional materials requires a specific set of strategies. Key components include: motivation, knowledge of language development and its relation to reading, recognizing how cultural and ethnic diversity impacts reading and writing. This course will explore the differences in content area texts and other non-fiction genre and concomitant strategies in which individuals demonstrate proficiency. Common Core State Standards will be addressed. The topics include pre-, during, and post reading strategies; vocabulary development, writing to learn, and study skills. This course includes Clinical Experience I, which is a 15-hour practical experience in administering, evaluating, and applying reading and writing strategies to students at both the elementary and secondary levels. Prerequisite(s): EDUC 773. GR

EDUC 775 - Assessment/Diagnosis of Reading Problems

4 hours

Accurate assessment and diagnosis guides the curriculum and instruction in the classroom. It also enables the classroom teacher to be more effective. The READ candidate engages in the examination of the major principles of assessment; basic test construction, administering and interpreting test results, and practice in using assessment to drive instruction. The candidate will also develop an understanding of norm-referenced testing and how such a test can be used in establishing student objectives and performance outcomes. Trends in dealing with students who struggle with language and literacy pursuits, instructional techniques, special materials, and evaluative devices will be explored. This course includes Clinical Experience II, which is a 15-hour practical experience in administering, evaluating, and applying results gathered from reading assessments. Prerequisite(s): EDUC 774. GR

EDUC 776 - Developmental/Remedial Reading Instruction/Support

4 hours

This course is designed to acquaint the READ candidate with a wide range of instructional practices, approaches, and methods for K-12 students at different stages of development in reading. Programs and strategies for correcting reading problems; related literature and research; and techniques for accommodating the cultural and linguistic differences of students will be presented. Current practices in Literacy Professional Development and Literacy Coaching will be explored. The candidate will be introduced to current technology which can be used to facilitate the remediation process as well as reading and writing instruction. This course includes Clinical Experience III, which is a 15-hour practical experience in the development, implementation, and evaluation of reading instruction. Prerequisite(s): EDUC 775. GR

EDUC 777 - Developmental/Remedial Materials and Resources

4 hours

This course prepares the READ candidate to design, revise, and implement a reading curriculum for an individual student and in conjunction with the classroom teacher to improve and/or enhance reading proficiency. The candidate will understand how to use techniques in detecting cultural and gender bias when conducting a textbook/reading materials selection

process. The candidate will also understand how to select ability/age appropriate materials designed for students with special needs and/or linguistic differences, and reader reliability technological tools. Additionally, the candidate will develop an understanding of the composition, purpose of special reading programs: early intervention, summer school, and after school programs. A major component of this course will be the importance of developing partnerships to create a synergy among school, home, and community that will enhance the reading levels of students. This course includes Clinical Experience IV, which is a 15-hour practical experience in identifying, selecting, and utilizing of reading materials and resources. Prerequisite(s): EDUC 776. GR

EDUC 778 - Literature and Resources for Children and Youth

4 hours

Introduction to genres of children's and young adult literature. Embracing the Common Core State Standards, the course includes methodology in the use of websites and a wide range of high-quality multicultural literature for all grade levels. Technology will be utilized in learning to locate, evaluate, and use literature applicable for K-12 students of all abilities, ages, and ethnic backgrounds. The candidate will gain a thorough understanding of how cultural, linguistic, and ethnic diversity influences reading, as well as the relationship between vocabulary development and reading comprehension. The course also includes strategies for modeling and sharing the value of reading and writing for actual, real-life experiences, instilling the concept of becoming lifelong learners. Prerequisite(s): EDUC 773 and EDUC 774. GR

EDUC 779 - Methods of Educational Research

4 hours

The reading specialist candidate will learn to design and implement an action research project that will be conducted and presented during EDUC 780 - Creative Project/Practicum. The course will focus on the fundamentals of qualitative and quantitative research including design, methodology, literature review, data analysis and conclusions. The research topics will emerge from questions generated by discussions, a broad review of the research on

literacy, and discussions of theories related to literacy instruction. Content focus will be current issues, trends, and organizational frameworks affecting education, specifically the impact on reading literacy, and methods for improvement. Prerequisite(s): EDUC 773, EDUC 774, EDUC 775, EDUC 776, EDUC 777, and EDUC 778. GR

EDUC 780 - Creative Project/Practicum

4 hours

A seminar-type practicum for the reading specialist candidate, which requires completion of a minimum of thirty-two (32) clock hours experience in a school setting. The content of the project/practicum will be based on the research proposal presented in EDUC 779. The implementation of that proposal will result in a project study, which will be presented and critiqued at a K-12 school level at a teacher in-service, grade level or department meeting, administrators' meeting, school improvement committee meeting or the meeting of any group responsible for reading instruction in the school community. Prerequisite(s): EDUC 779. GR

EDUC 900 - Intrapersonal Leadership

4 hours

This course introduces a holistic model that includes four major areas of personal development that contribute to effective leadership: spiritual leadership, physical leadership, emotional leadership, and cognitive leadership. Candidates analyze their own character and competence as leaders with the goal of maximizing their personal leadership effectiveness. GR

EDUC 901 - Research Theory: Principles and Methods

4 hours

This course introduces doctoral-level candidates to the field of research, research design, and research methods. Standards and practices for planning, conducting and completing research studies will be covered (e.g., selecting appropriate research designs, choosing/generating reliable and valid measures, etc.). Candidates will be introduced to quantitative and qualitative research methods. Emphasis will be given to developing and refining research questions in the context of each candidate's own Dissertation In Practice and preparing the candidate to collect data

appropriate to those questions. Candidates will examine ethical issues and dilemmas in leadership and research and practice. GR

EDUC 902 - Leadership Paradigms

4 hours

The purpose of this course is to analyze the history, ideas, and theories of leadership. Candidates will analyze significant issues and ethical dilemmas that have confronted leadership throughout historical periods. Through this analysis, doctoral candidates will consider leadership from various disciplinary perspectives and start clarifying their own philosophy of ethical leadership. GR

EDUC 903 - Research: Qualitative Methods and Techniques

4 hours

This course will examine qualitative research methods. Candidates should be able to undertake doctoral-level research using a range of qualitative methods including interviews, observation, focus groups, and case studies. The course will focus specifically on sampling, in-depth interviews, and focus groups, as well as data management, data analysis, and data presentation. Ethical issues in qualitative research are also considered.

Prerequisite(s): EDUC 901. GR

EDUC 904 - Interpersonal Leadership

4 hours

This course is designed to develop interpersonal skills by analyzing routine group or team behavior and leadership effectiveness. Utilizing a team-based learning culture, the course design will simulate real-life team building processes. The course equips candidates to lead with self-awareness, awareness of others, effective interpersonal communication, and to build a culture of trust relationships as a basis for effective leadership. GR

EDUC 905 - Online Colloquium

4 hours

This course provides the doctoral candidate with foundational knowledge and resources for academic success in the program. This introductory course is designed to prepare and support doctoral candidates for the following: academic writing processes and

research, student success model for completion of the dissertation experience, engaging intentionally with the learning community, goal-setting and approaches for planning engagement in the academic process, a solid foundational knowledge of ethics within a leadership role and identifying strategic and challenging issues in leadership on which to focus research and application based problem solving. GR

EDUC 907 - Policy, Politics, and Social Action

4 hours

This course will focus on the elements of public policy, politics, and social action. It will examine the impact of these factors on ethical leadership. Leadership never occurs in a vacuum. Leaders must be attuned to the nuances and ramifications of actions both personal and professional. In this course, the candidates will examine competing paradigms and explore the many dimensions of policy, politics, and social action. Ethical leaders positively impact their sphere of influence throughout their professional careers. GR

EDUC 908 - Research: Quantitative Methods and Techniques

4 hours

This course is designed to provide candidates with the background required to analyze quantitative data and interpret results found through doctoral-level research. Appropriate statistics for the analysis of data produced from a variety of standard research designs will be emphasized. Areas of study include levels of measurement, random sampling, probability distributions, the normal distribution, descriptive statistics, null hypothesis significance testing, inferential statistics, confidence intervals, t-tests, ANOVAs, correlations, chi-square tests, and regression. Candidates will be introduced to a statistical package for data analysis. Prerequisite(s): EDUC 901. GR

EDUC 909 - Leading Change

4 hours

Organizational change in the 21st century is inevitable. Today's leaders need to be proactive and forecast the needs of the organization for the short-term, the intermediate, and the long-term. Leaders are primarily change agents to influence a shared

vision for the future. In this course, the candidate's knowledge base of organizational theory will be expanded through in-depth literature review, which will offer new insights into responding to internal as well as external pressures for change. The candidate will learn to identify changing circumstances in society, as well as globally and also be cognizant of any legal issues that might impact decisions for change. Transforming subjective perceptions is crucial to successful innovation and the key objective to change. Each of these decision points will be within the ethical framework. GR

EDUC 910 - Covenant Leadership

4 hours

Leadership goes beyond those predictable and even trite behaviors normally chronicled in the leadership literature. Leadership is all about being. A major tenet of the Christian faith suggests that the message of Gospel propels us to go beyond the "norm" in leadership activity. In this course, candidates will demonstrate they are capable of understanding the exercising the "best" of both contractual as well as covenant leadership. The purpose of this course is to help the candidate develop into a grace-full leader - one who is bold, but not ego-filled. GR

EDUC 911 - Dissertation In Practice

12 hours

The Dissertation In Practice is a field-based, practice-centered inquiry, which consists of comprehensive applied research of significant importance. The Dissertation In Practice demonstrate candidates' ability to identify a significant issue within their organization or community and their ability to conduct research leading to a solution or improvement from which others will benefit. In this course, candidates will uphold the highest standards of scholarship and inquiry. The Dissertation In Practice is comprised of five written chapters consisting of: Proposal; Literature review; Methodology; Findings; Conclusions and Recommendations. (Candidates will be guided by a "Dissertation In Practice Manual.") Students must register for this course throughout the doctoral program for a total of 12 credit hours. Prerequisite(s): EDUC 901, EDUC 903, EDUC 908; EDUC 911A must be passed before EDUC 911B; EDUC 911B must be passed before EDUC 911C. GR

EDUC 913 - Management and Strategic Planning

4 hours

This course explores organization's holistic human development plan to assist candidates in understanding and utilizing a comprehensive view of a strategic thinking, strategic management and systems theory. Leveraging knowledge in resource allocation, human resource management, sustainability strategy, marketing management and crisis management, candidates will develop a strategic plan for their organization. The plan will include environmental analysis, casting vision, strategic thinking, strategic planning, execution, and project management. GR

EDUC 914 - Ethics, Values, and Cultural Influences on Societal Transformation

4 hours

Society is transformed as a result of the decisions made by social, spiritual, education and economic leaders. Candidates will examine ethical decision making, effective leadership, perspectives of moral reasoning and their application to various personal, business and civic responsibilities. Additionally, candidates will engage in global citizenship through a cultural immersion experience. GR

EDUC 990 - Dissertation In Practice Continuation

0 hours

The Dissertation In Practice is a field-based, practice-centered inquiry, which consists of comprehensive applied research of significant importance. The Dissertation In Practice attests to the learner's understanding of an issue and ability to conduct research related to the improvement of professional practice from which others benefit. This is the most rigorous portion of the Ed.D. in which learners are expected to demonstrate the highest standards of scholarship and inquiry. Continuation occurs when a learner is only enrolled in this course for the purpose of continuing work on the Dissertation In Practice. Enrollment in this course is contingent upon enrollment in the program during the preceding EDUC 911C course and with the approval of the Program Director. Candidates may enroll in this course for a maximum of three consecutive times. GR

ENGLISH

ENG 109 - College Writing I

3 hours

This course provides practice in writing to develop clear, well-organized prose based on contemporary issues through analysis, synthesis, and basic research. It emphasizes the research process, critical thinking, and library skills.

GER: Writing CS

ENG 200 - College Writing II

3 hours

College Writing II builds on the skills learned in ENG 109. It teaches the process of inquiry and emphasizes research, evaluation, analysis, synthesis, and documentation of sources in APA style.

GER: Writing Prerequisite(s): ENG 109 or transfer equivalent course. CS

ENG 204 - World Literature

3 hours

This course is a study through literature of social, religious, political, and cultural issues with emphasis on analysis, application, and appreciation of literature.

GER: Humanities CS

ENG 301 - Thematic Studies in Literature

3 hours

This course is a study of life writing, with a special emphasis on the particular demands that different ages and cultures have placed on the biographer/autobiographer as an artist, writer, and historian. One basic goal of this course is to provide the learner with a better understanding of the role of the biographic arts within the larger disciplines of the humanities and the fine arts (history, sociology, psychology, literature, and film). This course will also provide the learners with directed opportunities to practice their knowledge of the processes of reading, writing, and critical thinking. They will learn how to intelligently read, write, and analyze.

GER: Humanities CS

ENGLISH AS A SECOND LANGUAGE

ESL 601 - Linguistics for Teachers

4 hours

In this course, the candidate will receive an introduction to language and linguistics. The course will focus, but not exclusively, on the English language. The ESL candidate will be introduced to the traditional structure of linguistics (phonetics, phonology, morphology, syntax, semantics, language change) and the contextual structure of linguistics (discourse, dialect, variation, language and culture, the politics of language). Such concepts as language and brain development, language acquisition, and second language learning will be presented.

Prerequisite(s): ESL 613. GR

ESL 604 - Assessment of the Bilingual Student

3 hours

The emphasis in this course is on a research-based and practical approach to the foundations and characteristics of language assessment. Topics covered include evaluation and structure of assessments; analysis of formal and informal assessments; creation of language assessment instruments for various purposes; using appropriate technology for assessment; and using assessment results for the improvement of teaching. ESL-604 includes a 20 clock-hour practicum in a school setting with bilingual or multilingual students. Prerequisite(s): ESL 613. GR

ESL 605 - Methods and Materials for Teaching ESL

3 hours

An overview of different methods and techniques used in the teaching of language learners is provided in this course. The ESL candidate will develop an understanding of the principles of materials development and the application of their practical use. The candidate will also learn the skills necessary to prepare materials for students in the new language learning environment. ESL-605 includes a 20 clock-hour practicum in a school setting with bilingual or multilingual students. Prerequisite(s): ESL 613. GR

ESL 606 - Cross-Cultural Studies for Teaching Limited-English Proficient Students

3 hours

The study of cultural differences and how they affect communication, both in the ESL classroom and in the speech community is the primary focus of this course. The candidate will gain a greater understanding of the relationship between language and culture. He/she will also learn various methods of incorporating culture into the ESL classroom. ESL-606 includes a 20 clock-hour practicum in a school setting with bilingual or multilingual students. Prerequisite(s): ESL 613. GR

ESL 607 - Contemporary Issues in Educating English Language Learners

3 hours

The candidate will engage in a socio-cultural and educational examination of learning achievement issues that culturally and linguistically diverse students face in American school communities. The candidate will also examine techniques and strategies to promote collaboration with colleagues and administrators to provide support and a learning environment that embraces differences built upon commonalities. Topics include family literacy, parent communication, models of co-teaching for ESL classrooms, and leadership roles in ESL education. ESL-607 includes a 20 clock-hour practicum in a school setting with bilingual or multilingual students. Prerequisite(s): ESL 613. GR

ESL 613 - Theoretical Foundations of Teaching ESL and Bilingual Students

3 hours

A study of the major theories and principles of language learning and teaching in the fields of English as a Second Language and Bilingual Education. Attention is given not only to the comparison and contrast of first and second language acquisition, but also to the study of learners' inter-language and the pragmatic functions of language. ESL-613 includes a 20 clock-hour practicum in a school setting with bilingual or multilingual students which is required to pass the course. GR

ESL 615 - Methods and Materials for Teaching Limited-English-Proficient Students in Bilingual Programs

3 hours

This course provides an overview of different methods, materials, and techniques used in bilingual teaching. Candidates will explore various instructional theories, approaches, and methods for preparing materials for the language learning and teaching environment including how to prepare and facilitate bilingual programs. Attention is not only given to the principles of material development, but also to the practical use of developing culturally competent language learners in a linguistically-diverse world. Prerequisite(s): ESL 613. GR

FAMILY AND CONSUMER SCIENCE

FAC 126 - Nutrition in Health & Fitness

3 hours

An introductory course with emphasis on essential nutrient functions, food sources, nutrition recommendations, energy balance, and weight control. Nutrition topics are related to promoting healthy lifestyles of adults. Students participate in nutritional and physical activity analysis, evaluation of consumer nutrition resources, and use of nutrition labels for food selection. GER: Stewardship CS

FINE ARTS

FIN 105 - Fine Arts

3 hours

The topics covered include an examination of the elements and principles of art, study of the major periods of art and architecture, from the Egyptians to the present, and a survey of music and its development from medieval times to the present. GER: Humanities CS

GENERAL STUDIES

GNS 200 - Career Portfolio Development

3 hours

GNS 200 will help students identify areas of learning they may want to have evaluated for college-level equivalency. The course will also guide students through preparation and compilation of all components required for the evaluation of a portfolio or prior learning through LearningCounts.org. CS

GEOLOGY

GEO 121 - Physical Geography

3 hours

A study of physical processes acting on the Earth's surface, incorporating elements of geology, weather, climate, biology, soils, and oceanography, with an overview of physical regions of the United States, and an introduction to Geographic Information Systems and Global Positioning Systems.

GER: Physical Science CS

HISTORY**HIS 210 - Western Civilization****3 hours**

The course will survey the major themes of Western civilization and the contributions made by successive constituent civilizations beginning with the Greeks, Romans, and Jews. The course is designed to provide every student with a basic working knowledge of the major themes, trends, and figures in Western civilization.

GER: Social Science CS

HIS 379 - Latin American History and Politics**3 hours**

An overview of Latin American history, politics, economics, and culture. Major epochs and achievements of Latin American history are explored, along with Latin reaction to specific regions and countries that are engaging the global spread of democracy. Students will become acquainted with some of the dominant aspects of Latin culture.

GER: Intercultural Understanding CS

HUMAN SERVICE LEADERSHIP**HSL 411 - Missional Leadership for Human Service Organizations****3 hours**

Learners in this course will gain knowledge of how human services (specifically within missional leadership communities) emerged. The course will examine various forces that influenced the model; implementation of missional leadership; public/private partnership governance and funding models; and policies which influence attitudes toward missional leadership. The five-day practicum is conducted in partnership with The Salvation Army Urban Mission Center. Participants will gain an in-depth study of missional leadership. Participants will identify needs

to be met and how they are met as a result of community resources mapping. CS

HSL 433 - Caseworker Certification Intervention and Direct Services**3 hours**

This course provides an Overview and working knowledge of The Salvation Army Casework Model of Intervention and Direct Services. Working on behalf of The Salvation Army requires an understanding both of the history of that organization as well as the principles by which it shaped its social ministry and continues that ministry in 128 countries today. This module sets forth that history, including the historical events and theological commitments that account for the advancement of The Salvation Army into social ministries. The guiding principles for The Salvation Army's social ministry will also be examined. CS

HSL 543A & B - Life Coaching**6 hours**

This course leverages proven and fundamental building blocks of effective coaching in order to help others clarify personal and relational goals with insight and focus, develop a highly customized and proactive path for success, and achieve an actionable plan for positive outcomes with pragmatic results. This course introduces students to the building blocks of coaching and includes course modules on communicating effectively, facilitating learning, and generating results. CS

HSL 544 - Marriage and Family**3 hours**

This course provides proven strategies for coaching families by understanding the family system, preparing for marriage, developing ways to sustain marriage, and creating a healthy environment for children. CS

HSL 545 - Executive Coaching**3 hours**

This course provides proven strategies for executive coaching by helping other understand one's call in life, understand organizational culture, develop ways to improve teamwork, and leading change. CS

HSL 546 - Intercultural Competence

3 hours

This course provides the framework for understanding oneself in order to communicate and interact appropriately in a diverse world. CS

INTERCULTURAL

INT 611 - Culture Awareness

3 hours

Through self-assessment and readings, this course provides the framework for understanding oneself in order to communicate and interact appropriately in a diverse world. GR

INT 621 - Geography of Thought

3 hours

This course provides insight into how differing ecologies, social structures, philosophies and educational systems impact the way in which we see and make sense of our world. GR

INT 631 - Cross Cultural Management Skills

3 hours

The increase in globalization has heightened organizational awareness of cross cultural differences and increased the demand for employees with the ability to manage effectively across multiple cultures. In this course, the context of global business, and its intersection with faith, ethics, religion, values, leadership, human resources, and organizational design are explored. Also, the skills to manage relevant cultural, political, legal, regulatory, economic, socioeconomic forces are applied to a challenge selected by the student for an organization to enter a new country. GR

MATHEMATICS

MTH 117 - Finite Mathematics

3 hours

This course provides an introduction to finite mathematics with applications in business and management areas. Topics include the construction and use of linear models, matrices, the solving of linear systems of equations, linear programming,

mathematics of finance, and probability.

GER: Math CS

MTH 120 - Introduction to Statistics

3 hours

An introduction to statistics including basic descriptive statistics, probability, the normal distribution, hypothesis testing with one and two sample problems, regression, and correlation.

GER: Math CS

MULTI-DISCIPLINARY STUDIES

MDS 195 - Multi-Disciplinary Internship

0-4 hours

This course is an elective internship experience that can be taken for up to 4 credit hours in any division of whole hours. Upon conclusion of the internship a portfolio of work is required along with a time log signed by the supervisor. One credit hour consists of at least 50 contact hours with the agency or firm of the internship. Undergraduate students may elect up to two internship experiences, not to exceed 4 credit hours. All internships must be approved ahead of time by the Associate Dean or Program Director. CS

MDS 300 - Introduction to Multi-Disciplinary Studies

3 hours

Students will be introduced to multi-disciplinary studies and the different career and post-baccalaureate options available to graduates with this degree. With an emphasis on writing, library skills, and critical thinking, students will explore identity and worldview, and they will begin to articulate their purpose as it relates to the various multi-disciplinary concentrations and potential career paths. This course will also introduce MDS 495 - Multi-Disciplinary Studies Capstone, to be taken at the end of the program. Prerequisite(s): ENG 109, ENG 200. CS

MDS 495 - Multi-Disciplinary Studies Capstone

3 hours

This is the final course in the multi-disciplinary studies program. Students will build on MDS 300 and complete a capstone project which examines

connections between their chosen concentrations and articulates practical applications. Prerequisite(s): MDS 300. CS

NURSING

NRSG 301 - Introduction to Informatics and Baccalaureate Nursing

3 hours

This course presents an overview of concepts for professional nursing practice and nursing informatics. The historical, philosophical, and professional perspectives are presented as the genesis for the development of professional nursing. Emphasis is placed upon the theoretical basis for the science of nursing. Also included in the module are the concepts of communication between health providers to assist nurses in obtaining health information, and to assist nurses as they develop health education materials and health presentations. CS

NRSG 326 - Community Health Nursing

3 hours

The focus of this course is on the role of a nurse in the health and well-being of the community. Health promotion, disease prevention, and health maintenance of local communities are assessed and evaluated. The health care delivery system, cultural diversity, ethics, and sociopolitical forces are examined. High risk population aggregates are studied and the roles of various community and public health nurses are explored. Resources investigated will include community agencies, clinics, and government agencies. 15 Practicum/project hours required to complete course. CS

NRSG 342 - Transcultural Nursing

3 hours

In this course, the development of cultural sensitivity is studied. Learners design the delivery of culturally appropriate nursing care incorporating the role and function of the family across the life span. This course counts towards the Intercultural Understanding (IU) General Education requirement. In this course, students will identify elements of the lifestyle, value, and/or practices of at least one culture or subculture generally not regarded as part of mainstream American culture and explain how belonging to a particular culture affects people's

experiences and values.

GER: Intercultural Understanding CS

NRSG 350 - Health Assessment

3 hours

The focus of this course is to strengthen physical assessment knowledge through the understanding of selected assessment processes. Emphasis is placed on the respiratory, circulatory, gastrointestinal, and neurological systems as to the nursing history, examination, and documentation. CS

NRSG 360 - Pathophysiology

3 hours

The focus of this course is to strengthen the understanding of selected pathophysiologic processes. Emphasis is placed on the concepts of common pathophysiologic processes and their relationship with current health issues utilizing evidence-based nursing practice. CS

NRSG 361 - Pharmacology

3 hours

This course helps the licensed nurse better understand clinically relevant pharmacological concepts and principles. Topics to be discussed include principles of drug actions and interactions, drug categories and the prototype of each, and drug considerations through the life span. The nursing process is utilized as students continue to build upon previous knowledge of assessment, implementation, and evaluation of pharmacotherapeutics. CS

NRSG 395 - Nursing Research

3 hours

This course provides the basic foundation for an understanding of nursing research. Included in the course are an overview of nursing research, steps in the research process, research designs, research methodology, data collection and analysis, and utilization of research. Prerequisite(s): MTH 120. CS

NRSG 436 - The Global Community

3 hours

This course is designed to provide an overview of international health issues and the role of the nurse in

preserving and promoting health in diverse communities. Students will analyze the health of global communities and discuss potential avenues of health promotion, health protection, health prevention, and health maintenance. Target populations are assessed and evaluated in relation to health care access and sociopolitical forces. Principles of epidemiology are explored and the effects of environmental health issues are evaluated. 15 Practicum/project hours are required to complete course. Prerequisite(s): NRSNG 326. CS

NRSNG 443 - Global & Transcultural Nursing

3 hours

In this course, the development of cultural sensitivity is studied and an overview of global health issues is provided, along with the role of the nurse in preserving and promoting health in diverse communities. Students will analyze and discuss potential avenues of health promotion, health protection, health prevention, and health maintenance. Target populations are assessed and evaluated in relation to health care access and sociopolitical forces along with cultural considerations. Learners design delivery of culturally appropriate nursing care incorporating the role and function of the family across the life span. 15 practicum/project hours required to complete course.

This course counts towards the Intercultural Understanding (IU) General Education requirement. In this course, students will identify elements of the lifestyle, value, and/or practices of at least one culture or subculture generally not regarded as part of mainstream American culture and explain how belonging to a particular culture affects people's experiences and values.

GER: Intercultural Understanding Prerequisite(s): NRSNG 326. CS

NRSNG 445 - Families in Crisis

3 hours

This course provides the opportunity to study the nurse's role in counseling patients and families. This course will challenge the learner to explore the counseling profession and adapt counseling approaches to the nursing role. Students will reflect on self-care and self-growth during this course. Students will identify an approach to counseling that will relate to the patients/clients treated in their professional field. Prerequisite(s):

Students must have a nursing license to take this course. CS

NRSNG 448 - Introduction to Faith Community Nursing

3 hours

Faith community nursing (FCN) is recognized as a specialty nursing practice that combines professional nursing and health ministry. In this course, students will learn about spirituality professionalism, wholistic health, the faith community, and the Scope and Standards of Faith Community Nursing (FCN). Prerequisite(s): Students must have a nursing license to take this course. CS

NRSNG 463 - Leadership/Management in Nursing

3 hours

This course is the study of management and leadership theories, principles, and concepts. This course will focus on transforming personal leadership. Emphasis is placed on facilitating professional leadership behavior. 15 Practicum/project hours are required to complete course. CS

NRSNG 467 - Leadership and Issues in Health Care, Law, and Ethics

3 hours

This course is the study of leadership and management theories, principles, and concepts along with a critical examination of the issues facing the nursing profession in the 21st century. This course will focus on facilitating professional leadership while gaining knowledge of healthcare law. The goal is to enhance learners' understanding of leadership roles ethical management and leadership roles and current laws in the healthcare setting. 15 practicum/project hours required to complete course. CS

NRSNG 470 - Issues in Health Care, Law, and Ethics

3 hours

A critical examination of the profession of nursing in the 21st century will be analyzed within theoretical frameworks. Topics will include legal, ethical, political, and professional issues that will challenge students. These timely topics will be presented in a way that will

provoke thought, dialogue, and debate. The future of nursing within the evolving health-care system will be speculated. 15 Practicum/project hours required to complete course. CS

NRSG 501 - Theoretical and Professional Foundations of Nursing

3 hours

This course provides an opportunity to explore theoretical models of practice in healthcare systems. The relationship between nursing systems models and other disciplines are examined. An emphasis is placed on developing a foundation for application of professional practice through using a systems approach. Prerequisite(s): All 300 and 400 level BSN courses in RN-to-MSN program, and required general education courses. CS

NRSG 526 - Moral/Ethical Decision-Making

3 hours

This course provides the opportunity to study the nurses' role in moral and ethical decision making. This course will challenge the learner to examine moral and ethical value systems when encountering patients with acute and chronic disease processes. This course will allow the nurse to analyze the impact of moral, spiritual, ethical, social, and political values, as they relate to professional practice. Discussion centers on recognizing physiological, moral, ethical, and spiritual variance among cultural norms and health care practices in varied racial and ethnic backgrounds. Students will reflect on their personal values as they relate to moral and ethical decision making, the role of change agent for others and nursing implications for professional, spiritual, and personal growth. Prerequisite(s): All 300 and 400 level BSN courses in RN-MSN program and required general education courses. CS

NRSG 607 - Self-Care for the Individual and Diverse Populations

1 hour

This course provides a cross discipline analysis on self-care. Students will analyze current data related to stress, burnout, and self-care concepts. Students will assess the holistic impact of stress and develop innovative strategies based on best practices for implementation in advanced nursing practice roles.

Students will be challenged on a personal level through evaluation and discussion with peers on their personality, personal communication style, level of emotional intelligence, and ability to manage conflict. Students will also evaluate the broader impact of these concepts upon diverse populations. Prereq/Corequisite(s): NRSG 634. GR

NRSG 621 - Teaching Roles and Strategies

3 hours

In this course nursing education is explored along with the role of the academic nurse educator, the learner, and the learning process. Educational philosophy is examined including student centered learning. Students in this course will critique different teaching and learning strategies that may be used in various educational settings and articulate their purpose in meeting the needs of a diverse student body. Prerequisite(s): All core courses and NRSG 629. GR

NRSG 622 - Curriculum Design, Assessment, and Evaluation

3 hours

This course will prepare the student to design and assess curriculum and evaluate its effectiveness. Students will consider their personal educational philosophy and ways to engage learners as they learn to design, implement, and assess outcomes. Various methods of course delivery and teaching modalities are considered. Prerequisite(s): All core courses for Education track and NRSG 621. Prereq/Corequisite(s): NRSG 624. GR

NRSG 624 - Evaluation in Nursing Education

3 hours

The student will integrate, apply, and evaluate the principles and concepts relative to an advanced practice academic nurse educator. The students will evaluate the learner, the learning process, and outcomes. Students will reflect on newly attained skills and knowledge and revise their personal development plan. Prerequisite(s): All core courses for Education track and NRSG 621. GR

NRSG 626 - Moral/Ethical Decision Making

3 hours

This course provides the opportunity to study the nurses' role in moral and ethical decision-making. This course will challenge the learner to examine moral and ethical value systems when encountering patients with acute and chronic disease processes. This course will allow the nurse to analyze the impact of moral, spiritual, ethical, social, and political values, as they relate to professional practice. Discussions center on recognizing physiological, moral, ethical, and spiritual variance among cultural norms and health care practices in varied racial and ethnic backgrounds. Students will reflect on their personal values as they relate to moral and ethical decision-making, the role of change agents for others and nursing implications to professional, spiritual and personal growth. Prerequisite(s): NRSG 629 or NRSG 627, and NRSG 653. Prereq/Corequisite(s): NRSG 628. GR

NRSG 627 - Professional Role Development of the Advanced Practice Registered Nurse (APRN)

3 hours

This course examines the role of the advanced practice registered nurse (APRN) with emphasis on the interrelationships among Family Nurse Practitioner (FNP) educational and professional requirements, state licensure, national certification, scope of practice, and business of healthcare concepts. This course will introduce expected nurse practitioner competencies to begin the transition from the Registered Nurse (RN) into the role of an FNP. Prereq/Corequisite(s): NRSG 626, NRSG 628, or NRSG 653. GR

NRSG 628 - Nursing Informatics

3 hours

This course prepares students to use information systems and technology to support and improve patient care and to impact healthcare systems. This course builds on basic computer competencies and focuses on information literacy and management, including both electronic patient health information and provider decision support resources. Ethical and legal issues specific to the use of informatics will be

explored in this course. Prereq/Corequisite(s): NRSG 626, NRSG 627, NRSG 629, or NRSG 653. GR

NRSG 629 - Professional Role Development of the Academic Nurse Educator and Transformational Nurse Leader

3 hours

This course allows students in either the Education or Transformational Leadership track to define, develop, and expand their role utilizing advanced professional nursing competencies. Ethics, change theory, and leadership theories will be explored from a Christian philosophical view. Students are prepared to apply knowledge gained in this course into their practicum and future advanced nursing practice. Prereq/Corequisite(s): NRSG 501 and NRSG 526 (RN-MSN students only). GR

NRSG 631 - Nurse as a Leader and Manager of Care

3 hours

This course will examine various models of organizational, managerial, and leadership theory. The student will review mid-level and senior managerial and leadership roles within a health care organization. The student will consider trends in nursing and health care as a means to predict practice change. Theories on change, leadership, concepts of power, and empowerment will be examined as they relate to administrative roles. Students will clarify personal values as they relate to leadership attributes and determine their role in improving quality of nursing services. Prerequisite(s): NRSG 626, NRSG 628, NRSG 629, NRSG 653, and NRSG 679. Prereq/Corequisite(s): NRSG 680. GR

NRSG 634 - Nursing Education Practicum

2 hours

This course will build on previous foundational experiences and coursework as students complete a 120-hour practicum. Students work alongside an approved, self-selected preceptor who works in a full-time capacity as an academic nursing educator, assistant professor, associate professor, or professor, in either a community college (ADN) or baccalaureate

college/school/university (BSN) setting. Professional competencies and knowledge gained within the education track will be integrated into the practicum setting. Students, faculty, and their preceptors will evaluate their progress throughout the practicum experience. Students will also further refine their communication skills and professionalism as they apply their knowledge in advanced nursing practice in academia. Upon completion of the Education Track, students are academically prepared to sit for the Certified Nurse Educator examination from the National League for Nursing. Prerequisite(s): All core courses; NRS 621, NRS 622, NRS 624, and NRS 629. Prereq/Corequisite(s): NRS 607. GR

NRS 641 - Advanced Pathophysiology, Pharmacology, and Health Assessment I

2 hours

This course, taught in a two-part series, will provide advanced nursing knowledge and skills in pathophysiology, pharmacology, and health assessment in preparation as an advanced practice nurse educator. This course builds upon the foundation of previous baccalaureate knowledge and nursing practice while strengthening the student's scientific background and understanding to promote health, prevent disease, and manage alterations in health. This course emphasizes knowledge and skills utilizing a systems approach, including a history and physical exam, to improve outcomes and prepare the student for the role of an advanced practice academic nurse educator. Case studies are used to analyze and evaluate clinical reasoning. Students who plan to become a FNP must take NRS 673, NRS 674, NRS 675, NRS 676, NRS 677, and NRS 678. GR

NRS 642 - Advanced Pathophysiology, Pharmacology, and Health Assessment II

2 hours

This second course will continue to provide advanced nursing knowledge and skills in pathophysiology, pharmacology, and health assessment in preparation as an advanced practice nurse educator. This course builds upon the foundation of previous baccalaureate knowledge and nursing practice while strengthening the student's scientific background and understanding to promote health, prevent disease, and manage alterations in health. This course emphasizes knowledge and skills utilizing a systems approach,

including a history and physical exam, to improve outcomes and prepare the student for the role of an advanced practice academic nurse educator. Case studies are used to analyze and evaluate clinical reasoning. Students who plan to become a FNP must take NRS 673, NRS 674, NRS 675, NRS 676, NRS 677, and NRS 678. Prerequisite(s): NRS 641. GR

NRS 646 - Healthcare Financial and Resource Management

3 hours

In this course the student will integrate the concepts of leader, manager, and change agent as they relate to the health care environment. Consideration is given to mission, strategic planning, finance, systems analysis, and forecasting. Responsible management of human, fiscal, and physical resources is examined in the complexity of the health care organization. Strategies to ensure a quality workplace, staff support, and retention are discussed. Prerequisite(s): NRS 626, 628, 629, 653, 679, and 680. Prereq/Corequisite(s): NRS 631. GR

NRS 647 - Transforming Leadership in Nursing

3 hours

This course provides additional tools that a student will need to develop into a transformational nurse leader. The student will build on concepts that will strategically guide leaders on how to steer their organization, patient population, and community at-large to produce improved healthcare and financial outcomes during challenging times. The student will examine potential and existing leadership challenges along with evidence-based solutions. The student will learn how professional branding, advocacy, policy, business planning, and self-reflection will lead to influencing change. Prerequisite(s): NRS 631. Prereq/Corequisite(s): NRS 646. GR

NRS 648 - Transformational Leadership Practicum

2 hours

This practicum course offers the opportunity for the student to assimilate their transformational leadership skills into advanced nursing practice. A culmination of knowledge will be integrated for reflection and evaluation of the healthcare environment including,

but not limited to, clinical practice, healthcare delivery models, work place design, healthcare economics and policy, evidence-based practice, performance improvement and metrics, patient safety, and risk management. Students will develop their leadership skills through implementation and evaluation within a healthcare organization. Students will also further refine their communication skills and professionalism as they put their knowledge into advance nursing practice. Business skills will be utilized to ensure understanding of a complex and evolving health care environment that leads to organizational efficiency and sustainability.

Students will complete a 120-hour practicum working alongside an approved, self-selected preceptor who is working in full-time capacity in an experienced nursing leadership role such as a Chief Nursing Officer, Vice President/Chief Nursing Executive, Director of Nursing, Senior Vice President, or Director. Students, faculty, and their preceptors will evaluate their progress throughout the practicum experience. Upon completion of this track, students are academically prepared to sit for the Nurse Executive Certification (NE-BC) and/or, Nurse Executive, Advanced Certification (NEA-BC) from the American Nurses Association and the American Nurses Credentialing Center. Prereq/Corequisite(s): NRSRG 647. GR

NRSRG 653 - Theoretical and Professional Foundations for Nursing

3 hours

This course provides an opportunity to explore theoretical models of practice in healthcare systems. The relationship between nursing systems models and other disciplines is examined. An emphasis is placed on developing a foundation for application of professional practice through using a systems approach. Prerequisite(s): All 500 level courses in RN-MSN program. Prereq/Corequisite(s): NRSRG 629 or NRSRG 679. GR

NRSRG 658 - Advanced Clinical Practice for the Academic Nurse Educator

1 hour

This course is designed to give advanced practice students direct care experience utilizing advanced knowledge in health literacy for integration, translation, and application to an identified underserved population. Students will explore the topic of health literacy and its impact in healthcare.

Evidence-based tools will be utilized to identify clients with low levels of health literacy. Students will gain skills in how to assess written communication materials and implement best-practice oral communication methods for ensuring client understanding. Students will also explore ways to improve navigation of the health care system for clients and apply their learning in the direct care setting.

This course seeks to provide students an interprofessional opportunity to evaluate and reach an underserved population in the community setting while implementing advanced nursing knowledge during a 30-hour practicum. The student will work alongside an approved interprofessional master's prepared or higher preceptor with faculty oversight. The student, preceptor, and faculty will evaluate the student for integration of new knowledge and attainment of program outcomes. Prerequisite(s): NRSRG 629, NRSRG 641, and NRSRG 642.

Prereq/Corequisite(s): NRSRG 621. GR

NRSRG 665 - FNP Clinical

12 hours

This direct patient care clinical experience provides opportunities to apply advanced competencies, skills, and knowledge in delivering comprehensive health care for diverse populations across the lifespan in the role of the Family Nurse Practitioner while collaborating with a self-selected preceptor in clinical practice. Preceptors must be nationally board-certified with a current and active unencumbered license with a minimum of two years of experience in their field of expertise. Faculty maintain oversight and responsibility for overall evaluation as the student completes a minimum of 120 hours along with each correlating population-focused course (for a cumulative total of 720 minimum hours) while collaborating with individuals, families, communities, and the interprofessional team to develop clinical expertise.

Emphasis is placed on health promotion, disease prevention, and clinical management in the diagnosis and development of holistic clinical management plans consistent with evidencebased practice guidelines. Students will integrate cultural, ethical, legal, psychosocial, socioeconomic, and spiritual considerations into the management of patient care.

Upon program completion, students are academically prepared to sit for the national Family Nurse Practitioner board certification examination(s). Prerequisite(s): NRSRG 626, NRSRG

627, NRSG 628, NRSG 653, NRSG 673, NRSG 674, NRSG 675, NRSG 676, NRSG 677, NRSG 678, NRSG 679, and NRSG 680. Corequisite(s): NRSG 667, NRSG 668, NRSG 669, NRSG 670, NRSG 671, and NRSG 672. GR

NRSG 667 - Acute and Episodic Adult and Geriatric Therapeutics and Management

2 hours

This course is designed to prepare students for the role of an Advanced Practice Registered Nurse - Family Nurse Practitioner in the determination of subjective and objective data, formulation of differential and final diagnoses, and the creation of holistic clinical management plans incorporating health promotion, health maintenance, and disease prevention guided by evidenced-based practice guidelines for acute and episodic health conditions in the adult and geriatric populations. Taken congruently with NRSG 665A clinical. Prerequisite(s): NRSG 626, NRSG 627, NRSG 628, NRSG 653, NRSG 673, NRSG 674, NRSG 675, NRSG 676, NRSG 677, NRSG 678, NRSG 679, and NRSG 680. Corequisite(s): NRSG 665A. GR

NRSG 668 - Women's Health Therapeutics and Management Across the Lifespan

2 hours

This course is designed to prepare students for the role of an Advanced Practice Registered Nurse - Family Nurse Practitioner in the determination of subjective and objective data, formulation of differential and final diagnoses, and the creation of holistic clinical management plans incorporating health promotion, health maintenance, and disease prevention guided by evidenced-based practice guidelines for the women's health population. Taken congruently with NRSG 665B clinical. Prerequisite(s): NRSG 626, NRSG 627, NRSG 628, NRSG 653, NRSG 667, NRSG 673, NRSG 674, NRSG 675, NRSG 676, NRSG 677, NRSG 678, NRSG 679, NRSG 680, and NRSG 665A. Corequisite(s): NRSG 665B. GR

NRSG 669 - Pediatric Therapeutics and Management

2 hours

This course is designed to prepare students for the role of an Advanced Practice Registered Nurse - Family Nurse Practitioner in the determination of subjective and objective data, formulation of differential and final diagnoses, and the creation of holistic clinical management plans incorporating health promotion, health maintenance, and disease prevention guided by evidenced-based practice guidelines for the pediatric population. Taken congruently with NRSG 665C clinical. Prerequisite(s): NRSG 626, NRSG 627, NRSG 628, NRSG 653, NRSG 665A, NRSG 665B, NRSG 667, NRSG 668, NRSG 673, NRSG 674, NRSG 675, NRSG 676, NRSG 677, NRSG 678, NRSG 679, and NRSG 680. Corequisite(s): NRSG 665C. GR

NRSG 670 - Chronic Adult and Geriatric Therapeutics and Management

2 hours

This course is designed to prepare students for the role of an Advanced Practice Registered Nurse - Family Nurse Practitioner in the determination of subjective and objective data, formulation of differential and final diagnoses, and the creation of holistic clinical management plans incorporating health promotion, health maintenance, and disease prevention guided by evidenced-based practice guidelines for chronic health conditions in the adult and geriatric populations. Taken congruently with NRSG 665D clinical. Prerequisite(s): NRSG 626, NRSG 627, NRSG 628, NRSG 653, NRSG 665A, NRSG 665B, NRSG 665C, NRSG 667, NRSG 668, NRSG 669, NRSG 673, NRSG 674, NRSG 675, NRSG 676, NRSG 677, NRSG 678, NRSG 679, and NRSG 680. Corequisite(s): NRSG 665D. GR

NRSG 671 - Complex Adult and Geriatric Therapeutics and Management

2 hours

This course is designed to prepare students for the role of an Advanced Practice Registered Nurse - Family Nurse Practitioner in the determination of subjective and objective data, formulation of differential and final diagnoses, and the creation of holistic clinical management plans incorporating health promotion, health maintenance, and disease prevention guided by evidenced-based practice guidelines for complex health conditions in the adult and geriatric populations. Taken congruently with

NRSG 665E clinical. Prerequisite(s): NRSG 626, NRSG 627, NRSG 628, NRSG 653, NRSG 665A, NRSG 665B, NRSG 665C, NRSG 665D, NRSG 667, NRSG 668, NRSG 669, NRSG 670, NRSG 673, NRSG 674, NRSG 675, NRSG 676, NRSG 677, NRSG 678, NRSG 679, and NRSG 680. Corequisite(s): NRSG 665E. GR

NRSG 672 - Complex Pediatric and Women's Health Therapeutics and Management

2 hours

This course is designed to prepare students for the role of an Advanced Practice Registered Nurse - Family Nurse Practitioner in the determination of subjective and objective data, formulation of differential and final diagnoses, and the creation of holistic clinical management plans incorporating health promotion, health maintenance, and disease prevention guided by evidenced-based practice guidelines for complex health conditions in the pediatric and women's health populations. Taken congruently with NRSG 665F clinical. Prerequisite(s): NRSG 626, NRSG 627, NRSG 628, NRSG 653, NRSG 665A, NRSG 665B, NRSG 665C, NRSG 665D, NRSG 665E, NRSG 667, NRSG 668, NRSG 669, NRSG 670, NRSG 671, NRSG 673, NRSG 674, NRSG 675, NRSG 676, NRSG 677, NRSG 678, NRSG 679, and NRSG 680. Corequisite(s): NRSG 665F. GR

NRSG 673 - Advanced Pathophysiology I

2 hours

Advanced Pathophysiology I is the first of two courses building on person-centered care and a scientific body of knowledge for advanced practice registered nursing as a Family Nurse Practitioner. Pathogenesis and clinical manifestations of disease states will be explored across the lifespan. Prerequisite(s): NRSG 626, NRSG 627, NRSG 628, NRSG 653, NRSG 675, NRSG 676, NRSG 679, and NRSG 680. Prereq/Corequisite(s): NRSG 677 GR

NRSG 674 - Advanced Pathophysiology II

2 hours

Advanced Pathophysiology II is the second of two courses building on person-centered care and a scientific body of knowledge for advanced practice

registered nursing as a Family Nurse Practitioner. Pathogenesis and clinical manifestations of disease states will be explored across the lifespan. Prerequisite(s): NRSG 626, NRSG 627, NRSG 628, NRSG 653, NRSG 673, NRSG 675, NRSG 676, NRSG 677, NRSG 679, and NRSG 680. Prereq/Corequisite(s): NRSG 678. GR

NRSG 675 - Advanced Pharmacology I

2 hours

Advanced Pharmacology I, the first of two courses, builds upon previous pharmacologic knowledge of pharmacodynamics, pharmacokinetics, and pharmacotherapeutics for all broad categories of agents, applied across the lifespan, to develop advanced practice nursing knowledge as a Family Nurse Practitioner. Prerequisite(s): NRSG 626, NRSG 627, NRSG 628, NRSG 653. Prereq/Corequisite(s): NRSG 679. GR

NRSG 676 - Advanced Pharmacology II

2 hours

Advanced Pharmacology II, the second of two courses, builds upon previous pharmacologic knowledge of pharmacodynamics, pharmacokinetics, and pharmacotherapeutics for all broad categories of agents, applied across the lifespan, to develop advanced practice nursing knowledge as a Family Nurse Practitioner. Prerequisite(s): NRSG 626, NRSG 627, NRSG 628, NRSG 653, NRSG 675. Prereq/Corequisite(s): NRSG 680. GR

NRSG 677 - Advanced Health Assessment I

2 hours

Advanced Health Assessment I is the first of two courses that builds upon previously learned pathophysiological and pharmacological knowledge to develop advanced practice nursing knowledge as a Family Nurse Practitioner. Focused and comprehensive systematic physical examinations will be performed using advanced assessment techniques, concepts, and approaches to develop holistic clinical management plans, including functional and risk assessments, and considering biopsychosocial, cultural, educational, genetic, and spiritual factors affecting an individual's health across the lifespan. Prerequisite(s): NRSG 626, NRSG 627, NRSG 628, NRSG 653, NRSG 675, NRSG

676, NRS 679, and NRS 680.
Prereq/Corequisite(s): NRS 673. GR

NRS 678 - Advanced Health Assessment II

2 hours

Advanced Health Assessment II is the second of two courses that builds upon previously learned pathophysiological and pharmacological knowledge to develop advanced practice nursing knowledge as a Family Nurse Practitioner. Focused and comprehensive systematic physical examinations will be performed using advanced assessment techniques, concepts, and approaches to develop holistic clinical management plans, including functional and risk assessments, and considering biopsychosocial, cultural, educational, genetic, and spiritual factors affecting an individual's health across the lifespan. Prerequisite(s): NRS 626, NRS 627, NRS 628, NRS 653, NRS 673, NRS 675, NRS 676, NRS 677, NRS 679, and NRS 680. Prereq/Corequisite(s): NRS 674. GR

NRS 679 - Evidence-Based Practice and Project Proposal Development I

2 hours

This course provides an opportunity to examine the foundation for best practice, evidence-based nursing practice. An overview of qualitative and quantitative methodology, analysis of literature, research process, and data analysis will be presented. Strategies for devising research are explored and applied through an evidence-based practice (EBP) research proposal. Prerequisite(s): All 500 level courses in RN-MSN program, NRS 627, NRS 629 and NRS 653. Prereq/Corequisite(s): NRS 626 and NRS 675. GR

NRS 680 - Evidence-Based Practice and Project Proposal Development II

2 hours

This course provides an opportunity to examine the foundation for best practice, evidence-based nursing research. An overview of qualitative and quantitative methodology, analysis of literature, research process, and data analysis will be presented. Strategies for devising research are explored and applied through completion of an evidence-based practice (EBP) research proposal. Prerequisite(s): NRS

627 or NRS 629, NRS 653, and NRS 679.
Prereq/Corequisite(s): NRS 676 GR

NRS 685 - FNP Immersion Experience

0 hours

This course is organized to offer a hands-on experience for FNP students to acquire new knowledge on medically managing chief complaints and practice advanced nursing skills commonly encountered among patients across the life span in primary-care health care settings. The purpose is to create a safe environment that introduces the FNP student to their approaching practicum experience while engaging with their classmates. The immersion week will focus on evidenced-based experiential learning that will ensure high-quality patient outcomes under the supervision of the NP faculty members. There will be an emphasis on the transition into the FNP role as an ethical leader and the impact that the student has on the organization as a whole. The immersion experience should take place during, or as close as possible to, the first didactic and congruent practicum course. FNP students will receive credit for up to 45-direct practicum hours applied toward their 120-practicum hours in the first practicum course (or the one closest to when the elective is taken). GR

NRS 686 - Virtual Clinical

0 hours

This elective course will provide FNP students with the opportunity to reinforce their skills in the collection of subjective and objective data, diagnostic measures, formulation of differential diagnoses, diagnoses, and the development of clinical management plans consistent with evidence-based practice guidelines and standards for populations across the lifespan in a virtual clinical setting. The use of technology, combined with the integration of advanced health assessment, pathophysiology, and pharmacology, will assist students to prepare for their national FNP certification examination. The course will provide indirect clinical hours, which count towards the total clinical hours required for program completion. Registration for this course requires approval by the MSN/FNP Practicum Director. This course is only for those students who are unable to find a preceptor. Student attendance and active participation are required for this course to receive clinical hours. Corequisite(s): NRS 667/NRS 665A, NRS 668/NRS 665B, NRS 669/NRS 665C, NRS

670/NRSG 665D, NRSG 671/NRSG 665E, NRSG 672/NRSG 665F GR

NUR 180 - Nursing Seminar I

1 hour

This course focuses on the synthesis of knowledge and skills gained from Fundamentals, Health Assessment, and Introduction to Pharmacology. Emphasis is placed on introducing students to critical thinking skills as they participate in a variety of active learning experiences. Prerequisite(s): NUR 202 and all prerequisite courses. Corequisite(s): NUR 206, NUR 207, NUR 227, and NUR 388. CS

NUR 202 - Introduction to Professional Nursing

3 hours

This course provides the learner with an overview of professional nursing as well as the various nursing roles found in a dynamic health care delivery system. Introductory nursing concepts and basic procedural skills are presented within the interactive online environment and practiced in the skills lab. Prerequisite(s): BIO 211, BIO 246, BIO 247, CHM 101, passing score on HESI A2 exam, and GPA of ≥ 2.75 . Prereq/Corequisite(s): BIB 105, BIB 215, BIO 330, BIO 356, THE 300 or THE 310, FAC 126, MTH 120, PSY 200, and SOC 120. CS

NUR 206 - Health Assessment

3 hours

This course will build on the knowledge attained in the foundational science courses with emphasis on the well individual. Content includes assessment of major body systems of the adult. Time will be spent perfecting assessment skills. The course will culminate with the student performing a complete history and physical. Prerequisite(s): Admission to the nursing program. Corequisite(s): NUR 207, NUR 388, and NUR 180. CS

NUR 207 - Fundamentals of Nursing

6 hours

This course will build on the preparatory knowledge attained in the prerequisite science courses and Introduction to Professional Nursing. The emphasis of this course will be on the basic care of clients with acute or chronic illness. Foundational nursing

knowledge and interventions are introduced within the interactive online environment, practiced in the skills lab, and utilized in the clinical setting. The nursing process and its application to a plan of care will be initiated. Prerequisite(s): NUR 202 and all prerequisite courses. Corequisite(s): NUR 180, NUR 206, NUR 227, and NUR 388. CS

NUR 227 - Introduction to Pharmacology

3 hours

This course will provide an overview of general principles of Pharmacology for nurses. Common drug categories and classifications will be presented to provide a foundation for further detailed study in subsequent nursing courses. Prerequisite(s): NUR 202 and all prerequisite courses. Corequisite(s): NUR 180, NUR 206, NUR 207, and NUR 388. CS

NUR 280 - Nursing Seminar II

1 hour

This course focuses on the synthesis of knowledge and skills gained from Adult Health Nursing I, Mental Health Nursing, Transcultural Nursing, and Nursing Research. Emphasis is placed on the use of critical thinking skills as students participate in a variety of active learning experiences. Prerequisite(s): NUR 180, NUR 206, NUR 207, NUR 227, and NUR 388. Corequisite(s): NUR 342, NUR 349, NUR 445, and NUR 466. CS

NUR 335 - Community Health and Population-Focused Care

3 hours

This course discusses the expansion of the nurse's role into the local, state, and national levels. Health promotion, health prevention, and health maintenance are assessed and evaluated in relation to sociopolitical forces and the health care delivery system. The effects of the environment on health are analyzed, and modification of risk factors in aggregates is explored, along with principles of epidemiology. Prerequisite(s): NUR 378, NUR 380, NUR 415, and NUR 439. Corequisite(s): NUR 449, NUR 456, NUR 478, and NUR 480. CS

NUR 342 - Mental Health Nursing

4 hours

This course presents the theoretical and clinical

foundation of ethical and professional nursing care to individuals and small groups experiencing acute and chronic behavioral problems. The needs of individuals with mental illness as they impact the family and the community will be discussed. Students will apply the principles of therapeutic communication and the nursing process in this diverse setting. Selected therapeutic groups will be observed and group/individual assignments completed. Prerequisite(s): Completion of Level 1 courses. Corequisite(s): NUR 280, NUR 349, NUR 445, and NUR 466. CS

NUR 349 - Adult Health Nursing I

6 hours

The theoretical foundation of holistic nursing care for adults with acute and chronic illnesses and the application of that theory are the focus of this medical-surgical course. Clinical judgment and skills are developed by refining the nursing analysis of the patient's history and symptom severity, establishing rationales and priorities for nursing and collaborative interventions, and evaluating the patient response to various treatment modalities. A variety of clinical areas and simulated clinical case scenarios provide the students with a diverse patient population in order to highlight evidence-based interventions. Students are expected to exhibit ethical, moral, spiritual, and professional behaviors. Prerequisite(s): Completion of Level 1 courses. Corequisite(s): NUR 280, NUR 342, NUR 445, and NUR 466. CS

NUR 378 - Childbearing Family Health

4 hours

The theoretical foundation of nursing care for the childbearing family during pre-pregnancy, pregnancy, intrapartum, postpartum, and neonatal periods is the focus of this course. Women's health issues and genetic considerations are addressed as they relate to the childbearing family. Community resources appropriate for the childbearing family are explored. Nursing research, cultural, sociopolitical, and legal aspects applicable to the childbearing family are studied. ANA and AWHONN standards are addressed. Students will spend time in the clinical setting observing and providing care for the childbearing family. Prerequisite(s): Completion of Level 2 courses. Corequisite(s): NUR 380, NUR 415, and NUR 439. CS

NUR 380 - Nursing Seminar III

1 hour

This course focuses on the synthesis of knowledge and skills gained from Adult Health Nursing II, Childbearing Family Health Nursing, and Child Health Nursing. Emphasis is placed on the use of critical thinking skills as students participate in a variety of active learning experiences. Prerequisite(s): NUR 280, NUR 342, NUR 349, NUR 445, and NUR 466. Corequisite(s): NUR 378, NUR 415, and NUR 439. CS

NUR 388 - Gerontology and Palliative Care

2 hours

This course focuses on the provision of holistic nursing care to the older adult. Students will explore the role of the professional nurse in the assessment of the older adults' physical, psychological, and spiritual needs. Theories of aging, as they relate to the promotion of health and wellness, chronic illness, palliative and end-of-life care will also be discussed. Additional content will include the legal, ethical, social, and cultural concerns of aging. Prerequisite(s): Admission to the nursing program. Corequisite(s): NUR 180, NUR 206, NUR 207, and NUR 227. CS

NUR 415 - Child Health Nursing

4 hours

Provides a theoretical and clinical practice foundation for nursing care of children and adolescents. An emphasis is placed on evidence-based practice and family-centered atraumatic nursing care for the child. Health and wellness as related to the developmental levels is explored. Students will apply the theoretical knowledge and clinical skills in the care of both acute and chronically ill children and adolescents. Clinical reasoning is emphasized in this course as well as patient safety and quality improvement. Prerequisite(s): Completion of Level 2 courses. Corequisite(s): NUR 378, NUR 380, and NUR 439. CS

NUR 439 - Adult Health Nursing II

6 hours

The theoretical foundation of holistic nursing care for adults with acute and chronic illnesses and the application of that theory are the focus of this medical-surgical course. Clinical judgment and skills continue to improve by refining the nursing analysis of the

patient's history and symptom severity, establishing rationales and priorities for nursing and collaborative interventions, and evaluating the patient response to various treatment modalities. A variety of clinical areas and simulated clinical case scenarios provide the students with a diverse patient population in order to highlight evidence-based interventions. Students are expected to exhibit ethical, moral, spiritual, and professional behaviors. Prerequisite(s): Completion of Level 2 courses. Corequisite(s): NUR 378, NUR 380, and NUR 415. CS

NUR 445 - Transcultural Nursing

3 hours

This course focuses on the role of the nurse in preserving and promoting health in diverse global communities. Students will discuss health promotion, health protection, health prevention, and health maintenance that affect human populations. The health care access of various target populations will be assessed and evaluated as it relates to sociopolitical factors. Learners will be able to recognize the necessity of culturally appropriate nursing care and how to incorporate the role and function of the family across the life span. This course counts towards the Intercultural Understanding (IU) General Education requirement. Prerequisite(s): NUR 180, NUR 206, NUR 207, NUR 227, and NUR 388. Corequisite(s): NUR 280, NUR 342, NUR 349, NUR 466. CS

NUR 449 - Adult Health Nursing III

3 hours

The theoretical foundation of holistic nursing care for adults with acute and complex multi-system dysfunction and the application of that theory are the focus of this advanced medical-surgical course. Clinical judgment and skills are synthesized by further refining the nursing analysis of the patient's history and symptom severity, establishing rationales and priorities for nursing and collaborative interventions, and evaluating the patient response to various treatment modalities. A variety of simulated clinical case scenarios expose the students to patients experiencing end-of-life symptom severity, co-morbidities, and complications in order to highlight evidence-based interventions. Students are expected to exhibit ethical, moral, spiritual, and professional behaviors. Prerequisite(s): Completion of Level 3 courses. Corequisite(s): NUR 335, NUR 456, NUR 478, and NUR 480. CS

NUR 456 - Leadership and Trends in Nursing

3 hours

This course will cover the concepts of management: delegation, scheduling, budgeting, conflict management and interprofessional communication. The perception of appropriate 'following' behaviors as preparation for management responsibilities is examined. The understanding of a nurse's role as patient advocate in ethical dilemmas will be investigated. Current healthcare issues focused on the profession of nursing will be analyzed. This course will also prepare the student to assume a beginning nursing leadership and management role with a focus on interactions with health care team members. Theories, organizational behavior theories, and leadership styles that are relevant to the practice of nursing management are analyzed. The application of leadership skills enhances students' skills in maintaining best practices and standards of care. Prerequisite(s): Completion of Level 3 courses. Corequisite(s): NUR 335, NUR 449, NUR 478, and NUR 480. CS

NUR 466 - Nursing Research

3 hours

This course focuses on the research process. Students will discuss the ethical, moral, legal, and professional concerns pertinent to the research process. Emphasis is on the importance of life-long learning as a foundation for evidence-based nursing practice and research utilization. Students will critique selected research articles. Each student will identify a research problem and develop an individual research proposal. Prerequisite(s): Completion of Level 1 courses. CS

NUR 478 - Nursing Capstone

4 hours

This capstone course emphasizes professional role development and the ability to provide comprehensive care for a patient group in final preparation for entry into professional nursing practice. The student is placed with an experienced RN Preceptor for clinical, and also participates in simulations and skills demonstrations in the Virtual Learning Center. Prerequisite(s): NUR 378, NUR 380, NUR 415, and NUR 439. Corequisite(s): NUR 335, NUR 449, NUR 456, and NUR 480. CS

NUR 480 - Nursing Seminar IV

1 hour

This course focuses on the synthesis of knowledge and skills gained from Adult Health Nursing III, Community Health and Population Focused Care, Leadership/Trends in Nursing, and Synthesis & Capstone in Nursing. Emphasis is placed on the use of critical thinking skills as they participate in a variety of active learning experiences. Prerequisite(s): NUR 378, NUR 380, NUR 415, and NUR 439. Corequisite(s): NUR 335, NUR 449, NUR 456, and NUR 478. CS

NUTRITION

NUTR 625 - Social Sustainability in Nutrition Practice

5 hours

Sustainability is a process that encapsulates renewable natural resources and human resources in production. Social Sustainability refers to an equitable distribution of these resources. In this course, we draw upon insights from agriculture, economics, psychology, sociology, marketing, and nutrition to explore topics such as current food consumption patterns, food choice, food labeling and market-based initiatives in enhancing sustainability. We will also investigate the impact of influencers such as social and cultural values and trends, policy and regulation, education, research and technology in making food choices. Choices are made daily concerning what and what not to eat. We will look at how these choices are made in a more socially sustainable manner that supports good health and enjoyable eating. Students will complete 150 hours of experiential learning during this course. GR

NUTR 630 - Sustainable Community Nutrition

4 hours

Community and public health nutrition with focus on factors impacting the dietary intake and nutritional status of individuals and groups within a sustainable community. The course will explore the methods, techniques and tools used by nutrition professionals in program planning of community-based nutrition-related intervention programs. It will also examine nutrition-related programs and groups at nutritional risk to aid in the development of a community-based nutrition intervention program that is equitable and

sustainable. Students will complete 100 hours of experiential learning during this course. GR

NUTR 632 - Research & Sustainability

2 hours

To provide the Master's level dietetic student with the foundational tools and skills necessary to develop a research study/project that will address an area targeted by the Academy of Nutrition and Dietetics (AND) Research Priorities and of interest to the student. Students will have the option of completing a thesis or authoring a systematic review. GR

NUTR 635 - Nutrition Assessment/NFPA

4 hours

Principles and methods of evaluating human nutrition status using anthropometric, biochemical, clinical and dietary assessment techniques. Students will demonstrate the techniques used to complete a Nutrition Focus Physical Exam in order to complete a comprehensive nutritional assessment as a part of the Nutrition Care Process. Students will complete 50 hours of experiential learning during this course. GR

NUTR 640 - Pharmacology

2 hours

This course examines pharmacology and the interaction with nutrition. This would include, but not limited to, drug/nutrient interactions, how drugs may impact nutritional status, and future trends in pharmacology and nutrition. GR

NUTR 642 - Nutrition Ed & Advanced Counseling Techniques

3 hours

This course develops and strengthens nutrition education and advanced counseling skills using theories and evidence-based approaches aimed at changing health behaviors of groups or individuals. Includes discussion and experience in building rapport through engaged communication skills, engaging in data assessment and interpretation, developing goals/outcomes, selecting appropriate learning activities, evaluation and documentation. Includes a focus on enhancing practical skill development through group discussion, community presentations, role play, and reflection. Students will

complete 50 hours of experiential learning during this course. GR

NUTR 645 - Nutrition Research Experience

3 hours

Students will continue to work with their research advisor toward the completion of their Master's Thesis or a systematic literature review. The culmination of this course will be a defense of the Thesis or presentation of the systematic review. GR

NUTR 650 - Sustainable Food Systems

5 hours

This course examines food and water systems and explores strategies that cultivate sustainable, resilient and healthy communities. It will explore food production, supply chains, how to improve food and nutrition security, improve water security, and reduce waste in an effort to support and promote sustainable systems. Students will complete 150 hours of experiential learning during this course. GR

NUTR 652 - Medical Nutrition Therapy I

6 hours

Advanced study of the nutrition science principles and nutrition therapy required for medical conditions. Students will integrate nutrient metabolism, pathophysiology, nutrition assessment, and medical nutrition prescriptions. Topics will include: Nutrition Support (enteral), Weight Management, Upper and Lower Gastrointestinal (GI), Oncology, and Neurological. Students will complete 200 hours of experiential learning during this course. GR

NUTR 655 - Legislative & Nutrition Policy

3 hours

Familiarize and engage students in the process of policy making that pertain to nutrition problems or issues. An investigation and discussion on the role of stakeholders (individuals, corporations, federal and state agencies) in creating nutrition-related policy. A focus will be on the role of the nutrition professional in influencing public policy and advocating for populations and individuals. Students will complete 100 hours of experiential learning during this course. GR

NUTR 660 - Medical Nutrition Therapy II

6 hours

Advanced study of the nutrition science principles and nutrition therapy required for medical conditions. A case study approach will require students to integrate nutrient metabolism, pathophysiology, nutrition assessment, and medical nutrition prescriptions. Specific to this course, students will work within a hospital setting to assess the nutritional status of patients with the following conditions: Nutrition in Critical Care, Cardiovascular, Renal, Diabetes, and Nutrition Support. Students will complete 200 hours of experiential learning during this course. GR

NUTR 665 - Professional Seminar

2 hours

This Capstone course is designed to prepare Master's/Dietetic Interns entrance into the dietetic profession. Preparation for the completion of the credentialing process to become a Registered Dietitian Nutritionist (RDN). Course content will support students through the credentialing and licensure process. A discussion of professional ethics will be integrated into this course. Successful completion of the program will produce a verification statement for students. GR

PASTORAL LEADERSHIP

PAST 600 - Theology of Ministry

3 hours

The purpose of this course is to understand the significance of theologically formed patterns of ministry and pastoral leadership, and to develop theologically reflected models for ministry. Special attention will be given to the issues of ecclesiology as they relate to theological leadership. GR

PAST 610 - Christian Leadership

3 hours

This course is a focused learning conversation among friends exploring the spiritual foundations, the primary influences, the relational context, current literature and authorities of the theory of leadership, and the priority principles and best practices of effective Christ-like leadership. Class members will apply this holistic view of leadership to the context of ministry in which they currently serve or may serve in the future. GR

PAST 620 - Life Management and Personal Renewal

3 hours

This course explores the significance of spiritual development and personal renewal in the life of a leader, with attention to practice and implementation as well as strategies for modeling and teaching healthy patterns as leaders. GR

PAST 630 - Pastoral Leader as Prophet

3 hours

This course explores the central content of the Christian message, especially as a theological vision of soteriology/holiness and the role of the pastoral leader as the primary theologian for a local congregation. GR

PAST 640 - Preaching and Worship as Pastoral Leadership

3 hours

This course will consider the critical roles of the pastoral leader as primary preacher and worship leader. Attention will focus on the critical interaction between theology in practice and confession and how it is formed in practices of worship. GR

PAST 650 - The Teaching Church

3 hours

This course is a comprehensive approach to developing the local church as a teaching community. Attention will focus on assessment and planning of effective and holistic teaching processes. GR

PAST 660 - Pastoral Leader as Priest

3 hours

This course examines the critical role of the pastoral leader in defining the shape, or patterns, of the Christian life. This includes consideration of the proper biblical understanding of the Christian life, the Pastor as model/mentor, and the church as a community of formation. GR

PAST 670 - The Church as a Community of Formation

3 hours

This course explores the dynamics of the church as a community which forms by the patterns and practices it cultivates and encourages. Attention is given to identifying the characteristics of Christian life and character that can and should be encouraged and formed by the life of the community. GR

PAST 680 - The Church in the World

3 hours

This course focuses on the intersection of the church (as a Kingdom community) and the world. Examination of the competing value systems and formation of an approach to developing a church that effects transformation in its community and world. GR

PAST 690 - Pastoral Leader as King

3 hours

This course will consider the role of the pastoral leader as an organizational leader. Attention will be given to Kingdom values which should be embodied in the organizational structures of the local church and development of an approach to effecting those values in the local church. GR

PAST 700 - Visionary Leadership

3 hours

The task of pastoral leadership to effectively communicate and perpetuate a vision of Kingdom community is the focus of this course. Study includes identification of core values and definition of mission, as well as strategies for effectively casting vision for a local church. GR

PAST 710 - Development of a Ministry Plan

3 hours

This course is an application project integrating the coursework and ideas of the program of study into a specific and comprehensive plan for congregational leadership and development. GR

PHYSICAL EDUCATION

PED 500 - First Aid and Cardiopulmonary Resuscitation

3 hours

The course consists of teaching and demonstrating vital and practical applications and necessary steps in administering emergency first aid care to an injured person, including the issues related to bleeding, shock, splinting, bandaging, and CPR methodology. Appropriate certification may be achieved upon satisfactory completion of this course. GR

POLITICAL SCIENCE**PSC 223 - American Government****3 hours**

A study of the structure and functions of the federal government in the United States.
GER: Social Science CS

PRACTICAL MINISTRIES**PRM 572 - Urban Mission Practicum****3 hours**

This is a hybrid course where online content and on-site experience are combined in a 5-day practicum conducted at the Urban Mission Center in St Louis area and Benton Park West neighborhood in partnership with the Salvation Army. Benton Park West has a good blend of urban life (density, diversity, and disparity) to submerge into for practicing theory and principles learned in Urban Studies. The course will look at neighborhoods, areas of marginalization, areas of conflict and identified sacred spaces. Time will be given for discussion and study on the Urban Millennium and how it impacts the region, city and neighborhood and how the church has been impacted. While present in the community, students will learn and practice the 6 postures for creating and practicing missional community (Thin Places) and will spend time daily in the urban garden for spiritual reflection. CS

PSYCHOLOGY**PSY 200 - Lifespan Development****3 hours**

This course gives an overview of theory and research on human development in physical, cognitive, and social-emotional domains from conception to death. This course is not intended for psychology majors.
GER: Social Science CS

PSY 204 - Industrial/Organizational Psychology**3 hours**

This course helps learners understand the factors that influence human behavior in organizational settings. Emphasis is placed on scientific analysis of individual processes, group processes, and organizational structure and design. Topics addressed include research methodology, attitude determinants, communication, performance determinants and evaluations, decision-making, and leadership.
GER: Social Science CS

SOCIOLOGY**SOC 120 - Introduction to Sociology****3 hours**

This course aims to provide students an overview of the patterns and dynamics of social life. The work and topics that engage sociologists are investigated. Attention is given to the historical and theoretical development of sociology, common research methods, social behavior, social inequality, social institutions, and social change.
GER: Social Science CS

SOC 280 - Ethnic Relations**3 hours**

This course provides an introduction and analysis of minority groups within the larger American society. Emphasis is given to the interaction patterns between minority and majority groups. Students are encouraged to critically consider how a Christian should respond to issues of diversity and oppression.
CS

SPECIAL EDUCATION**SPED 601 - Characteristics of Students with Disabilities****3 hours**

Candidates will examine characteristics of individuals identified with disabilities, including levels of severity and their influence on development, behavior and learning. This course will address state and federal regulations; issues and trends in schools including, health care needs, sensory processing, motor development, and self-care skills; school/home/employment partnerships and transition

procedures. Students will identify assessment and evaluation requirements and understand the process of writing Individualized Education Programs and transition plans. Prerequisite(s): EDUC 749. GR

SPED 611 - Methods of Intervention for Students with Disabilities

4 hours

This course provides teacher candidates the opportunity to master information about methods of interventions for students with disabilities. Teacher candidates will demonstrate mastery for adapting general education curriculum based on individual learner needs. An emphasis is placed on examining the academic, social and vocational needs of individuals and their transitional needs from pre-school to a post-secondary level. Teacher candidates will create lesson plans based on the goals and objectives of students with disabilities. A focus of this course is to adapt materials and incorporate technology into all aspects of instruction for students with disabilities. This course includes *20 hours of clinical experience*. Prerequisite(s): SPED 601. GR

SPED 616 - Using Assessment to Inform Instruction

3 hours

Accurate assessment and diagnosis guide the curriculum and instruction in the classroom for students with special needs. Using assessment to inform instruction enables the special education teacher to effectively identify student strengths and weaknesses, target developing skills, and foster academic growth. Candidates engage in the examination of the major principles of assessment; demonstrate understanding of the legal aspects of the evaluation of students with special needs; as well as analyze, select, and interpret appropriate assessments for students with special needs. Candidates also develop understanding of norm-referenced and curriculum based assessments and how such tests can be used in establishing student goals and benchmarks. This course includes *10 hours of clinical experience*. Prerequisite(s): SPED 611. GR

TEACHER LEADER EDUCATION

TLED 605 - The E.L.L. Student in the K-12 Mainstream: Accommodating through Awareness

3 hours

Whether instituted by federal, state, or local mandates, the inclusion of E.L.L. (English Language Learner) students into the U.S. K~12 mainstream is a reality within our schools. This course is designed to provide the K~12 mainstream teacher with two major skill sets: 1) the knowledge and tools necessary to accommodate the E.L.L. student's English-language-learning needs inside and outside of the classroom; and 2) the teacher-leadership skills necessary to function in the capacity as both an educator and leader within the community, the family, the school, the classroom, and the profession.

The tools are practical; include components that allow for feedback regarding the on-going assessment of the tools themselves, and are utilized by the teachers, the student, and by the student's family who are viewed as an extension of the classroom-learning environment. This course reaches beyond general TESL strategies by providing accommodations so the learner can attain English while studying in the content areas at school with supportive measures at home. Accommodation through awareness of cultural differences and similarities is the foundational theme upon which the tools are built. The workings of this topic are applied universally to the daily encounters the mainstream teacher, and the E.L.L. students and the family have with the student's English-language-learning. This explorative theme will be implemented also into the areas of assessment, instructional principles and practices, and resources as they apply to accommodating E.L.L. students in the K~12 mainstream. This course includes a 10-hour practicum experience during which theory is applied to practice. Candidates must complete their practicum requirements in schools with a diverse population. GR

TLED 738 - Leadership in Education

3 hours

Teacher leadership is not an event, but a process which encompasses studying, practicing, and developing leadership skills and competencies such as the development of knowledge, abilities, and dispositions necessary for effective and ethical leadership that are essential for school improvement efforts. The teacher leadership candidates examine the principles and techniques required of teacher leaders. In addition, this course explores the expansion of the teacher role from the classroom to the school community. Teacher leaders focus on research and best practices in leadership, the study of leadership frameworks and models of shared

governance, professional accountability, and leading collaborative teams in setting results-oriented goals. This course includes a 10-hour practicum experience during which theory is applied to practice. Candidates must complete their practicum requirements in schools with a diverse population. GR

TLED 771 - Data-Focused Assessment and Evaluation

3 hours

The course explores how to match types of data with specific need for information. Teacher leaders learn to analyze and interpret data around school culture, working and learning settings, and school climate. The course examines how data-focused assessments build support for student achievement and school improvement. The teacher leadership candidates engage in the multiple techniques for gathering and analyzing data, evaluating the validity, and the methods for collaborative review. This course includes a 10-hour practicum experience during which theory is applied to practice *Unless enrolled in the MAE: Educational Leadership or MAE: Educational Leadership with EBL Concentration. GR

TLED 772 - Understanding Diverse Student Populations

3 hours

The learning environment continues to become diversified due to changes in student's neurological wiring, mobility, family configuration, immigration, and socio-economic status. The teacher leadership candidates examine current knowledge about, and resources available to make modifications for K-12 students in the regular classroom who have exceptionalities arising from disabilities, giftedness, and differences in culture and/or language. As a result, teacher leaders learn how to build school culture that focuses on student outcomes. This course also provides opportunities for analysis of everyday situations and the impact of instructional models and practices on the teaching and learning processes. This analysis includes a focus on gender, ethnicity, race, religion, socio-economic status, and parents/family. In addition, teacher leaders learn to utilize the Social and Emotional Learning Standards to improve the learning environment. This course includes a 10-hour practicum experience during which theory is applied to practice. Candidates must

complete their practicum in schools with a diverse population. GR

TLED 773 - Leading through Literacy

3 hours

The TLED candidate will develop an understanding of leading in the area of literacy development. This course will focus on collaboration with school leaders, by creating relevant professional development opportunities for teachers across the curriculum. Emphasis will also be placed on cultivating a school climate that promotes literacy understanding, application, and growth for all learners. GR

TLED 783 - Differentiated Instruction: Assessment and Instructional Strategies

3 hours

Differentiated instruction is a philosophical approach to teaching and learning which embraces the belief that all students can learn through curriculum, instruction, and assessment designed to maximize the potential of each individual. Participants learn to create an environment which meets the needs of an increasingly diverse population of students with varied abilities while addressing challenging state standards at the same time. This course will focus on the meaning of differentiation, ways to effectively implement it in the classroom through strategies that work, and means by which to lead and manage a differentiated classroom to fit the individual needs of each student. This course includes a 10-hour practicum experience during which theory is applied to practice. Candidates must complete their practicum requirements in schools with a diverse population. GR

TLED 795 - Building Collaborative Community Partnerships

3 hours

Schools and their leaders cannot create effective and lasting change without the support of the community. It is imperative that all levels of leadership in the school build collaborative relations with all of the constituents of the school community. The teacher leadership candidates examine the theory, research, and best practices relating to school, family, and community partnerships. This course also explores the different types of partnerships, challenges to developing

school-based partnership programs, the components of effective partnership programs that enhance student performance and success, and how to evaluate their effectiveness to achieve the overarching goal of school improvement. This course includes a 10-hour practicum experience during which theory is applied to practice. Candidates must complete their practicum requirements in schools with a diverse population. GR

TLED 805 - Professional Development for Continuous Improvement of Teaching and Learning

3 hours

Teacher leaders evaluate effective models of professional development and apply them to the teaching and learning needs identified in their schools. They understand the needs of new teachers and facilitate induction and mentoring programs to enhance skills to improve student outcomes. They learn to observe instruction and provide constructive feedback through teacher evaluation models and training; they learn effective coaching and mentoring strategies; and they learn to design and provide professional development for their colleagues. This course includes a 10-hour practicum experience during which theory is applied to practice. Candidates must complete their practicum requirements in schools with a diverse population. GR

THEOLOGY

THE 300 - Faith and Contemporary Issues

3 hours

This course is designed to expand understanding of the content of Christian faith, its historical development, and its expression in ethical living. Learners explore major religious traditions in Christian history, including their own, compare the major ecumenical and Protestant confessions of faith, and examine Biblical foundations of Christian doctrine and lifestyle.

GER: Christianity CS

THE 310 - Christianity & Culture

3 hours

Since its earliest days, Christianity has been impacted by the surrounding culture. As a result, while its basic

tenets have remained unchanged, the practice of the Christian faith has changed over the centuries. The Christianity and Culture course will examine Christianity's foundational beliefs and practices, and the impact today's culture has on those practices. Attention will be given to the Church, Christian worship, and the interpretation of Scripture, focusing on relevant scriptural texts that guide the lifestyle choices of today's Christians.

GER: Christianity CS

THEO 600 - Wesleyan Theology

4 hours

This course is a study of the theological tradition inaugurated by John Wesley. The course focuses its attention on antecedents of the Wesleyan tradition, the theology of Wesley himself, the development of the tradition since Wesley's time, and/or ideas of specific prominent thinkers that help elucidate Wesleyan doctrine. This course may be repeated with a different subtitle. GR

THEO 606 - Introduction to Theological Research

3 hours

After a broad sketch of the different forms of modern research, this course will focus on the types of research most common in theological and biblical studies. Guidance will be offered on preparing to write a thesis and how to formulate a proper thesis proposal. It will also introduce the student to a more effective use of the library, an understanding of the wide range of biblical and theological databases and how to use them, effective electronic searching, and the services offered by the library staff. Lastly, the course will direct the student to the proper format of a term paper or thesis using Turabian or SBL standards. GR

THEO 607 - Theology of Ministry

3 hours

Students in this course learn the significance of theologically informed patterns of ministry and pastoral leadership, and they develop their own models for ministry that are intelligent and theologically informed. Special attention is given to the issues of ecclesiology as they relate to theological leadership. GR

THEO 608 - World Religions

3 hours

This course is a theological and historical exploration of Hinduism, Buddhism, Shinto, Taoism, Judaism, Islam, and the relationship of Christianity to those religions. Course goals include 1) to set forth the essential characteristics and practices of the world's great religions; 2) to disengage the essential differences between Christianity and the other world religions; and 3) to examine the Christian theological appraisal of other world religions. Thus, the course will enable the students to gain a deeper understanding of Christianity by listening to and observing other religious traditions as well as appraising the different major religious traditions of the world. GR

THEO 611 - Topics in Christian Theology

3 hours

This course is a concentrated study of the work of one or more theologians, or of a particular theological issue or movement, or the theology of a particular era. This course requires significant research and writing. This course may be repeated with a different subtitle. GR

THEO 612 - Philosophy and Ethics for Ministry

3 hours

This course will have two foci. First, students will grapple with problems in the philosophy of religion that have the greatest impact on Christian theology and the practice of ministry. Second, students will become acquainted with the various aspects of ethics, including the foundations and parameters of Christian ethics. This knowledge will then be applied to a number of notable issues and situations that call for moral deliberation. GR

THEO 613 - Systematic Theology

3 hours

This course is a systematic, analytical examination of Christian theology. GR

THEO 614 - 20th Century and Contemporary Theologies

3 hours

This course will survey Christian theological ethics in the twentieth century, predominantly Protestant ethics. The thought of key figures will be examined and discussed, noting the influences that shaped each thinker. Moreover, the relationship between theology and ethics will be analyzed throughout the course. GR

THEO 616 - History of Christianity I

3 hours

This course is a survey of the history of Christianity during the Patristic and Medieval periods. The development of the church (e.g., theologically, politically, organizationally, liturgically) from a minor, and sometimes persecuted religion in the Roman Empire to the dominant religion within Medieval Europe will be discussed. Special attention will also be given to developments within the Eastern branches of Christianity. Focus will also be given to the theological developments within Christianity, leading to the eve of the Reformation, and the intersection of Christianity with Judaism and Islam. This course will emphasize research and writing. GR

THEO 617 - History of Christianity II

3 hours

This course examines the development of the Christian tradition from the time of the Reformation to the present, with special attention to the confessional division of the western Christian tradition during the Reformation, and the responses that post-Reformation Christian traditions make to the secularization of Western culture. Another major theme will be the study of the pluralistic and global context of Christianity with attention to the growth of Christianity outside of the West. A special emphasis will be the revival traditions of Christianity. This course will emphasize research and writing. GR

THEO 621 - Early Church Fathers

3 hours

The Church Fathers are often cited in modern theological writing, but they are often poorly understood. This course will examine the thought of prominent Christian authors through the first five centuries of the Christian church. Special attention will be given to the issues of creation, the Trinity, Christology, salvation, and ecclesiology. This course

will feature an active engagement with and critical assessment of the primary texts. GR

THEO 622 - Islamic Studies

3 hours

This course engages in the study of Islam as a textual tradition and practiced faith inscribed in history and particular cultural contexts. Surveys the ideals and practices of Islam across its history. Provides an introduction to the origin and history of the Islamic movement. Included are the ritual (worship), theological, philosophical, mystical, ethical and political dimensions of Islam with special attention given to Islam's primary message and its implementation in the lives of Muslims. Special focus given to Muhammad, the Qur'an as revelation, the contemporary practice of the Islamic faith, Islam and power, contemporary manifestations of Islam, the rise of puritanical Islam and Islam's relationship to Christianity and the West. GR

THEO 623 - Systematic Theology I

3 hours

This course is an introduction to the clear and coherent presentation of the faith of the Christian church. The course will discuss the classical Christian doctrines of the Christian faith including Revelation, God, Creation, Jesus Christ, Atonement, Salvation, Holy Spirit, Church, Sacrament, and Last Things. While concerned to present the classical thinking of the church, especially in its Protestant heritage, the course will also clearly note and sympathetically explain the distinctives of the Arminian/Wesleyan/Holiness tradition. In addition, this course will give attention to such methodological issues as the norms of theology, thinking theologically about the contemporary church and society, and the interconnectedness of the various doctrines and teachings of the Christian church. GR

THEO 624 - Systematic Theology II

3 hours

This course is a continuation of THEO 623, Systematic Theology I. GR

THEO 625 - Philosophy of Religion

3 hours

This course is an analysis of the religious concepts

and tenets that historically have been debated by philosophers. GR

THEO 626 - The Early Councils and Their Creeds

3 hours

The early Christian creeds and the first seven ecumenical councils played an important role in the historical development of Christian theology. This course will critically examine the key political and theological issues at stake during each council. The course will also pay significant attention to the ramifications and acceptance of each council and creed. Special attention will also be paid smaller regional councils, as well as primary text research. GR

THEO 627 - Philosophy for Theology

3 hours

This course is a study of philosophical topics, perspectives, and approaches that are particularly helpful to the study of theology. Particular attention will be given to issues such as the autonomy of reason, and theological understandings of the role of philosophy (and culture). This is not an introduction to philosophy or theology, which the student should have already taken. A previous course in the philosophy of religion would also be helpful, but it is not required. This course may be repeated with a different subtitle. GR

THEO 629 - Developing and Reproducing a Leadership Culture

3 hours

This course will explore the value systems and behaviors for developing a reproducing leadership culture within a specific ministry context. Exploring Ephesians 4:11 and Alan Hirsch's APEST theory, students will locate pastoral leadership within the field of micro-multiplication of disciples and leaders within specified areas of ministry. By the end of the course, each student will have constructed a practically applicable leadership pipeline to be utilized in a current/projected ministry. In addition, each student will have identified apprentices within the current ministry setting for contextual implementation. GR

THEO 631 - Ecclesiology

3 hours

This course is an inquiry into the meaning and nature of the church. Special attention will be given to the biblical metaphors and classical theological models with a view toward critically evaluating contemporary ecclesiastical models. GR

THEO 632 - Eschatology**3 hours**

This course is an inquiry into the doctrine of eschatology and the eschatological nature of all of Christian theology. Attention will be given to the biblical texts which inform Christian eschatology. We will also investigate theologies and secular historical systems which reveal strong Christian eschatological influences. Topics explored will include death, resurrection, immortality, millennialism, heaven, hell and the second coming. GR

THEO 645 - Old Testament Theology**3 hours**

This course includes an examination of the Old Testament as Scripture of the Christian Church in order to hear and understand the biblical testimony to God and his revelatory and reconciling work in the world. The history of the discipline is discussed, including various methods of doing biblical theology, such as: themes and ideas, history of salvation, literary approaches, cultural and sociological methods, and the Bible as canon. The course also contains an in-depth study of the major theological themes of the Old Testament, including covenant, grace, faithful response to God, sin and accountability, holiness, and hope for the future, as well as a reflective analysis of the theological role of the Scripture for today amid various and shifting cultural concerns. This course requires significant research and writing and may be repeated with a different subtitle. GR

THEO 646 - New Testament Theology**3 hours**

This course includes an investigation of major themes of New Testament theology, the distinctive contributions of the biblical authors, and the issue of unity and diversity within the canon of the New Testament. This course requires significant research and writing and may be repeated with a different subtitle. GR

THEO 648 - Missional Theology: Leadership and Praxis**3 hours**

The objective of this course would be to offer a theologically informed missional hermeneutic derived from the meta-narrative of Scripture, the eschatological promises of Jesus, and the call of the ecclesia into the world, the field on which God's redemptive purposes are being established. Once introduced to this missional hermeneutic, students would then be challenged to integrate this hermeneutic into a philosophy of missional leadership and articulate the possibilities within their current and particular contexts. GR

THEO 651 - Historic Christian Thought**3 hours**

This course is a study of significant movements, epochs, and theologians selected from the formative periods of the life of the Church prior to the modern age. Among the possible subjects of specific study are the early Church, Eastern Orthodoxy, the Middle Ages, the Reformation, the Enlightenment, Augustine, Thomas Aquinas, Martin Luther, John Calvin, James Arminius, and Jonathan Edwards. This course may be repeated with a different subtitle. GR

THEO 657 - Topics in History of Christianity**3 hours**

This course is an examination of movements, persons, and ideas that have shaped the religious history and thought of Christianity. This course may be repeated with a different subtitle. GR

THEO 664 - Augustine**3 hours**

This course introduces the life of St. Augustine of Hippo and explores his foundational role in the development of the theology of the Christian church in the West. This course will give attention to his location in a transitional historical context and the ways Augustine reflects and influences the movement from the Roman to Medieval world. Attention will be given to considering implications for doing theology today. This course requires significant research and writing, and it may be repeated with a different subtitle. GR

THEO 665 - Theology in the Era of the Reformation

3 hours

Theological development in the Reformation period, giving attention to historical and theological context, will be the focus of this course. Reading of primary source material will be emphasized. Study will center on key representative thinkers and the theological systems they both reflect and helped to shape. Attention will be given to the major streams of thought and development that led into and emerged from the Reformation. This course emphasizes research and writing, and it may be repeated under a different subtitle. GR

THEO 672 - History, Missions and Polity of the Church of the Nazarene

3 hours

Three related topics are covered during this course: (1) a selective historical study of the world regions of the Church of the Nazarene, with primary emphasis upon the United States regions where independent holiness churches emerged and later united and organized to preach the message of entire sanctification as articulated by John Wesley and the American holiness movement with the vision to create a global holiness church. We also review the issues that shaped the church's identity and the organizational structures that made global ministry possible; (2) a review of the World Mission program and a discussion of internationalization with a focus on the organizational changes that facilitated rapid growth in world areas during the end of the twentieth century with the resulting implications of becoming a global community; and (3) a concentrated examination of the Manual of the Church of the Nazarene, with focus on the government of the Church at its various administrative levels with the goal to help the student think through important issues relative to membership and ministry as well as to convey the practical rules and regulations that govern community life. Students study primary documents. GR

THEO 674 - Pastoral Care and Counseling

3 hours

This course will explore ministry with adolescents and their families. The lenses of social sciences, context,

biblical concepts, and theological insight, will be utilized to determine the faithful action required for Kingdom focus. GR

THEO 682 - Wesleyan-Holiness Theology

3 hours

This course is an overview of Wesleyan theology and its roots in the thought of John Wesley. Special attention will be given to the development of distinctive doctrines within the Wesleyan-Holiness tradition. GR

THEO 693 - Contemporary Issues in Theology

3 hours

This course explores recent trends and current issues in Christian Theology, examining them in light of their faithfulness to Scripture, Christian tradition and Christian practice. Attention will be given to their inner theological coherence and their impact on related Christian doctrines. A reading and research course which will give special emphasis to the critical examination of original documents. May be repeated under a different subtitle. GR

THEO 695 - Tutorial

1 hour

For each theology course in which the student is enrolled, there will be an associated tutorial. The tutorial consists of personalized guidance from the teacher on the professional aspects of the subject, including such items as a deeper and more extensive reading of the academic literature in the area, detailed guidance for writing, and detailed critique of the research paper. The purpose is to develop professional academic competence in theology. This course may be repeated. It is restricted to students in the MACT program. GR

THEO 696 - Thesis Research

3 hours

This course includes guided research on the student's master's thesis. This is taken before the student enrolls in THEO 699 - Thesis. The grade will be pass/fail. It can be repeated. Only open to MACT students. GR

THEO 699 - Thesis

3 hours

This requires the completion of a 50-75-page thesis, the subject of which must be approved by the student's adviser and the Director of Graduate Studies for the School of Theology and Christian Ministry. This option demonstrates (1) the learner's ability to design, execute, and report on independent research, and (2) the learner's creative thinking, critical reflection, and writing ability. It culminates with the learner's defense of the thesis. The School of Theology provides a detailed guide to the rules and regulations for the thesis, which is available from the Program Specialist. GR

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M.A., 1992, Northern Illinois University
Ph.D., 2003, Wayne State University

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D.Litt, 2005, Olivet Nazarene University

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M.B.A., 1994, Olivet Nazarene University
D.B.A., 2016, Northcentral University

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Ph.D., 1993, Ohio University

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M.A., 2005, Ball State University
M.A., 2018, Olivet Nazarene

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B.A., 2010, Indiana Wesleyan University
M.A., 2015, Geneva College
Ph.D., in process, Indiana State University

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M.A., 1991, Ohio University
Ph.D., 1993, Ohio University

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M.S., 1990, University of Illinois
Ph.D., 1994, University of Illinois

KENT OLNEY (1995)
Dean of College of Arts and Sciences
B.A., 1977, Asbury College
M.Div., 1979, Asbury Theological Seminary
M.A., 1985, Gallaudet University
M.S., 1995, University of Oregon
Ph.D., 1999, University of Oregon

CHARLES PERABEAU (2005)
Dean of School of Theology and Christian Ministry
B.A., 1994, Olivet Nazarene University
M.A., 1998, Loyola University Chicago
M.Phil., 2001, Drew University
Ph.D., 2011, Drew University

LISA VANDER VEER (2009)
Dean of Student Persistence
B.A., 2003, Wheaton College
M.A., 2007, Adler School of Professional Psychology
Psy.D., 2009, Adler School of Professional Psychology

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Dean of College of Professional Studies
B.A., 1993, Olivet Nazarene University
M.S.W., 1999, University of Illinois
Ed.D., 2017, Olivet Nazarene University

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Dean of Academic Operations
B.A., 1992, Olivet Nazarene University
M.B.A., 1997, Olivet Nazarene University
Ed.D., 2017, Northeastern University

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Director of Institutional Research

B.S., 1988, University of California

M.S., 1990, Purdue University

Ph.D., 1995, University of Wisconsin-Madison

MARK HOLCOMB (2004)

University Chaplain

B.A., 1981, Olivet Nazarene University

M.R.E., 1985, Nazarene Theological Seminary

KRISTY INGRAM (2008)

Executive Director of Center for Academic Excellence

B.A., 2001, Olivet Nazarene University

M.A., 2005, Governor's State University

Ph.D., 2015, North Central College

LISA MCGRADY (2011)

Associate Dean for Assessment and Faculty Development

B.A., 1989, Cedarville University

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

Ph.D., 2007, Purdue University

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University Registrar

B.A., 1997, Olivet Nazarene University

M.A., 1999, Wheaton College

Ed.D., 2009, University of Nebraska-Lincoln

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B.A., 1983, Olivet Nazarene University

M.A., 1994, Pennsylvania State University

Professional Librarians

JASMINE CIESZYNSKI (2003)

Associate Professor of Library Science; Instructional Services & Public Relations Librarian

B.S., 1996, Valparaiso University

M.L.S., 1999, Indiana University

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

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B.A., 1970, Olivet Nazarene University

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M.O.L., 2014, Olivet Nazarene University

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Associate Professor of Library Science; Reference Librarian

B.A., 1982, Judson College

J.D., 1985, Northern Illinois University
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M.S., 2012, University of Illinois

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Digital Initiatives and Systems Librarian

B.S., 2004, Concordia University

M.A., 2006, Concordia University

M.L.I.S., 2012, University of Kentucky

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This alphabetical listing of members of the full-time faculty gives reference to the department and/or school in which they teach, where a more complete listing of their positions and degrees is shown.

Faculty who have administrative status are noted with an *.

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Neal Woodruff, *Music*

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Professor of Chemistry and Geoscience

B.S., Ph.D.

SCOTT ARMSTRONG (2007-2017)

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B.A., M.Ed., Ph.D.

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B.A., M.B.A., Certified Public Accountant

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GARY W. STREIT (1973-2007)

Provost and Vice President for Academic Affairs Emeritus, Professor of English

B.A., M.S., Ph.D.

MARLA M. STREIT (1997-2007)

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REBECCA TAYLOR (2004-2016)

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B.A., M.A., Ph.D.

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STANTON TUTTLE (1997-2014)

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JAMES UPCHURCH (2004-2016)

Dean, School of Education; Dean, College of Arts and Sciences

B.S., M.A., C.A.S., Ed.D.

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CAROLYN C. WALKER (2001-2007)
Associate Professor of Education
B.A., M.A.E., Ph.D

JUDITH WHITIS (1984-2006)
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SUE E. WILLIAMS (1987-2012)
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B.A., M.A.E., Ph.D.

NORMA WOOD (1995-2005)
Professor of Nursing
B.S., M.Div., M.A., Ph.D.

ROBERT W. WRIGHT (1969-2008)
Professor of Biology
B.A., M.A., Ph.D.

Degree and Enrollment Statistics

Degrees Granted (July 1 - June 30)

| | 2016 | 2017 | 2018 | 2019 | 2020 |
|-------------------------------------|------|------|------|------|------|
| Associate of Applied Science | 1 | 0 | 0 | 0 | 0 |
| Associate of Arts | 4 | 0 | 0 | 0 | 0 |
| Bachelor of Arts | 96 | 70 | 70 | 96 | 70 |
| Bachelor of Business Administration | 31 | 39 | 31 | 28 | 18 |
| Bachelor of Fine Arts | 0 | 0 | 0 | 0 | 8 |
| Bachelor of Music | 13 | 11 | 7 | 13 | 10 |
| Bachelor of Science | 356 | 385 | 373 | 410 | 370 |
| Bachelor of Science in Nursing | 247 | 201 | 183 | 200 | 152 |
| Bachelor of Social Work | 28 | 29 | 30 | 32 | 21 |
| Bachelor of Science in Engineering | 24 | 55 | 59 | 63 | 79 |
| Bachelor of Applied Science | 1 | 3 | 3 | 7 | 13 |
| Master of Arts | 54 | 50 | 51 | 58 | 10 |
| Master of Arts in Education | 240 | 319 | 354 | 389 | 340 |
| Master of Church Management | 0 | 0 | 0 | 0 | 0 |
| Master of Business Administration | 35 | 38 | 46 | 74 | 54 |
| Master of Divinity | 2 | 1 | 0 | 1 | 4 |
| Master of Education | 0 | 0 | 0 | 0 | 0 |
| Master of Science in Nursing | 207 | 189 | 210 | 241 | 104 |
| Master of Ministry | 6 | 8 | 3 | 2 | 1 |
| Master of Practical Ministry | 0 | 0 | 0 | 0 | 0 |

| | | | | | |
|-------------------------------------|------|------|------|------|------|
| Master of Arts in Teaching | 6 | 0 | 0 | 0 | 0 |
| Master of Organizational Leadership | 1 | 17 | 21 | 15 | 15 |
| Master of Engineering Management | 0 | 0 | 0 | 6 | 0 |
| Doctor of Ethical Leadership | 24 | 22 | 26 | 14 | 14 |
| | 1376 | 1437 | 1467 | 1649 | 1283 |

Fall Enrollment Statistics

| College Level | 2016 | 2017 | 2018 | 2019 | 2020 |
|------------------------------|------|------|------|------|------|
| Freshmen | 811 | 871 | 816 | 810 | 653 |
| Sophomores | 645 | 586 | 611 | 589 | 575 |
| Juniors | 657 | 663 | 562 | 572 | 553 |
| Seniors | 769 | 776 | 825 | 774 | 705 |
| Other Undergraduates | 22 | 14 | 27 | 31 | 11 |
| Adult Studies, Undergraduate | 468 | 469 | 405 | 349 | 279 |
| Graduate | 1581 | 1623 | 1429 | 1209 | 962 |
| Total Enrolled | 4953 | 5002 | 4675 | 4334 | 3766 |

Equivalent full-time students 4086 4290 3887 3617 3078

Graduation Rates of First-Time Freshmen

| Freshman Class | Number | Graduated within 4 years | Graduated within 5 years | Graduated within 6 years |
|----------------|--------|--------------------------|--------------------------|--------------------------|
| 2000 | 468 | 188 = 40% | 238 = 51% | 248 = 53% |
| 2001 | 545 | 241 = 44% | 304 = 56% | 309 = 57% |
| 2002 | 553 | 273 = 49% | 323 = 58% | 331 = 60% |

| | | | | |
|------|-----|-----------|-----------|-----------|
| 2003 | 578 | 252 = 44% | 306 = 53% | 308 = 53% |
| 2004 | 699 | 338 = 48% | 402 = 58% | 415 = 59% |
| 2005 | 669 | 294 = 44% | 360 = 54% | 374 = 56% |
| 2006 | 751 | 332 = 44% | 412 = 55% | 424 = 56% |
| 2007 | 704 | 343 = 49% | 391 = 56% | 399 = 57% |
| 2008 | 590 | 260 = 44% | 316 = 54% | 325 = 55% |
| 2009 | 772 | 395 = 51% | 456 = 59% | 473 = 61% |
| 2010 | 740 | 344 = 46% | 413 = 56% | 422 = 57% |
| 2011 | 706 | 383 = 54% | 453 = 64% | 464 = 66% |
| 2012 | 667 | 353 = 53% | 404 = 61% | 407 = 61% |
| 2013 | 753 | 406 = 54% | 472 = 63% | 481 = 64% |
| 2014 | 779 | 415 = 53% | 493 = 63% | 507 = 65% |
| 2015 | 731 | 400 = 55% | 457 = 63% | |
| 2016 | 704 | 403 = 57% | 463 = 66% | |
| 2017 | 750 | 391 = 52% | | |

For Your Information Needs...

The postal address of Olivet Nazarene University is One University Avenue, Bourbonnais, Illinois 60914-2345. Mail to administrators, offices, faculty, and students may be sent to this address.

The University is located in the Village of Bourbonnais, 50 minutes south of Chicago's Loop. The campus is one-and-a-half miles southwest of Exit 315 on Interstate 57.

The telephone number of the University switchboard is **(815) 939-5011** or **1-800-648-1463**. Calls may also be dialed directly to offices by using the numbers listed below. Administration offices are in Burke Administration Building or as noted below.

Olivet Nazarene University may be found on the World Wide Web at www.olivet.edu.

Inquiries to the University may be directed to the following:

President 939-5221

General interests of the University

Vice President for Academic Affairs, Academic Dean 939-5213

Undergraduate curriculum, instructional programs and graduate programs

Registrar 939-5201

Registration for classes, graduation requirements, transcripts, grades, class schedules, student academic problems

Admissions 939-5203 Admissions Center

Admission of freshmen, transfer, graduate and continuing students, applications for admission, and other information

Graduate and Continuing Studies 1-877-9OLIVET

Doctoral and Master's degree programs, degree completion

Director of Financial Aid 939-5249 Miller Business Center

Applications and information on grants, loans, scholarships

Chaplain to the University 939-5236 Ludwig Center

Counseling, spiritual life activities, chapel programs

Student Financial Services 939-5245 Miller Business Center

Payment and arrangements of University student accounts

Vice President for Enrollment Management 939-5203

Graduate and undergraduate admissions, recruitment

Executive Vice President and Chief Financial Officer 939-5240 Miller Business Center

Business of the University, purchasing, employment, staff positions

Vice President for Student Development 939-5333 Ludwig Center

Campus policies, residence halls, room assignment information

Director of Community Life 939-5230 Ludwig Center

Campus activity calendar, Ludwig Center schedule

Vice President for Institutional Advancement 939-5255

Requests for services of the University such as musical groups, guest speakers, etc., to churches, districts, organizations

Director of Marketing Communications 939-5197

Publications, photography, news, Olivet the Magazine, Web site

Director of Alumni Relations 939-5258

Address updates, alumni news, information on where to find alumni, alumni events

Counseling and Health Services 939-5243 Center for Student Success

Counseling, on-campus nurse

Ludwig Center Reception/Information Desk 939-5207

Shine.FM/WONU 939-5330

All Other Offices 939-5011 (24-hour service)

Undergraduate Academic Calendar

| Fall Semester | 2022-2023 | 2023-2024 | 2024-2025 |
|---|------------------|------------------|------------------|
| Orientation for Freshman/Transfers | August 27 | August 26 | August 24 |
| Registration Days | August 29-30 | August 29-29 | August 22-27 |
| 7:00 a.m., classes begin | August 31 | August 30 | August 28 |
| Fall Revival | September 18-21 | September 17-20 | TBA |
| Final Day to drop Block I courses | September 23 | September 22 | September 20 |
| Fall Break | October 10-11 | October 9-10 | October 14-15 |
| Mid-Semester (Block II courses begin) | October 26 | October 25 | October 23 |
| Homecoming | October 27-30 | TBA | TBA |
| Final day to drop semester-length courses | November 11 | November 10 | November 8 |
| Final day to drop Block II courses | November 18 | November 17 | November 15 |
| Thanksgiving Holiday | November 23-27 | November 22-26 | Nov. 27-Dec. 1 |
| Classes Resume at 7:30 a.m. | November 28 | November 27 | December 2 |
| Final Examinations | December 14-16 | December 13-15 | December 11-13 |
| Spring Semester | | | |
| Registration Day/New Student Orientation | January 9 | January 15 | January 13 |
| Tuesday, 7:30 a.m. classes begin | January 10 | January 16 | January 14 |
| Martin Luther King Jr. Day (no classes) | January 16 | January 15 | January 20 |
| Final day to drop Block III courses | February 2 | February 8 | February 6 |
| Winter Break | February 10 | February 16 | February 14 |
| Winter Revival | February 12-15 | TBA | TBA |
| Spring Break | March 4-12 | March 9-17 | March 8-15 |
| Block IV begins | March 13 | March 18 | March 17 |
| Final day to drop semester-length courses | March 30 | April 4 | April 3 |
| Final day to drop Block IV courses | April 6 | April 11 | April 10 |
| Easter Break | April 7-10 | March 29-April 1 | April 18-21 |
| Monday only classes will meet | April 10 | April 1 | April 21 |
| Final examinations | May 1-4 | May 6-9 | May 5-8 |
| Baccalaureate Service | May 5 | May 10 | May 9 |
| Commencement | May 6 | May 11 | May 10 |