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Olivet Nazarene University Biennial Catalog 2005-2007

Olivet Nazarene University
Olivet Nazarene University

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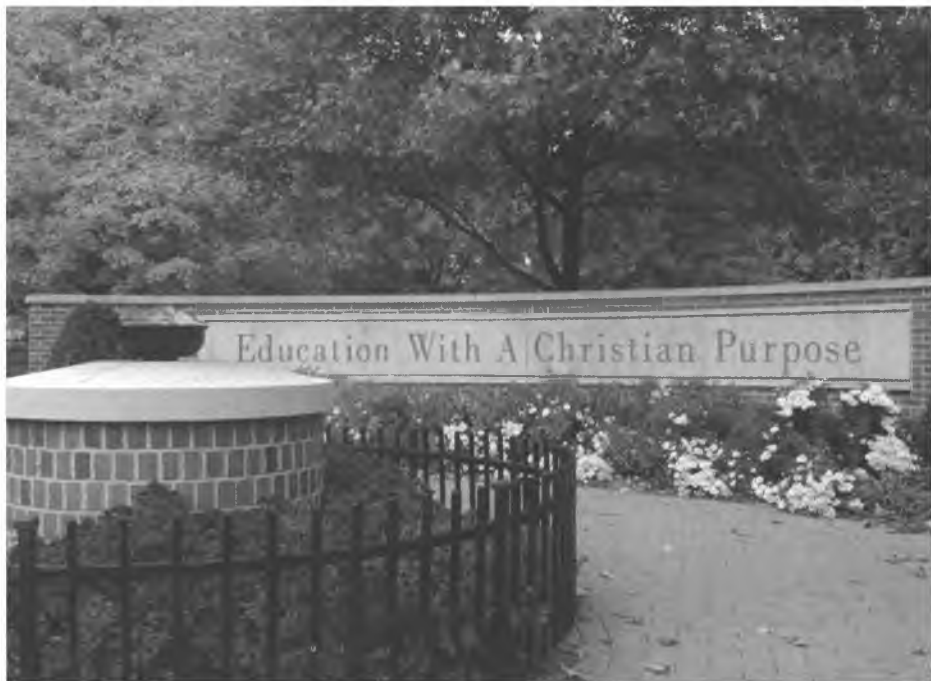
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2005–2007
Catalog



OLIVET
NAZARENE
UNIVERSITY



**2005–2007
Catalog**

Undergraduate
Programs and Courses

Olivet Nazarene University
Bourbonnais, Illinois 60914

Telephone: 1-800-648-1463
(815) 939-5011

DR. JOHN C. BOWLING, President

Finding Your Way in This Catalog

Index to Chapters of Information

1. ***Education With a Christian Purpose*** — Page 11
Olivet's goals, beliefs, principles, history, campus description
2. ***Design for Educational Excellence*** — Page 18
Degree programs, basic requirements, majors, accreditation
3. ***University Life*** — Page 27
Student activities, organizations, residence hall policies
4. ***Admission Requirements and Procedures*** — Page 34
How to apply for admission as a new or transfer student
5. ***Financial Information*** — Page 43
Financing your education: costs, scholarships, grants, loans
6. ***Academic Regulations*** — Page 66
Registering for classes, scholastic and graduation requirements
7. ***Undergraduate Courses of Instruction*** — Page 79
Degrees offered; requirements for majors; professors by departments; colleges/schools: College of Arts and Sciences, School of Education, School of Professional Studies, School of Theology and Christian Ministry, General Studies.
8. ***Graduate and Continuing Studies*** — Page 207
Master's degrees, degree-completion programs, and associate's degree.
9. ***Directory of Personnel*** — Page 210
People who govern, administer, and teach at Olivet; trustees, administration, faculty members; degree and enrollment report
10. ***Index*** — Page 216
Complete index of information, departments, programs, campus map
11. ***School Year Calendar*** — Page 220



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.

Olivet students have access to state-of-the-art technology. Numerous computer labs provide each Olivet student access to the Internet; ONUnet, the Olivet fiber optic network; and all classroom applications. Multiple SMART classrooms exist across campus. Every student room on campus is wired with two network ports, allowing students to do electronic research

from their residence hall rooms 24 hours a day. Olivet also has its own cable TV system with 33 stations, including three University channels, in each room.

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

Olivet's faculty of more than 100 men and women are carefully chosen for their proficiency in teaching, character-building influence, and Christian dedication. They are your partners in an "Education With a Christian Purpose." These professors can become your close friends as you work to integrate and organize your life and career with Christ in first place.

The Christian perspective on learning encourages you to look at the deeper meanings in life.

This perspective on learning begins with a view of God as our Creator and Lord rather than an attempt to consider humanity as the center of the universe.

The result of God's creation is a rich area for study. It leads us back to ultimate reality. God created each member of the human race in His own image, and declared all His creation to be good. God entrusted the care and safekeeping of His creation to the human race.

We also see humanity in a fallen condition, the result of the fall of Adam, which is evidenced in human rebellion against God and righteous living. As humans, we find ourselves estranged from God, and the image of God is marred by the pervasive effects of sin in the world.

This fallen condition, however, is redeemable through the grace of God because of the life, death, and resurrection of His Son, Jesus Christ. Through that grace, Christian higher education works to prepare students for a life of service and fulfillment in the work of God in the world, as He continues to reveal Himself to people everywhere.

This Christian perspective develops an approach to personal behavior based on sound principles, resulting in creative and preventive social actions. Students and alumni become part of the solutions in life, not part of the problems.

To do this, we teach students how to blend the liberal arts and professional training into "The Living Arts." Liberal arts means a free and complete study of all of life, combining understanding from all branches of knowledge into a coherent view of life.





The "Living Arts" lead students to find answers based on a firm and reasonable faith in God. Olivet professors generate a rich learning environment that enables students to express their questions, and discuss them from a view of God as revealed in the Bible, so they may comprehend and experience the "Living Arts."

At Olivet, serious students increase their appreciation for the past and prepare diligently for a creative future.

Employers continually seek out Olivet graduates, for they know a college diploma has greater value when the person who earns it has gained the interpersonal skills, self-knowledge, self-esteem, and personal integrity to put that college education to its best use.

Can you afford an education at Olivet? The better question may be, "Can you afford *not* to attend Olivet?" Affordable excellence is provided on the basis of careful financial management at Olivet.

The total costs of education, meals, and housing at Olivet are reasonable among the private colleges and universities in the Midwest, and comparable to that for a student living on campus at a major Midwestern state university.

Financial aid available to an Olivet student may be far greater than the amount offered to the same student who attends 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."

Matching Olivet Courses and Career Plans

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.

The courses of study in the University are organized in 18 departments, which are grouped in four colleges/schools of study. These are listed alphabetically by college/school on page 7 and again in chapter 7.

A chart of majors, concentrations within majors, and minors offered at Olivet is in chapter 2. This chart also indicates the types of degrees offered, such as Bachelor of Arts and Bachelor of Science. 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 chapter 9 of the *Catalog*.



List of Departments and Studies

Courses of study are offered in 18 academic departments, which are organized in four colleges/schools. These colleges/schools are listed alphabetically on this page and in chapter 7, "Courses of Instruction."

College of Arts and Sciences

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

School of Education

School of Professional Studies

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

School of Theology and Christian Ministry

General Studies

General Studies Major
General Studies Courses
Military Science Courses
Council for Christian Colleges and Universities Programs
AuSable Institute
Pre-Professional Programs

School of Graduate and Continuing Studies

Graduate Programs
Baccalaureate Degree Completion
Associate of Arts in Business





This Catalog: Your Guide to Olivet

This catalog is your guide to the undergraduate courses of study, activities, and opportunities at Olivet Nazarene University. For information concerning graduate and adult degree completion programs, refer to the *School of Graduate and Continuing Studies Bulletin*.

As you read through the “Purposes of the University” in chapter 1, you will understand the reasons for our course plans, majors offered, student life policies and regulations, and our personal interest in helping students who come to Olivet to achieve their maximum potential for Christian living.

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

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

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

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

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

Olivet Nazarene University policy prohibits discrimination on the basis of race, sex, age, color, creed, national origin or ethnic origin, marital status, or disability in the recruitment and admission of students and in the operation of all college programs, activities, and services. Any concerns regarding discrimination on the basis of any of the foregoing protected categories should be addressed to Dr. Gary W. Streit, the University's equal employment opportunity coordinator in the Office of Academic Affairs, Burke Administration Building, (815) 939-5213.

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

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



Dr. John C. Bowling
President of Olivet
1991–

Chapter 1

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, counseling, and nursing. There is also a nontraditional degree-completion program that allows working adults to complete their baccalaureate degree through an evening program.

Along with this commitment to learning, Olivet exists as a community where faculty, staff, administrators, and students share a common faith. Although the majority of Olivet's undergraduate students are from the Church of the Nazarene, they are joined by hundreds of other students from more than 30 denominations. Campus life promotes the development of Christian character and grace and provides avenues of service to God, the community, and the world at large. The Olivet environment and culture are positive, challenging, and redemptive.



Statement of Faith

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

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

We emphasize the Arminian-Wesleyan tradition, which both acknowledges the devastation of sin and depravity on every aspect of human life and history and hopes in the transforming work of the Father, the Son, and the Holy Spirit to sanctify the human heart, soul, mind, and strength to open history to the promise of the coming of Jesus Christ.

As an indication of the commitment of Olivet Nazarene University to the historic Christian position, the University affirms a statement of faith that defines its doctrinal convictions as follows:

1. That there is one God — the Father, Son, and Holy Spirit;
2. That the Old Testament and the New Testament Scriptures, given by plenary inspiration, contain all truth necessary to faith and Christian living;
3. That humanity is born with a fallen nature and is, therefore, inclined to evil, and that continually;
4. That the finally impenitent are hopelessly and eternally lost;
5. That the atonement through Jesus Christ is for the whole human race, and that whosoever repents and believes in the Lord Jesus Christ is justified and regenerated and saved from the dominion of sin;
6. That believers are to be sanctified wholly, subsequent to regeneration, through faith in the Lord Jesus Christ;
7. That the Holy Spirit bears witness to the new birth, and also to the entire sanctification of believers; and
8. That our Lord will return, the dead will be raised, and the final judgment will take place.

Statement of Faith

Statement of Objectives

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

General Education Dimension

To provide general education experiences so that an educated person may

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

Academic-Professional Dimension

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

- A. An academic specialization equipping the individual for meaningful and productive living;
- B. Opportunities for basic and advanced preparation in several areas of Christian ministry, lay leadership, and churchmanship;
- C. Programs leading to further graduate or professional studies;
- D. Professional education in selected areas on the undergraduate and graduate levels; and
- E. Appropriate two- or three-year programs in specific areas.

Socio-Christian Dimension

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

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

History of the University

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



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

The school grew slowly during the next decade. There were several acting and short-term presidents; the campus of 19 acres contained only a few small buildings; the first yearbook, the *Aurora*, was published in 1914; a new school name followed in 1915: "Olivet University"; and the name was changed to "Olivet College" in 1923.

Decades later, a devastating fire destroyed the main campus building in November 1938, 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 1939 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 followed in 1939, when the University of Illinois formally recognized the school. The college catalogs of the 1940s reflected a school of liberal arts, a school of music, a school of religion, and a high school academy. In 1953, all areas of study were grouped into curricular divisions which remained the model for Olivet's academic organization until 2005. Academic restructuring into colleges/schools was initiated in 2005.

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

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

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

Location and Transportation Facilities

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

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

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

Campus and Facilities

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

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

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

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

Chalfant Hall, which hosts 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 Hall.

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 (89.7/Shine.FM) and Fortin Villa property in Bourbonnais were added as campus facilities in 2004 and 2005.

Benner Library and Learning Resource Center

The Benner Library and Learning Resource Center was completed in 1975. A four-story structure of 80,000 square feet, it combined both the new building and the Memorial Library (completed in 1955).

In addition to a collection of over 170,000 books, the library also houses over 350,000 other items in various formats (videotapes, compact discs, maps, microfilm, etc.), subscribes to almost 1,000 print journals, and provides access to over 10,000 full-text electronic journals. As a participant in the Federal Depository program, the library receives U.S. government documents on a selective basis. Photocopiers, printers, microfilm reader-printers, and fax services are available for a nominal fee.

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

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

Additional library services include computer labs, public access computers, wireless access to the Internet, a laptop checkout program, group study rooms, listening and viewing facilities, the Curriculum Center housing children's books and materials for educators, and special delivery services for off-campus students. Original documents pertaining to the history of Olivet and the Church of the Nazarene are available in Archives.

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



Chapter 2

Design for Educational Excellence

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

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

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

The baccalaureate degree program in Dietetics is accredited by the American Dietetic Association; the baccalaureate program in Social Work is accredited by the Council on Social Work Education; and the baccalaureate program in Engineering is accredited by the American Board of Engineering and Technology. Olivet is accredited by the National Association of Schools of Music, and holds membership in the American Association of Colleges for Teacher Education, Midwest Association of Graduate Schools, Associated Colleges of Illinois, the Federation of Independent Illinois Colleges and Universities, the Council for Advancement

and Support of Education, the Association of Governing Boards of Universities and Colleges, and the Council for Christian Colleges and Universities. It is a member of the Associated Colleges of the Chicago Area, with the privilege of selective use of the Argonne National Laboratories for research and educational purposes.

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

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

Semester Calendar and Credit Hours

The University calendar is built on two semesters of 15 weeks. The semester hour is the unit of credit at Olivet. A semester hour is equivalent to one 50-minute class period per week for a semester. It is expected that the average student will spend two hours in preparation for each period in class. In laboratory courses, a two-hour period is considered the equal of one-hour recitation or lecture period.

A normal semester load is 16 semester hours. A minimum of 128 semester hours is required for graduation with the bachelor's degree. All programs feature the dimension of breadth and also the dimension of depth.

Graduation Requirements: Bachelor's Degrees

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

1. A minimum of 128 semester hours of credit;
2. A minimum grade point average of 2.0 ("C");
3. A minimum of 40 hours of credit in upper-division courses (courses numbered 300 or above);
4. Completion of the general education studies of 45–58 hours;
5. Completion of a major program of study as specified by the College, School, or Department in which the major is taken or the major in General Studies described later;
6. Completion of supporting courses as specified by the major department;
7. The student taking the Bachelor of Arts degree must complete foreign language in the general education requirements;
8. Participation in the senior outcomes testing programs in general education and as may be specified by the major department;

9. Filing an application for the degree with the Registrar six months prior to the expected date of graduation; and
10. Students may participate in commencement as August graduates only if they are within 12 hours of graduation by the end of the spring semester, and have filed a plan of studies with the Registrar by April 1.

General Education Basic Requirements

In order to provide the student with a broad base of experience and knowledge in the various fields of human activity, and to carry out the general aims of Christian education as outlined in the institutional objectives, special courses have been selected or developed to meet the needs of students in all degree curricula.

Courses numbered in the 100s and 200s should normally be completed during the freshman or sophomore years. General education courses numbered 300 or above will normally be completed during the last two years of study. See "Classification," chapter 6. Students planning a program of Teacher Education should consult special instructions related to general education in the School of Education section of the *Catalog*.

General Education Requirements: Bachelor's Degrees

Group 1. Christian Living:

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

THEO 101 — Christian Formation.....	3
*BLIT 202 — Christian Scriptures I.....	3
**BLIT 303 — Christian Scriptures II.....	3
***THEO 404 — Christian Faith.....	3
Total.....	12

Group 2. Communication

An educated person committed to a life of stewardship and service should be able to think, write, and speak clearly and effectively. Writing, speaking, reading, and listening skills are basic to effective communication. Reading provides a range of viewpoints and in-depth information. Careful listening to authors and speakers prevents miscommunication. Writing and speaking are the primary channels of expression.

NOTES: *BLIT 305 substitutes for BLIT 202 for all majors in the School of Theology and Christian Ministry.
 **BLIT 250 and BLIT 310 substitute for BLIT 303 for all majors in the School of Theology and Christian Ministry.
 ***THEO 310 substitutes for THEO 404 for all majors in the School of Theology and Christian Ministry.

The quality of communication is connected to thinking because writing and speaking patterns parallel individual thinking processes. Therefore, the educated person must have developed the analytical and synthetical skills of critical thinking. Teachers become role models and create settings where students have to reflect on their own thought processes. This critical thinking is best taught if connected to specific writing and speaking formats.

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

Placement in English will be based on English ACT score:

ACT English score	1-15	ENGL 095****
	16-19	ENGL 108
	20 and up	ENGL 109

NOTES: ****A student may not enroll in ENGL 209/210 until having passed ENGL 108/109 with a grade of "C-" or above. Each department specifies the College Writing II course to be taken by its majors.
*****Courses numbered below 100 do not count toward degree requirements, although placement will be required based on ACT scores.

Group 3. Cultural Understanding

An educated person committed to a life of stewardship and service should be exposed to various aspects of cultural understanding as well as an understanding of diverse cultures. It is no longer possible to conduct our lives without reference to the diverse world within which we live. A crucial difference between the educated and the uneducated person is the extent to which one's life experience is viewed in wider contexts. The curriculum may include options for exposure to various cultures in terms of language, geography, history, sociology, psychology, political science, economics, art, music, literature, and religion. Moreover, a non-Western culture should be part of the cultural experience.

Foreign language skills are important for those working in a global community. International students on campus, a variety of courses, and overseas experiences by faculty and some students all are a part of education for cultural understanding. The interrelatedness of living in a global community necessitates exposure to diverse cultures.

FINA 101 — Introduction to Fine Arts	3
HIST 200 — Western Civilization	3
LIT 205 — Studies in Literature	3
One course selected from	3
ECON 110 — Principles of Economics	
PSCI 101 — Introduction to Political Science	
PSCI 223 — American Government	
PSYC 101 — Introduction to Psychology	
SOCY 120 — Introduction to Sociology	
International Culture, to be met by one of the following:	0-8
Completion of a two-semester sequence of foreign language study.	
Required for all Bachelor of Arts degrees.	
Intensive foreign language through participation in one of the study-abroad programs sponsored by the Council for Christian Colleges and Universities.	
Waiver of language requirement for students who have successfully passed four years of the same foreign language in high school.	
Completion of two international culture courses selected from the following, with at least one course chosen outside the department of the student's major:	
ART 375 — History of Non-Western Art	
COMM 349 — Intercultural Communication	
ECON 308 — Comparative Economic Systems	

FACS 335 — The World Food Problem	
GEOL 340 — Global Natural Resources	
HIST 379 — The Developing World	
LIT 300 — Literature of the Western World	
LIT 308 — Literature of Non-Western and Third-World Cultures	
LIT 315 — Multiethnic Literature	
MULT 301 — World Musics	
PHIL 325 — World Religions	
SOCY 280 — Ethnic Relations	
SOCY 364 — Cultural Anthropology	
SPAN 110 — Spanish for Specific Professions	
SSCI 302 — World Regional Geography	
Completion of a foreign travel study course that has been approved by the General Education Committee and the ONU faculty for this requirement	
Total	12–20

Group 4. Natural Sciences and Mathematics

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

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

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

Group 5. Personal Health

An educated person committed to a life of stewardship and service should develop a lifestyle that promotes personal health. Personal health encompasses those attitudes and practices that improve one's physical and mental well-being. Students should be guided in the acquisition of lifelong habits relating to good nutrition, physical exercise, and the management of stress.

Furthermore, students should learn interpersonal skills that serve to promote the health of others, including family and community as well as the world at large.

***PHED 190 — Wellness or FACS 126 — Nutrition, Health, and Fitness, including a fitness laboratory component	3
Total	3
Grand Total	45–58 hours

NOTES: *Courses numbered below 100 do not count toward degree requirements, although placement will be required based on ACT scores.

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

***Nursing majors substitute FACS 327 – Human Nutrition for PHED 190 or FACS 126.

Specialization for Bachelor's Degree Programs

Before admission to junior standing, the student will choose an area of specialization as his or her major field of study, and thus be enabled to examine more intensely a specific field of study, and gain depth and a degree of competence in using and communicating this knowledge.

The University reserves the right to drop a major or minor field for lack of sufficient enrollment to guarantee a class size of 10 or more in upper-division courses of that field.

There are certain instances where particular combinations of majors and minors, or requirements for certification for positions of employment for graduates, may require a student to complete more than 128 semester hours.

If a student begins one specialization or major, and then changes to another, the University cannot guarantee that the student will graduate without exceeding the number of 128 hours or eight semesters of work, stated as the minimum requirement for graduation.



The following chart indicates the fields in which Olivet offers programs of study. The degree or degrees to which each program leads is shown in the columns headed by degrees B.A., B.S., etc. An "X" in the minors columns indicates that a minor is offered in the field. Columns headed "Teaching" indicate which fields offer a teaching major or minor. Majors are shown in CAPITAL LETTERS. Concentrations and minors are shown in lightface type.

MAJORS, Fields of Study, Minors and Concentrations	Page	<div> <div>Bachelor of Arts</div> <div>Bachelor of Science</div> <div>Bachelor of Science, Minor</div> <div>Teaching</div> <div>Teaching Minor</div> <div>Continuing Studies Programs</div> </div>					
ACCOUNTING	144		X		X		
ART	82	X	X	X	X	X	
ATHLETIC TRAINING	165		X				
BIBLICAL STUDIES	190	X			X		
Biblical Languages	190				X		
Biochemistry	126		X				
BIOLOGY	111	X	X		X	X	
BUSINESS ADMINISTRATION	145		X		X		X
CHEMISTRY	125	X	X		X	X	
CHILD DEVELOPMENT	172		X				
CHILDREN'S MINISTRY	193		X		X		
CHRISTIAN EDUCATION	192		X		X		
Church Music	116		X				
Coaching	166				X		
COMMUNICATION STUDIES	152	X	X		X	X	
COMPUTER SCIENCE	158		X		X		
Corporate Communication	152		X				
CRIMINAL JUSTICE	183		X		X		
Cross-Cultural Ministries	188				X		
DIETETICS	171		X				
Digital Media: Design	83		X				
Digital Media: Photography	83		X				
Digital Illustration	83		X				
EARLY CHILDHOOD	134			X			
Earth and Space Science	111					X	
ECONOMICS/FINANCE	146		X				
Economics	147				X		
Education	133			X			
Electrical Engineering	161		X				
ELEMENTARY EDUCATION	134			X			
ENGINEERING	161		X				
ENGLISH	98	X		X	X	X	
ENVIRONMENTAL SCIENCE	93		X				
EXERCISE SCIENCE	164		X		X		
FAMILY AND CONSUMER SCIENCES	171		X	X	X	X	
FASHION MERCHANDISING	172		X		X		
Film Studies	152		X				
Finance	147				X		
French	100				X		
General Science	128					X	
GENERAL STUDIES	199		X				
GEOLOGY	126		X		X		
Greek	188				X		

MAJORS, Fields of Study, Minors and Concentrations

Page

Bachelor of Arts
Bachelor of Science
Bachelor of Science, Teaching
Minor
Teaching Minor
Continuing Studies Programs

Health	164				X	
HISTORY	104	X			X	
INDUSTRIAL AND ENVIRONMENTAL DESIGN	173		X		X	
Hospitality	173			X		
Information Systems	188		X			
International Business	145		X			
JOURNALISM	188		X		X	
Literature	98			X		
Management, Business	145		X	X		X
MARKETING	146		X	X		
MASS COMMUNICATION	152		X	X		
MATHEMATICS	110	X	X	X	X	
Mechanical Engineering	161		X			
MUSIC	115	X	X	X	X	
Music Performance	117		X			
NURSING	178		BSN			X
Painting	111		X			
Philosophy	196			X		
PHILOSOPHY and RELIGION	196	X				
PHYSICAL EDUCATION/HEALTH	164			X	X	
PHYSICAL SCIENCE (interdisciplinary)	127		X		X	
POLITICAL SCIENCE	104	X		X		
PRACTICAL MINISTRIES	209		X			X
Pre-Law, Pre-Medicine, Pre-Physical Therapy, Pre-medical Technology, Pre-Dental, Pre-Seminary, Pre-Engineering, etc.	202	X	X			
PSYCHOLOGY	87	X	X		X	
PUBLIC POLICY	106		X			
Public Relations	146		X			
Radio	153		X			
RELIGION	195		X	X		
RELIGIOUS STUDIES	195	X				
SCIENCE EDUCATION	93			X		
Secondary Education	135			X		
SOCIAL SCIENCE	183	X		X	X	
SOCIAL WORK	183		BSW		X	
SOCIOLOGY	88	X			X	
SPANISH	99	X		X	X	X
SPORTS MANAGEMENT	188		X	X		
Systems Programming	158		X			
Television/Video Production	188		X			
Theatre	152		X	X		
Visual Arts	98			X		
YOUTH MINISTRY	192		X	X		
ZOOLOGY	93		X	X		

Preparation for Graduate Study and Preprofessional Study Programs

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

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

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

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

Graduate and Continuing Studies

The School of Graduate and Continuing Studies offers programs leading to master's degrees. Studies include Nursing, Education, Religion, Professional Counseling, and Business. These programs are mentioned in chapter 8 of the *Catalog* and described in a separate *Graduate and Continuing Studies Bulletin*.

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

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



Chapter 3

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

Besides the assigned adviser, the student is encouraged to utilize all of the counseling services on the campus, including the Vice President for Student Development, the Associate Dean of Student Development, the Chaplain to the University, the Director of Community Life, Registrar, Counseling and Career Center, the Director of Retention, resident directors, student resident assistants, the faculty and administrative personnel of the University, and all area pastors.

Orientation for New Students

Olivet Nazarene University seeks to assist in every way possible to orient its students to the academic, social, and religious life of the University. The orientation program consists

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

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

Resident Campus Philosophy

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

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 also pertains to off-campus locations and in private homes where these types of activities are taking place, and each student will be responsible whether actually participating or not.

Residence Hall Living

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

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

Nonmarried summer school students under the age of 23 and enrolled for six hours (summer session I and II inclusive) are required to live in University residence halls, unless prior permission is granted.

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

Motor Vehicles

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

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

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

Associated Students and Organizations

The Student Council of the Associated Students of Olivet Nazarene University, in conjunction with the University administrative officers, fosters wholesome social and religious activities on the campus. Under its direction, the various academic and social clubs carry out these various activities.

These clubs include: The Academy, *Aurora* yearbook, Capitol Hill Gang, CMS (Christian Music Society), Computer Club, Concert Band, Diakonia (Social Work), Dialog: The Theology Club, Engineering Club, FCA (Fellowship of Christian Athletes), *GlimmerGlass* newspaper, Green Room, International Club, Jazz Band, Kappa Omicron Nu, Men's Residential Life (MRL), NSA (Nursing Students), Off-Campus Olivetians, Olivet Geological Society, Olivetians for Life, Phi Alpha Theta, Psi Chi/Psychology Club, Rotaract, SAFAC (Family and Consumer Science), SEA (Student Education), SIFE (Students in Free Enterprise), Sigma Tau Delta, Women's Residential Life (WRL), and WONU radio.

Publications — Olivet sponsors two student publications: the *Aurora*, the University annual, and the *GlimmerGlass*, the University newspaper. These publications provide a channel for literary and artistic expression and add greatly to the campus environment.

Residence Associations — Women's Residential Life (WRL) and Men's Residential Life (MRL) are designed to assist in meeting the various needs of students in residence. They endeavor to foster Christian fellowship, promote the fundamentals of etiquette, and carry on a continuous program of residence hall life improvement. Among some of the activities sponsored by these organizations are coronation of Homecoming queen, devotionals, basketball tournaments, and various inter-residence hall activities. The WRL and MRL councils consist of an elected president and representatives from each of the four academic classes. Membership is voluntary and open to all students living in residence halls.

Religious Organizations — The Spiritual Life Organization sponsors several religious programs and activities for the purpose of fostering a vital spiritual life on the campus and providing opportunities for Christian service. Under the direction of Spiritual Life, student-led workshop services are held each Monday evening. These services provide a time for students to minister to students through Scripture, music, and testimony. Spiritual Life also directs off-campus ministries, which include Lifesong, Omega, Evangelists, Compassionate Ministries, Urban Children's Ministry, ministries through mime, and others. These organizations are responsible for the off-campus ministries of the students, involving services and

witnessing programs in the churches on the educational region and ministry in the local Bourbonnais area through service organizations. Every student is invited to participate in Spiritual Life activities with on-campus or off-campus interests.

Musical Organizations — The Department of Music provides students with various opportunities for musical expression through its choral and instrumental organizations. Those groups are: University Orchestra, Concert Band, Stage Band, Handbell Choir, Orpheus Choir, Testament Men's Choir, Chrysalis Women's Choir, Marching Band, Wind Ensemble, and Jazz Band. These ensembles, together with University-sponsored music and drama groups, provide vitally important performance experience and represent Olivet locally and on the educational region.

Intercollegiate Athletics — Olivet is a member of the National Association of Intercollegiate Athletics (NAIA) and the National Christian College Athletic Association (NCCAA), and participates in intercollegiate athletic competition in the Chicagoland Collegiate Athletic Conference. Intercollegiate sports for men include baseball, basketball, cross country, football, golf, soccer, tennis, and track. Intercollegiate sports for women include basketball, softball, tennis, track, soccer, volleyball, and cross country. Intercollegiate athletics are considered an integral part of the total educational program of the University. Students who participate must be registered for a minimum of 12 hours and must meet all the eligibility requirements set forth by the University and the NAIA. Through athletics, students find unique opportunities for witnessing for Christ. In order to be eligible for intercollegiate athletic competition, students must adhere to the standards adopted by the NAIA, including the following:

1. Be enrolled in at least 12 semester hours at the time of participation. (Repeat courses should be cleared with the Registrar.)
2. Accumulate at least 24 hours of credit in the two terms of attendance immediately preceding the semester of participation. (Repeat courses previously passed cannot count toward the 24-hour rule.)
3. A second-term freshman must have earned at least nine hours of credit during the first semester. In addition, student athletes must remain in satisfactory scholastic standing as defined in the *Catalog*, chapter 6.

Intramural Athletics — Olivet Nazarene University sponsors a well-balanced program of intramural athletics for men and women. The intramural program is under the direction of the Office of Student Development. All students, faculty, and staff members have opportunity to fill their leisure time with wholesome fun in individual and group activities. Active participation in intramurals can fulfill the need for exercise and social development.

Participation in intramural activities contributes to the physical, mental, social, and spiritual health of the individual. Bodily exercise, decision-making through thinking, group participation, and using good sportsmanship are building blocks for good health. A student must be enrolled in a minimum of six hours of studies to be eligible for participation in intramural athletics.

The Leslie Parrott Convocation/Athletic Center was completed in 1990. Inside, McHie Arena has seating for 2,300 for sports events like basketball, and 2,750 for convocations and concerts. Faculty and coaches' offices, locker rooms, racquetball courts, a running track, a turf room, and the Tiger Den lounge are key elements of the 68,000-square-foot building. It is directly connected to Birchard Gymnasium and Chalfant Hall.

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

Chapel/Convocation

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

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

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

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

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

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

Penalty for Excessive Absences:

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

The eighth and ninth absences may result in suspension. Disenrollment could take place when a student accumulates a total of 10 absences.

Artist/Lecture Series

Olivet has many distinguished guest speakers and groups throughout the school year sponsored by several lecture series and the Artist/Lecture Series. These programs are open to students, faculty and staff and the community.

The Artist/Lecture Series is funded in part through student activity fees and in part by admission fees. These programs have included eminent speakers like Dr. E. Stanley Jones, Dr. Wernher Von Braun, coach John Wooden, and Anthony Campolo; musical groups including the U.S. Navy Band, U.S. Air Force Band, the Walden String Quartet, the Roger Wagner Chorale, Chicago Symphony Orchestra String Players, Nordic Choir from Luther College, The Salvation Army Chicago Staff Band, Robert Hale and Dean Wilder, and Stephen Nielson and Ovid Young; plus other programs of discussion, films, music, and drama.

Olivet students and faculty have received the ministry of many outstanding speakers in chapel services and special series. These speakers include Commissioner Andrew Miller, The Salvation Army; Dr. Carl F.H. Henry; Dr. Myron Augsburger; Dr. Eugene L. Stowe; Dr. Jerald Johnson; Dr. John A. Knight; Dr. Raymond W. Hurn; Dr. William Greathouse; Dr. George Coulter; Dr. V.H. Lewis; Dr. Orville W. Jenkins; Dr. C. William Fisher; Dr. Ponder Gilliland; Bill and Gloria Gaither; Elizabeth Dole; Jean Alice Small; Shirley Dobson; General Eva Burrows; Dr. James Dobson; The Honorable Sandra Day O'Connor; Miss America 1999, Nicole Johnson; FOX News Channel's Fred Barnes; Dr. Brenda Salter McNeil; Nancy Pearcey; and many others.





Chapter 4

Admission Policies and Procedures

Olivet Nazarene University desires to enroll students who are genuinely interested in 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 unless it is related to eternal values. The influence at Olivet is intended to be profitable as well as conducive to the highest standards of living.

Admission is based on the composite picture afforded by the student's transcripts, test scores, and personal recommendations. The Director of Admissions is responsible for final action on each application.

Admission to the University does not constitute admission to any specific program of specialization. Reasonable specific requirements are indicated under the program listing.

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 Dr. Gary W. Streit, the University's equal employment opportunity coordinator in the Office of Academic Affairs, Burke Administration Building, (815) 939-5213 (phone).

Two Aspects of Admission to Olivet

Admission to Olivet Nazarene University involves both academic achievement and a 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

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 understands the purpose and philosophies of the University, and agrees to adhere to the rules of conduct in signing the application for admission. Policies and practices of conduct are outlined in chapter 3, in the application for admission, and 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 good 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 or equivalent. In certain cases where the applicant ranks in the upper half of the high school graduating class, specific major and minor requirements may be waived. Subjects acceptable in these fields include:

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

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

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

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

Social Science: history, civics, economics, commercial or economic geography, sociology. The major must have at least one unit of history. Students with academic deficiencies will be required to take remedial courses in English and mathematics.

Admission Tests

The American College Test (ACT) is required of all students before final admission as freshmen. It is recommended that the test be taken the last semester of the junior year or in the senior year in high school. Information about testing locations and dates may be obtained from the high school guidance office. When the test is taken, request should be made that the scores be sent to Olivet Nazarene University.

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

If a student has a low grade point average in high school, the ACT results are used to consider the chance of success in college.

Either the ACT or SAT may be used to determine academic scholarships. The ACT code for Olivet is 1112. The SAT code is 1596.

Homeschooled Student Admission

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

Unclassified Students

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

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

"Guest" and "special" students must indicate their acceptance of the ideals of the University in signing the application for admission. See the section on "Unclassified Students" in chapter 6, "Academic Regulations."

Early Admission

While Olivet does not normally allow enrollment in classes prior to a student's high school graduation, exceptional cases will be considered. An interview is required, and the applicant must pass a test approved by the U.S. Department of Education.

General Educational Development Examination (GED)

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

Essentials of Learning Program

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

The Essentials of Learning Program emphasizes effective study skill techniques, individualized academic counseling, and exposure to a variety of learning strategies appropriate for courses across the curriculum. The goal of the Essentials of Learning Program is to optimize the opportunities of success for at-risk students.

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

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

- A. A high school grade point average below 2.00 in college preparatory classes.
- B. Composite score of 17 or below on the American College Test (ACT).
- C. Recommendations from high school teachers and counselors.

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



Admission 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. The deadline for filing an application for admission and transcript is May 15 for the fall semester and January 1 for the spring semester.
2. Request that the high school send a transcript of at least six semesters of work to Olivet Nazarene University, along with a recommendation from the guidance office or principal. A transcript request form is included in the admission packet to be given to the high school. Request must also be made that the high school send the final transcript after the student has graduated from high school.
3. The two certificates of recommendation should be sent directly to the Office of Admissions at Olivet by those who complete them.
4. Arrange with the high school guidance office to take the American College Test (ACT) when convenient. This is usually taken in the spring of the junior year or during the senior year. Scores from the Scholastic Aptitude Test (SAT) may be considered toward admission and for scholarship evaluation purposes, but the ACT must be taken at some time before enrollment.
5. Send the housing deposit of \$30 with the Application for Admission if the student will be living in the University's residence halls. See chapter 3, "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 30 days prior to the start of a semester in case the student does not enroll. Rooms are assigned through the Office of Student Development.
6. Apply for financial aid, if needed, as early as possible in the year of enrolling in college. The Free Application for Federal Student Aid (FAFSA) is generally available in December for the following school year. See the chapter 5, "Financial Information" for more details.
7. Upon receipt of the completed application, transcripts, test scores, and recommendation forms, 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.
8. With notification of admission, a health questionnaire and immunization form will be sent for completion. These must be filed with the University before registering for classes. They are kept in the Health Office for reference by the University nurse and physician if needed.
9. A small personal photograph is needed for the admissions file. The usual high school senior portraits (wallet size) are commonly sent.
10. New students and their parents are invited to the campus for a mandatory orientation period during the summer preceding the first enrollment in Olivet, or at the beginning of the spring semester. 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 includes some additional diagnostic testing. Freshmen are admitted to classes only after completing the freshman testing and orientation program.

Admission Process for Transfer Students

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

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

- 1. Students on disciplinary probation are not accepted at Olivet Nazarene University.
- 2. The cumulative grade point average from all previous institutions will be considered in determining admission status, initial financial aid eligibility, and initial athletic eligibility. Students who have attained a minimum cumulative grade point average according to the following schedule may be admitted in satisfactory academic standing:

Semester Hours Attempted	Minimum Cumulative GPA
1–18	1.5
19–29	1.7
30–45	1.8
46–59	1.9
60 or more	2.0

Students who fall below the above minimum standards are not making satisfactory progress and, if admitted, would be on academic probation.

- 3. 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.
- 4. Grades of “F” will not be accepted as transfer credit, but will be calculated in the grade point average for determining admission status, initial financial aid eligibility, and initial athletic eligibility. After one term of attendance, only grades of courses that were accepted in transfer will apply toward the cumulative grade point average used in determining academic standing, graduation, graduation honors, financial aid, and athletic eligibility.
- 5. A maximum of 68 semester hours will be accepted from two-year colleges as transfer credit at Olivet. Olivet Nazarene University is a participant in the Illinois Articulation Initiative (IAI), a statewide agreement that allows transfer of completed Illinois-transferable general education core curriculum between participating institutions. For further information about general education requirements for transfer students, consult with Olivet’s Office of the Registrar.
- 6. A maximum of 15 hours of correspondence coursework may be applied toward a degree at Olivet.
- 7. For additional information regarding academic standing, financial aid eligibility, and athletic eligibility, refer to chapter 6, “Academic Regulations.”

Admission Process for International Students

This information is for applicants for admission who are not citizens of the United States, and who already hold or plan to apply for the F-1 Student Status Visa. Before the University may issue a form I-20 A-B to an international applicant, these conditions must be met:

1. The prospective student must complete and return a written international student application form for Olivet.
2. The prospective student must furnish official transcripts or other records of courses taken to satisfy the University that the applicant has successfully completed a course of study equivalent to that normally required of an applicant educated in the United States who is seeking admission on the same level.
3. The University requires that the prospective student demonstrate possession of adequate English language proficiency to pursue a course of study on a full-time basis. A minimum score of 500 (173 on the computer-based test) is required on the Test of English as a Foreign Language (TOEFL) of all new undergraduate international students, and a minimum score of 550 (213 on the computer-based test) is required for graduate international students. Moreover, all students accepted for admission whose native language is not English are required to take a standardized English proficiency test upon arrival at the University. Students will be placed in appropriate English classes according to the results of the test. Instructional materials are available in the Learning Development and Assistance Center for those students needing supplemental work in grammar, vocabulary, reading, and pronunciation.
4. International student applicants are required to furnish the University with a statement of financial support sufficient to provide for their expenses at the University without resorting to unauthorized employment. All questions should be referred to International Student Admissions in the Office of Admissions.

Readmission

A student whose enrollment has been interrupted for one regular semester or more at Olivet Nazarene University must be approved for readmission before registering for courses again. An application for readmission form may be obtained from the Office of Admissions or the Office of the Registrar and filed with the requested recommendation.

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

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

Campus Visits and Interviews

Students who are considering Olivet Nazarene University are encouraged to visit the campus to meet with an admissions counselor, faculty, and students, and take a campus tour. While a personal interview is not required, it may be very helpful in exploring a University program and creating a career plan for the student. Visits to the campus are especially valuable on weekdays during the academic year when classes are in session.

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

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

Orientation for New Students

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

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

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

Waivers and Advanced Placement by Examination

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

CLEP and AP tests are available at open test centers throughout the country. Institutionally developed proficiency exams and CLEP General Exams can be taken by ONU students during summer orientation sessions. Selected CLEP subject examinations may also be arranged during the regular academic year through Olivet's Office of the Registrar.

Incoming freshmen ranking in the upper 10 percent of their graduating class, those who scored in the top 10 percent on the ACT or SAT, or students who have otherwise demonstrated excellence in certain academic areas are encouraged to consider establishing credit by such proficiency exams. The proficiency examination fee at ONU is currently \$70 per CLEP test and \$30 per institutionally developed test. In addition, a fee of \$50 per hour of credit is charged to students receiving credit via these proficiency exams. The following tests are given during ONU summer orientations:

TESTS	CREDITS POSSIBLE	REQUIRED SCORE	ONU EQUIVALENT REQUIREMENT
ONU English Writing Sample	3 hours	8	English 109
CLEP Humanities	3–6 hours	52	Fine Arts 101 and Literature 205
CLEP Mathematics	3 hours	60	Mathematics 103
CLEP Natural Sciences	3–6 hours	52/57	Lab science requirement(s)—score of 57 needed for both lab requirements
CLEP Social Science and History	3–6 hours	54/59	3 hours for Social Science (54) and 3 hours for Western Civilization (59)

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

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

Another example: Nursing majors generally need not take the Natural Sciences exam since the Nursing program has specific course requirements in Chemistry and Biology. The Social Sciences and History examination may be helpful in meeting the history requirement for Nursing majors, but does not substitute for the Introduction to Sociology course requirement.

Questions about AP or CLEP tests should be directed to the Office of the Registrar.





Chapter 5

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

Financing the University

Olivet Nazarene University is an independent liberal arts university related to the Church of the Nazarene. Over 700 congregations in Illinois, Indiana, Michigan, and Wisconsin have individual educational budgets which are paid annually to the University. Last year, funds received from these churches came to more than \$3 million.

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

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

Current Cash Gifts and Securities

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

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

Scholarship Gifts

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

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

The ONU Foundation

The ONU Foundation is an endowment fund established from donations made by many individuals over several decades. The assets of more than \$15 million are earning interest and dividends which are awarded in scholarships to qualifying Olivet students. Many of these scholarships are named for individuals and families. Applications are received from continuing Olivet students annually, and awards are made based on financial need, academic achievement, and other criteria stated in the scholarship funds.

Bequests, Gift Annuities, and Life Income Agreements

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

General Expenses

The following is an itemized estimate of the cost of a regular course for one semester in the 2005–2006 school year:

1. Registration Fee	\$10.00
2. General Fee	\$410.00
(Required for all students enrolled for seven hours or more. This covers student activities, facilities, student services, and student government.)	
3. Tuition Charges for 12–18 Hours	\$7,825.00
(For a student taking a full load of 18 hours, this is equivalent to a tuition charge of \$435 per hour. For more than 18 hours, the charge is \$435 per additional hour. For students taking a part-time load of less than 12 hours in a given semester, the tuition charge is \$652 per hour.)	
Applied Music Tuition Additional	
Private (piano, voice, organ, and orchestral instruments for one lesson per week per semester).....	
	\$135.00
Class (piano, voice, and orchestral instruments per course)	
	\$70.00
4. Room and Board (14 meals per week) average cost	
21 meals per week is \$170 more per semester	\$3,050.00
10 meals per week is \$120 less per semester	
Total Tuition, Fees, Room and Board (semester)	\$11,295.00
Total Tuition, Fees, Room and Board for a School Year (two semesters)	\$22,590.00

Laboratory and Special Fees

Automobile Registration and Parking Per School Year:	
Resident student (campus residence halls)	\$50.00
Nonresident student	\$30.00
Change in Registration After the Second Week.....	\$10.00
Credit Per Hour Resulting from Audit, CLEP, and Proficiency.....	\$50.00
Graduation Fee	\$75.00
ID Card Replacement Charge	\$10.00
Key Deposit for Room.....	\$5.00
Laboratory/Course Fee, Per Course	\$50.00
Late Health Forms (required by Illinois State Law)	\$20.00
Late Registration (one day late).....	\$20.00
Second Day and After, Per-Day Additional	\$5.00
Liability Insurance for Nurses, Per Year.....	\$30.00
Lockers, Per Semester	\$5.00
Returned Check Fee	\$20.00
Room Deposit	\$30.00
Security Deposit for Residence Hall Students	\$70.00
Student Teaching, Per Semester Hour.....	\$25.00
Telephone Account Fee (one-time fee for first-time resident students).....	\$25.00
Tests and Examinations ACT, Proficiency.....	
ACT, Proficiency, Per Test	\$30.00
CLEP, Per Test	\$70.00

Methods of Payment

1. All charges are due and payable at the time of registration at the beginning of each semester or term. Checks should be made payable to Olivet Nazarene University. It is helpful if the student ID number is on the check. An itemized statement will be sent to the student's home address unless the student directs otherwise.

2. Where financial aid has been awarded, the percentage of down payment and payment of balance is calculated after deducting such awards. College work-study is not deducted, since it must be earned by hourly work. Acceptable methods of payment are as follows:

A. Payment in full.

B. 33 percent down when registration is finalized, 33 percent within 30 days, and the balance within 60 days following registration. Interest will be charged according to the statements below.

C. For students and parents desiring to pay educational expenses in monthly installments, a low cost deferred payment plan is available. Contact the Office of Student Accounts at Olivet for more information.

3. Any financial arrangements between the University and its students will be binding only if such agreement is in printed or written form. Any arrangements concerning finances should be made with the Office of Student Accounts only.

4. A 1.5 percent interest charge is added each monthly billing period to the balance at the beginning of the billing period, less any payments during the month. The cutoff for each billing period is usually around the 25th of the month, but may vary. Interest on the unpaid balance will be charged from the day of registration. (If the balance is to be paid by a federal or state grant, interest will be reversed when the federal or state grant check is received at Olivet.) No one may participate in graduation, no degree will be conferred, nor credits transferred, until all accounts are paid in full. When clearing a student account for graduation or to receive a transcript, payment must be made by cashier's check, certified check, credit card, or personal money order if immediate clearance is needed. If payment is made by personal check, a waiting period of 15 days is necessary for the check to clear the bank. Any student who has become delinquent through failure to make payment or proper arrangements may be disenrolled until such matters are satisfactorily taken care of with the Office of Students Accounts.

5. Books and supplies must be paid for at the bookstore. The University accepts Visa, MasterCard, and Discover Card.

6. For further information concerning payment of student accounts, contact the Office of Student Accounts in Miller Business Center, (815) 939-5245.

Room and Board

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

1. Rooms are rented for full semesters only. Students vacating a room will be refunded on a pro-rata basis.

2. For the convenience of students, and to meet government safety requirements, telephone line service is provided in every room — which includes local calling (within an eight-mile radius). Students will be responsible to pay for all long-distance service and costs for calls outside the local calling area. (Illinois has additional per-minute charges for all local calls.)



Call-waiting is optional for an additional charge. There is a one-time fee of \$25 to establish service for the consecutive years of attendance at Olivet.

3. A student is required to pay a deposit of \$30 when applying for admission. The room deposit will be refunded if the application for admission is not approved, or if a refund is requested before August 1, or no later than one month before the beginning of the semester for which the reservation was made. Students who have been enrolled at the University and are leaving may request refund of the room deposit through their resident director. The refund will be mailed within 30 days if the student's account is clear.

4. 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.

5. 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.

6. Every student living in University housing will be assessed a \$70 security deposit against vandalism in the residence halls. This will be added to the school bill when the student enrolls. The deposit is to cover the cost of any vandalism in public or general areas of the residence halls during the entire school year. Damage in a residence hall for which responsibility cannot be determined will be charged on a pro-rata basis to all residents during the semester. Any remaining deposit will be refunded after the student vacates University housing, following all provisions of proper checkout procedures, except that it may be offset against any indebtedness to the University. Persons known to be responsible for vandalism will be personally responsible for the full amount. Such amounts will not then be charged to the general security fund. 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 students.

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

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

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

Withdrawals and Course Drops

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

1. Registration, general, lab, and other special fees: Pro-rata refund for the first 60 percent of the semester. No refund of these fees after 60 percent of the semester is completed.
2. Room: Pro-rata adjustment/refund on the unused portion as of the end of the week in which the student moves off campus.
3. Board: Pro-rata adjustment/refund on the unused portion as of the end of the week in which the student withdraws from the meal plan.



4. Tuition: If a student withdraws or drops his or her course load below 12 hours during the semester, or drops an overload, he or she will receive a pro-rata refund for the first 60 percent of the semester. No refund of tuition will be made after 60 percent of the semester is completed.

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.
3. The independent student is responsible for financing his or her own education.
4. The responsibility for educational funding shifts to society only after the family's (both parent's and student's) resources have been determined to be insufficient to meet the costs of education. A measurement of a family's financial strength must take into account that family's income and assets, as well as its expenses and liabilities. Other factors, such as extraordinary expenses or the size of the family, may affect a family's ability to pay, and therefore must be considered.
5. To be consistent and equitable, the need analysis system must be an objective measurement of the family's present financial strength. It does not evaluate what the family used to be or what it may be in the future. It does not make value judgments about the spending patterns of families. It can only assess, as consistently as possible, the objective data of "what is."

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

The Financial Aid Application and Award Process

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

ALL students seeking federal and/or Illinois State financial assistance by way of loan, grant, and work programs must complete the federal needs analysis application, the Free Application for Federal Student Aid (FAFSA). Students applying for the first time at Olivet will complete the FAFSA. Continuing students may complete a Renewal 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 chapter 6 on "Academic Regulations" for additional information on good standing, retention, eligibility, and satisfactory progress for financial aid.

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

When it is determined the student qualifies for a federal grant or scholarship, the grant or scholarship is awarded on a nonrepayable basis. Federal loans are awarded on the basis of repayment, in some cases after graduation when the student ceases to be enrolled at least half-time. Federal work programs are available to assist students in earning money to pay for some educational costs and are awarded on the basis of financial need. The student must obtain employment and earn these funds.

The Olivet Financial Aid Application AND the FAFSA should be filed in the year the student plans to enroll. *These forms must be completed annually.* Since the FAFSA requires IRS information from the immediate past year, the form may be filed no earlier than January 1, but should be filed as early thereafter as possible.

Applications received by March 1 will receive priority consideration for federal campusbased funds. If requested, verification materials, including tax returns with schedules, W-2 forms, 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.

The FAFSA may be secured from the high school principal or guidance counselor, or from the Office of Financial Aid, Olivet Nazarene University, One University Avenue, Bourbonnais, IL 60914-2345. A student may also complete and submit a FAFSA online at www.fafsa.ed.gov. After completion of this form, send it to the federal processor. An addressed envelope is included with the application booklet. A student aid report will be sent to the student in about four weeks from the date it was received by the federal processor. This report should be reviewed by the family and submitted directly to the Olivet Office of Financial Aid with any necessary corrections. The school aid code for Olivet is 001741.

Scholarships

Scholarships for students in Olivet's traditional undergraduate programs are awards offered on the basis of academic ability, special talents, or the personal interest of donors. These awards carry no obligation for repayment. All Olivet scholarships require full-time enrollment each semester in which they are received.

A number of scholarship awards are made available each year by Olivet Nazarene University. The scholarships at Olivet can never exceed the direct cost or generate a credit balance. This policy does not exclude additional scholarships or assistance from other sources.

A scholarship or grant involving ONU institutional or ONU Foundation funds offered by Olivet to an individual student is not transferable to any other school or educational program or to any other student enrolled at Olivet. This includes awards such as the Olivet Excellence Award, the Olivet Scholar Award, Honor Scholarship, President's Scholarship, Achievement Award, departmental scholarship, athletic scholarships, assistantships, or any other scholarship or grant program that involves institutional or ONU Foundation funds.

OLIVET EXCELLENCE AWARD: Full tuition annually for up to four years of undergraduate work. For students who have an ACT composite score of 34, or SAT score of 1500. Recipients must maintain at least a 3.70 cumulative grade point average at Olivet.

OLIVET SCHOLAR AWARD: \$5,000 annually for up to four years of undergraduate work. For students who have an ACT composite score of 30 or SAT score of 1340. Recipients must maintain at least a 3.60 cumulative grade point average at Olivet.

HONOR SCHOLARSHIP: \$3,500 annually for up to four years of undergraduate work. For students who rank in the top 5 percent of their high school graduating class, or have an ACT composite of 28 or SAT score of 1260. Recipients must maintain at least a 3.40 cumulative grade point average at Olivet.

PRESIDENT'S SCHOLARSHIP: \$2,200 annually for up to four years of undergraduate work. For students who rank in the top 10 percent of their high school graduating class, or have an ACT composite of 26 or SAT score of 1180. Recipients must maintain at least a 3.20 cumulative grade point average at Olivet.

ACHIEVEMENT AWARD: \$1,000 annually for up to four years of undergraduate work. For students who have an ACT composite score of 22 or SAT score of 1030. Recipients must maintain at least a 3.0 cumulative grade point average at Olivet.

VALEDICTORIAN AWARD: \$1,000 one-time award for the valedictorian of any high school with a graduating class of five or more. This can be awarded in addition to the above-mentioned academic awards.



Scholarship Regulations

1. Only one of these academic scholarships (Excellence, Scholar, Honor, President's, or Achievement Award) may be awarded during any school year. The student's cumulative grade point average is reviewed after one year of full-time enrollment to determine eligibility to retain the scholarship. After the first year, the grade point average must be satisfied on a semester-by-semester basis. Students who are awarded the Olivet Excellence Award, Scholar Award, Honor, or President's Scholarship at Olivet who do not maintain the required cumulative grade point average may be offered the next lower level of scholarship according to the cumulative grade point average earned. There is no provision to reinstate an earlier, higher scholarship. Summer credits and grades will be applicable in calculating scholarship eligibility.
2. Freshmen need no formal scholarship application, as the award is made on the basis of high school transcripts or test scores. The highest composite score from any test will be used. It is not permissible to combine the highest scores from several test sittings.
3. Transfer students are awarded scholarships on the basis of college work. Transfer students should send high school transcripts or ACT/SAT scores, with a letter requesting the scholarship, to the Office of Admissions. Academic scholarships for transfer students are reviewed after every semester.
4. If a scholarship is upgraded on the basis of ACT/SAT scores or class rank, the lesser scholarship is dropped.
5. These awards are applied to direct cost (tuition, room and board, fees) for full-time undergraduate students only (maximum four years). Grants and other scholarships are applied to the school bill first. The annual amounts are subject to adjustment, with notification prior to the fall semester.

Transfer Student Scholarships:

Transfer students may qualify for the Olivet Excellence Award and the Scholar Award using the same criteria that apply to entering freshmen, provided the grade point average at the previous colleges attended meets the requirement for maintaining these scholarships. Transfer students who have earned at least 24 semester hours at previous colleges attended may qualify for the Honor Scholarship, President's Scholarship, or the Achievement Award, provided they meet the required cumulative grade point average (Honor: 3.4, President's: 3.2, or Achievement: 3.0).

As an alternative, community college transfers who were members of Phi Theta Kappa (the community college honor society) may qualify for the Phi Theta Kappa Scholarship, which ranges from \$1,000 to \$2,000, the Honor Scholarship, or President's Scholarship, depending on the grade point average at the previous school(s) attended.

In addition, a limited number of scholarships are available to transfers from community colleges who have earned at least 24 semester hours and/or completed an associate degree program there. A minimum cumulative grade point average of at least 2.5 is required. These scholarships provide \$2,000 per academic year and are renewable for each year, provided the cumulative grade point average of 2.5 is maintained. Further details are available through the Office of Admissions.

Nazarene Church Scholarships

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

First-Year Student: A scholarship of \$1,000 is available for the first year a new undergraduate student from a church of the Olivet region enrolls full-time at Olivet. Students enrolling in the spring semester receive only \$500. Eligibility for this scholarship is not carried forward to a succeeding year. The local church must have paid the Olivet budget in full for the assembly year closing in the summer preceding enrollment.

A Church-Matching Scholarship of a maximum of \$500 (\$250 per semester) will be credited to the school account of a student who receives such a scholarship from a local church on the Olivet region. The student must be an undergraduate, enrolled full-time at Olivet. The church must have paid the Olivet budget in full for the assembly year closing the summer before the year of enrollment. The local church must set scholarship guidelines that comply with the Internal Revenue Service.

Pastors and Full-time Ministerial Staff of Churches of the Olivet Region: Children and dependents may receive a scholarship up to the equivalent of 25 percent of tuition. The student must be a dependent, living at home, and have never been married. The church must have paid the Olivet budget in full for the preceding district assembly year.

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 who attend 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.

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.

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

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

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

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

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



OLIVET NAZARENE UNIVERSITY FOUNDATION GRANTS

ONU Foundation grants are made possible through the generous giving of donors who care about Olivet Nazarene University students. These grants are based on a student's demonstrated financial need and academic performance at Olivet Nazarene University. Unless otherwise specified, all Foundation grants will be awarded to students who have completed one year of full-time coursework at Olivet — a minimum of 24 credit hours. Awards typically range in value from \$500 to \$1,500 per academic year. Applications for these scholarships will be distributed by the Office of Financial Aid in January to all eligible enrolled students. Completed applications must be returned to the Office of Financial Aid no later than April 1. Late applications will not be considered for awards. Awards are made for the full academic year in the spring preceding the start of the school year. One-half of the award will be paid each semester in which the student is enrolled on a full-time basis — a minimum of 12 credit hours per semester. An ONU Foundation grant is a gift that does not have to be repaid. However, students who are beneficiaries of these grants are encouraged to respond in future years by making similar gifts to the Olivet Nazarene University Foundation so that other students may also benefit.

Alden, George I., Trust Scholarship: available to Engineering or Science students based on demonstrated financial need; established by a grant from the George I. Alden Trust.

Allen, Lois Ann, Scholarship: for children of missionaries in financial need.

Alvarez, Fernando G. and Mildred, Scholarship: for worthy and needy students preparing for full-time ministry; given by their daughters, Edwina and Marsha.

Anderson, Leonard E., Scholarship: for majors in Business or Accounting.

Associated Student Council Scholarship: awarded to a third- or fourth-year student who has served a minimum of one year on the Associated Student Council.

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

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

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

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

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

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

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

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

Boxell, A. Ralph, Scholarship: available to worthy and needy Science students.

Boxell, A. Ralph, and Ruth Reader, Scholarship: available to students majoring in Piano.

Brandenberg, William, Scholarship: for Nursing students.

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

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

Business/Economics Scholarship: for students majoring in Business.

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

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

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

Central Educational Region Nazarene Youth International Scholarship: available to sophomore, junior, or senior Religion or Music majors or other worthy and needy students from the Central Educational Region.

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

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

Class of 1984 Scholarship: for worthy and needy senior student; preference given to an heir of the Class of 1984.

Cole, John and Esther, Scholarship: for worthy and needy Religion major.

Colling, Deborah Anne, Scholarship: awarded on basis of scholarship and potential for successful career in the biological, biochemical, or biomedical sciences.

Collins, Dr. Harvey, Scholarship: available to Art major of junior standing for use in senior year; requires 3.0 overall GPA and 3.5 Art GPA; student must exhibit high-level of Christian discipleship; selection made by Art faculty based on written testimony submitted by student.

Cook, James V. and Louise, Scholarship: for Music students; provided by Dr. and Mrs. Ronald A. McMaster.

Cook, Perry A. and Florence L., Scholarship: for worthy and needy students preparing for missionary service.

Couchenour/Snider Scholarship: for worthy and needy ministerial students.

Crawford International Student Scholarship: available to freshmen and continuing students who are attending Olivet from a country outside the continental United States.

Crawford, James H., Memorial Scholarship: for worthy and needy students, with preference to children of Nazarene pastors.

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

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

Dawes, Gordon W. and Frances V., Scholarship: for worthy and needy students preparing for the ministry or missionary service in the Church of the Nazarene.

Decker, Dr. Gerald L., Scholarship: to be awarded equally to two Chemistry majors with highest academic record at close of junior year; established by Mrs. Decker.

Demaray, Dr. Coral and Harriet, Scholarship: for worthy and needy students majoring in Biblical Literature.

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

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

Dickey, Linda Crummer, Scholarship: available to worthy and needy students majoring in Elementary Education or Business Administration, or students of any major who are single custodial parents.

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

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

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

Donoho, Dr. John J. and Dr. Lora H., Endowed Scholarship: available to Education and/or Physical Education Teaching majors.

Doud, Harvey E. and Mary Edna, Scholarship: for Nursing students.

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

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

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

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

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

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

Galloway, George M. and Martha R., Scholarship: available to ministerial students or other worthy and needy students.

Gambill, Verne W., and Anita R. Tolbert, Endowed Scholarship: available to Nazarene pastors' children majoring in Education or pursuing pastoral ministry.

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

Garton, Franklin Defoe and Thelma Irene, Scholarship: for students majoring in Communication.

Gibson, Don, Scholarship: for worthy and needy students preparing for full-time ministry.

Gibson Golf Scholarship: available to students from Eastern Michigan District; funded by friends and participants in the Eastern Michigan golf tournament in memory of Dr. Don Gibson, former district superintendent.

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

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

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

Grothaus, Dr. Clarence, Scholarship: for students majoring in Chemistry.

Grothaus, Jewell, Scholarship: for students majoring in instrumental music.

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

Hansher, Marilyn B.: Available to students majoring in Elementary Education.

Harper, A.K. and Beatrice, Scholarship: available to Business students who exhibit strong leadership potential.

Harshman, Boyd and Libby, Family Memorial Scholarship: available to five worthy and needy junior Music majors for use in their senior year.

Hilgendorf, Penny L., Scholarship: for worthy and needy Elementary Education majors from the Michigan District (Church of the Nazarene) or other worthy and needy students.

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

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

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

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

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

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

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

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

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

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

Jensen, Beth Anne, Endowed Scholarship: available to Psychology majors.

Johnson, Alfred and Kathleen, Scholarship: for worthy and needy male students in a medically related field other than nursing.

Johnson, Arndt J., Endowed Scholarship: preference given to descendants of Arndt Johnson; if none apply, then available to needy Chemistry students.

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

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

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

Kappa Sigma Nursing Scholarship: Available to nursing students.

Keck, Charlotte Shugart, Nursing Scholarship: available to sophomore-level Nursing student for use in junior year; recipient

selected by Nursing faculty and approved by department chair.

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

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

Kesler, James O. II, Scholarship: available to junior or senior ministerial or missionary students holding membership in the Northwest Indiana District Church of the Nazarene.

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

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

Kotval, John D. Jr. and Kay, Scholarship: for ministerial students.

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

Langdon, Cindy, Scholarship: available to worthy and needy students from Richfield Church of the Nazarene (Michigan) or other worthy and needy students.

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

Lee, C. Ross and Grace, Memorial Scholarship: available to students preparing for full-time ministry.

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

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

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

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

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

Martin, Dr. E.W., Scholarship: available to worthy senior students preparing for the ministry or missionary service.

Martin, Rev. Edwin C. and Pearl Richie, Scholarship: available to students preparing for Christian service.

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

McCoy, Kenneth, and Doris Sparrow, Scholarship: available to worthy and needy Pre-medical or Nursing students with first preference to female students; given in memory of Russel J. Duriens, Class of 1937.

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

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

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

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

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

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

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

Mitten, Dr. Lloyd G. and Thelma A., Scholarship: available to worthy and needy juniors and seniors majoring in Business and Economics.

Monroe, Michigan, Church Scholarship: available to Monroe Church of the Nazarene (Michigan) graduating high school seniors.

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

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

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

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

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

Myers, Carrie M., Scholarship: available to worthy and needy sophomore, junior, senior, or graduate ministerial student from Seymour First Church of the Nazarene (Indiana); established by Francis and Dorothy Myers and the Kocolene Oil Co. of Seymour, Indiana.

Myers, Delbert H., Scholarship: available first to worthy and needy sophomore, junior, senior, or graduate students from Seymour First Church of the Nazarene (Indiana), then to other worthy and needy students.

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

Neal, Ada, Scholarship: available to Nursing students.

Neubert, Alvin A. and Joy E., Scholarship: available to worthy Nursing students.

Nielson, Joseph F. and Esther J., Scholarship: available to students majoring in Social Sciences.

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

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

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

Patterson, Vaughan L., Scholarship: available to a Kankakee County, Illinois, resident stu-

dent; preference given to a Bradley-Bourbonnais Community High School graduate; in loving memory of Wanda M. Starasinich, mother of Mr. Patterson.

Peffer, Paul E. and Ruth O., Scholarship: for worthy and needy students majoring in Business.

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

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

Pitts, Jesse Branstion, and Mary Hazel Scholarship: for students from Stinesville, Indiana, then other worthy and needy students in their sophomore, junior, or senior years.

Plummer, Chester, Scholarship: for ministerial students, with preference given to those planning to be evangelists.

Polston, William "Bud" and Nella, Scholarship: available to junior and senior Business majors with a minimum 2.85 GPA on a 4.0 scale.

Prescott, Charles M. and Gladys L., Endowed Scholarship: for worthy and needy students with expressed potential of Christian service.

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

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

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

Reed Graduate Scholarship: available to graduating ministerial seniors with high academic standing who are pursuing graduate work in Religion at Olivet; established by Dr. and Mrs. Harold W. Reed.

Reed, Harold W. and Maybelle E., Scholarship: for worthy and needy undergraduate ministerial students; given in honor of Dr. and Mrs. Harold W. Reed.

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

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

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

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

Sayes, Dr. J. Ottis: Available to students pursuing the Religion ordination track, with a preference for those majoring in Christian Education, Youth Ministry, or Children's Ministry.

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

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

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

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

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

Smith, Sylvester and Leah, Scholarship: for worthy and needy married students preparing for the ministry or missionary service.

Snowbarger, Dr. Willis E., Scholarship: available to junior or senior History majors completing 15 hours of history, including three upper-division hours; requires overall GPA of 3.25 and history GPA of 3.5; selection to be made by Department of History.

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

Somers, Vaughn, Scholarship: available to junior Music or ministerial students for use in senior year.

Sommer, Steven C., Scholarship: available to worthy and needy students majoring in Social Work.

Steinke, Lester L., Scholarship: available to a student not qualifying for any other scholarship, but who has an intense desire to receive an education; preference given to freshmen; given by Mrs. Lois Thomas in memory of her brother.

Stevenson Scholarship Fund: available to worthy Nursing students.

Stewart, Virgie, Scholarship: available to junior student with major in Modern Languages.

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

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

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

Strickland, Evert C., Scholarship: for worthy and needy students majoring in Education; provided by Evert Strickland in memory of his brother, Rev. Raymond Strickland.

Strickler, Dr. Dwight and Esther, Scholarship: for worthy and needy Science majors.

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

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

Thornton, Clarence and Georgia, Scholarship: for ministerial students from Wisconsin, with preference to a married student.

Toland, Don and Beverly, Scholarship: available to students preparing for a career in broadcasting.

Tompkins, Clara E., Scholarship: for worthy and needy students; preference given to students from Kankakee First Church of the Nazarene.

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

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

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

Vaughan, David A., Endowed Scholarship: available to nursing students.

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

Weber, Donald H. and Beverly A., Scholarship: available to children of missionaries or pastors, of junior or senior standing, with a 3.0 or greater GPA.

Weber, Julie A., Scholarship: available to students from the Flint Central Church of the Nazarene (Michigan).

Wheeler, Rev. Wilbur J., Scholarship: available to ministerial students or to students preparing for missionary service.

White, Dr. S.S., Scholarship: available to upper-division Theology students.

White, John Lawson, Scholarship: available to worthy and needy students preparing for ministry or teaching.

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

Williams, Mike and Dee, Scholarship: for worthy and needy students from Wisconsin.

Williams, Rev. and Mrs. Albert, Scholarship: available to ministerial students.

Williamson, Donald E. and Marilyn, Scholarship: available to freshmen through ONU graduate-level students approved by the scholarship committee.

Wisner, Gerett, Scholarship: available to junior and senior Nursing, ministerial, Music, or other worthy and needy students.

Wissbroecker, Rayna, Memorial Scholarship: available to premedical student with preference for those pursuing a career in missions.

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

Adamson, Dorothy Lewis	Jarvis, James E. and Elsie S.
Alumni Scholarship	Johnson, Oscar and Bertha
Anonymous Endowment	Jones, Ira
Aukes, Harry	Julius, Clarence E. and Ruth M.
Austin, Sylvia L.	Kariolich, Margaret J.
Barnhart, Wilma	Kelley, Frank and Elizabeth
Bearinger, Clayton and Ada	Kelley, Seldon Dee, Sr.
Beckman, Arthur	Keys, Gerald L. Sr. and Celeste F.
Bell, Donald H. and Faith N.	Kietzke, Hilmer and Virginia
Better Day	Kleinert, Fritz and Olivera
Bredholt, R.D. and Lydia	Langdon, Cindy
Brodien, Edward and Elaine	Latimer, Anna
Buchholz, Sylvia May	Leichty, Elvin and Marjorie
Cheeseman, John	Lemna, Mr. and Mrs. William F.
Chenoweth, Robert R. and Arlene J.	Lind, Dr. Richard T.
Choate, Elizabeth	Long, Wesley C.
Churchill, James and Verda	Lundry, Russell
Clark, Blanche S.	Marquart, Linford A.
Cooper, Aubrey E. and Margaret A.	Martinson, Milton and Myrna
Cox, William A. and Anna R.	McCormick, James and Pauline
Culp Family	McCreary, Glen
Davis, Lela M.	McHie, Richard H. and V. Aline
Deming, Harley Fred	McIntyre, Norma
Douglas, Fred E.	Miller, Cecil and Grace
Eilander, Grace	Mingus, James E. and Judy M.
Farmer, Howard and Adda	Minor, Malvin and Christine
Felesena Family	Mongerson, Harold and Gladys
Floyd, Gary and Bonnie	Moore, Robert and Dottie
Foor, Dennis W.	Morgan, William G.
Ford, Francis Ruth	Munson, Della
Fowler, Emmet G.	Murdaugh, George W.
Francis, Ralph	Nutt, Selden and Mozelle
Friends of Olivet Nazarene University	ONU Foundation Board of Directors
Frost, Emma	ONU Scholarship
Fulk, Dr. Paul F. and Brenda G.	Orpheus Memorial Scholarship
Giroux, Martha Craig	Perry, Dr. Ralph E.
Glenn, Alice M.	Phillips, Marjorie L. McCoy and Harold E.
Green, William and Mabel	Reader, Paul H. and Delores A.
Grill, Candace	Reeves, Emily
Gustavsen, Donald N. and Irene	Reynolds, Phil
Gustin, Lester and Susan	Rice, Paul
Hardy, William H. and Emily E.S., Jr.	Ringgenberg, Raymond R. and Mabel G.
Hess, Dennis and Georgia	Roat, Lydia Hendricker
Hill, Edith V.	Robbins, Forrest D. and Venice
Holland, Nelda, D.	Roth, Sharon
Howe, Laurence H.	Schaafsma, Terry and Dianne
Huffman, Larry K. and Dana T.	Shaw, George R. and Gertrude

Shipman, Sidney P. and Viola
Smith, Charles Hastings
Springer, Frank E. and Rose M.
Suits, Eva Irene
Sullivan, Mary
Taplin, Harry
Thomas, Dr. Weldon L. and Juanita M.

Tucker, L.C. and Phyllis J.
Whitehead, R.B. and Elma
Whittredge, Fern
Williams, Lula
Yates, Jim and Ruth
Yotter Endowed
Zimmerman, Iris Eileen

The following scholarships are provided by local churches on the Olivet Nazarene University region for students who meet the criteria established by the local church and the ONU Foundation:

Bay City, Michigan, First Church of the Nazarene
Brazil, Indiana, First Church of the Nazarene
Brighton, Michigan, Church of the Nazarene
Columbus, Indiana, First Church of the Nazarene
Detroit, Michigan, First Church of the Nazarene
Fort Wayne, Indiana, Grace Point Church of the Nazarene
Gregory, Michigan, Southwest Church of the Nazarene
Howell, Michigan, Church of the Nazarene
Indianapolis, Indiana, First Church of the Nazarene
Indianapolis, Indiana, Westside Church of the Nazarene
Kankakee, Illinois, First Church of the Nazarene
Kokomo, Indiana, Bon Aire Church of the Nazarene

Kokomo, Indiana, First Church of the Nazarene
Mason, Michigan, First Church of the Nazarene
Middletown, Indiana, Middletown Church of the Nazarene
Morenci, Michigan, Church of the Nazarene
Muskegon, Michigan, Lakes Community Church of the Nazarene
Perry, Michigan, Church of the Nazarene
Pittsfield, Illinois, Church of the Nazarene
Plymouth, Michigan, Church of the Nazarene
Saginaw, Michigan, First Church of the Nazarene
St. Joseph, Michigan, First Church of the Nazarene
Watseka, Illinois, Watseka Friends Church
Westbrook, Indiana, Grace Pointe Church of the Nazarene

Grants-in-Aid

Federal Pell Grants are provided by the U.S. Department of Education to all students who qualify on the basis of need. The Free Application for Federal Student Aid (FAFSA) used to determine eligibility for this grant may be secured from the Olivet Office of Financial Aid or from any high school. Pell grant awards normally range from \$400 to \$4,050 per year.

Federal Supplemental Educational Opportunity Grant (SEOG): Awarded to students with exceptional financial need. The SEOG is awarded through the University from funds allocated to the school by the federal government. Awards are typically \$400 per year.

Illinois Student Assistance Commission Monetary Award: (MAP) The state of Illinois provides financial assistance to all residents of the state who show a need for college assistance. This grant may cover tuition and fees only. The current maximum yearly award is \$4,471. The FAFSA form used to apply for federal aid applies to the Illinois state assistance

as well and is available from the Olivet Office of Financial Aid or from any high school. The award amounts are contingent upon legislative action and funding each year.

Other State Grants: Residents outside the state of Illinois should inquire into the availability of state grants for college education which may be applied toward their education at Olivet. The states of Vermont, Massachusetts, Pennsylvania, and New Jersey are among those who will permit students to transfer grants to out-of-state private schools.

Family Grant: A tuition discount of \$1,500 per academic year is awarded when two or more unmarried, dependent students from the same immediate family, or husband and wife, or parent and dependent(s) are enrolled as full-time undergraduates at Olivet Nazarene University in an academic year. The discount will be awarded to each qualifying student, and will extend for the period of undergraduate concurrent enrollment. The maximum number of years of eligibility is four. *Students enrolled in the School of Graduate and Continuing Studies degree-completion programs and students receiving tuition remission benefits are ineligible.*

Loan Funds

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

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

Loans at the freshman level (0–29 credit hours completed) are limited to \$2,625 per year. Loans at the sophomore level (30–59 credit hours completed) are limited to \$3,500. Loans in the junior and senior years (60 or more credit hours completed) may be up to \$5,500 per year. Neither the subsidized, unsubsidized, or a combination of the two may exceed these yearly limits for dependent students.

Independent students may borrow at increased limits under the *unsubsidized* Stafford Loan program. Qualified graduate students may borrow up to \$8,500 per year under the Stafford Loan program. Aggregate limits for independent and graduate students vary. More detailed information may be obtained from the Olivet Office of Financial Aid.

Student Employment

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

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

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

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

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

Financial Assistance for Veterans

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



Scholarships/Grants



Chapter 6

Academic Regulations

Olivet's academic regulations constitute a readable map for student, counselor, professor, and general reader. Each member of the academic community should become familiar with the directions, for it is the official guide to each of the educational destinations offered by the University.

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

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

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

Registration

All students eligible to register (students enrolled in the preceding regular session and new or reentering students who have completed application and have been accepted) will be supplied by the Registrar with directions for registration. Students are advised by members of the faculty and must file properly approved study lists with the Registrar during the registration period. Preregistration service is provided by the Office of the Registrar. Registrations not completed by the close of the listed registration days (see calendar) will require a

fee of \$20 to cover the additional expenses of late registration procedure. An additional late fee of \$5 per day will be charged beginning the second day after registration day.

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

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

The normal student load is 16 hours of class work in a week. No student will be permitted to register for more than 18 hours, without the special permission of the Committee on Academic Standards. An extra charge is made for each hour or fraction of an hour taken in excess of the 18-hour maximum load.

Outside Employment: Students carrying a considerable load of outside work must reduce their school program accordingly. The following schedule is a guide to counselors and students:

Semester Class Load in Relation to Grade Point Average:

Effective Hours of Outside Employment	On Academic Probation	Up to 2.5	Up to 3.0	3.0 or Over
Under 15 hours	14	Normal	Normal	Normal
15–20 hours	12	Normal	Normal	Normal
21–25 hours	10	14	Normal	Normal
26–30 hours	8	12	14	Normal
31–35 hours	6	10	12	Normal
35–45 hours	1 course	8	10	Normal

Change of Registration

All changes in registration become official when made through the Office of the Registrar, with approval by the student’s adviser and the faculty members whose classes are involved. A student may change registration for individual courses during the first two calendar weeks of a semester without charge. After that, there will be a charge of \$10 for each schedule change form processed.

A course may be dropped without grade or notation on the transcript when official changes are processed during the first two calendar weeks of a semester. After that, a grade of “W” will be assigned when courses are dropped prior to the deadlines, which are published in the University calendar. Permission to drop individual courses after the published deadlines will normally be granted by the Vice President for Academic Affairs only because of extended illness, serious physical disability, death in the family, or other emergency circumstances. Permission to withdraw from individual courses after the deadlines will not be granted merely because of unsatisfactory academic performance, whether caused by the student’s inability, or lack of application or preparation; dissatisfaction with the subject matter offered in the course(s); failure to attend class; or a change in the student’s major or academic plans. A grade of “WP” — withdrawn passing, or “WF” — withdrawn failing — will be assigned by the Vice President for Academic Affairs in cases where official drops are approved after the published deadlines. Unofficial withdrawal from courses will be treated as failure and indicated on the permanent record by a grade of “F.”

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

Withdrawal From the University

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

To officially withdraw from all courses for which a student is registered, the student must complete the appropriate forms in the Office of the Registrar. This withdrawal process is necessary in order to clear the appropriate financial and academic records. Protracted absences or failure to attend classes does not constitute withdrawal from courses and will be treated as failure unless the withdrawal process is appropriately followed. See chapter 5 on "Financial Information" for policies on refunds of tuition and fees when official withdrawal from the University is processed.

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

Cancellation of Registration: A student's registration for a semester may be canceled for failure to meet financial obligations to the University. Normally, cancellation would only occur during the first two weeks of a semester, and record of enrollment would not appear on the student's permanent academic record.

Classification of Students

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

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

Sophomore Standing: 30 hours

Junior Standing: 60 hours

Senior Standing: 90 hours or above

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

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

Class Attendance Policy

Admission to Olivet Nazarene University is a privilege that represents an investment by the supporters of the University as well as the student. The opportunities provided by the

University are open only to those who are willing to devote themselves to the serious business of education.

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

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

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

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

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

Scholarship Requirements

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

The alphabetical system of grading, with \pm added at the discretion of the instructor, is used [i.e., "A" for superior; "B" for above average; "C" for average; "D" for below average, but passing; "F" for failure; "H" for audit; "S" for satisfactory work (credit toward graduation); "U" for unsatisfactory work (no credit toward graduation); "X" for deferred work; "W" for withdrawn before quality of work can be determined; "WP" for withdrawn passing; "WF" for withdrawn failing; and "I" for incomplete]. A student may be marked "incomplete" only in case of serious illness or other unavoidable causes of delay. All incompletes must be removed within one month after the grade period ends or the record will be marked "failure."



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

Policy on Repeating Courses:

1. In case a course is retaken subsequent to the student's receiving a course grade of "F," only the last grade is counted in determining his or her cumulative grade point average.
2. With the consent of the chair of the department in which the course is offered, a student is permitted to retake once a course in which he or she has earned a grade of "C-," "D+," "D," or "D-," with the higher of the two grades to count in determining the student's cumulative grade point average.

These privileges apply only to courses repeated at Olivet.

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

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

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

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

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

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

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

Music: Auditors of applied music private lessons will receive one half-hour lesson per week. Audit lessons will be made up on the same basis as lessons being taken for credit. Audit students will be placed only after Music majors, Music minors, and others who are registered

for credit have been placed. All audit students will pay the normal additional applied music tuition for private lessons and class instruction as listed in the *Catalog* chapter on finances.

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

<i>Semester Hours Attempted</i>	<i>Minimum Cumulative GPA</i>
1–18	1.5
19–29	1.7
30–45	1.8
46–59	1.9
60 or more	2.0

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

In addition, students may be considered to be on academic probation for failure to attain a 1.000 grade point average in any given semester, or for failure to pass at least 50 percent of the credits registered at the end of the initial drop/add period (second week of the semester).

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

If after one semester on probation the cumulative grade point average is not improved, or after two successive semesters on probation the grade point average does not meet minimum standards for satisfactory progress (as outlined above), or at any time it falls below a 1.0 average, a student may be academically suspended by the Vice President for Academic Affairs. In addition, a student placed on probation for failure to meet the 1.00 semester grade point requirement or 50 percent progress requirement may be suspended if significant progress is not made during the probationary semester. In such a case, the student has the right to appeal to the Committee on Academic Standards for a review of such a decision.

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

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

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

1. Be enrolled in at least 12 semester hours at the time of participation. (Repeat courses should be cleared with the Registrar.)



2. Accumulate at least 24 hours of credit in the two terms of attendance immediately preceding the semester of participation. (Repeat courses previously passed cannot count toward the 24-hour rule.)
3. A second-term freshman must have earned at least nine hours of credit during the first semester.

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

Satisfactory Progress Requirements for State or Federally Funded Financial Aid Programs:

In order to maintain eligibility for federal and state financial aid, a student must meet the satisfactory progress requirements established by Olivet Nazarene University in compliance with federal regulations, including the following:

1. A student must complete degree requirements within the time frame listed below:

<i>Degree Program</i>	<i>Full-Time Student</i>	<i>Half-Time Student</i>
Associate Degree	3 years	6 years
Baccalaureate Degree	6 years	12 years
Master's Degree	3–4 ½ years	6–9 years

A student requiring remedial courses will be allowed an additional 24 hours attempted.

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

<i>Cumulative Hours Attempted</i>	<i>GPA Required</i>
1–18	1.5
19–29	1.7
30–45	1.8
46–59	1.9
60 or more	2.0

3. Each semester a student must satisfactorily complete 67 percent of the hours registered at the end of the initial drop/add period (second week of the semester). Grades of "F," "W," "WP," "WF," "I," "X," "U," and "H" are considered unsatisfactory, but will be included as hours attempted in determining satisfactory program completion rate.
4. Cumulative hours must be satisfactorily completed according to the following schedule:

<i>Academic Year</i>	<i>Cumulative Hours Satisfactorily Completed</i>	<i>Cumulative GPA Required</i>
1	21	1.70
2	43	1.85
3	64	2.00
4	86	2.00
5	107	2.00
6	128	2.00

Summer credit hours or transfer credits taken subsequent to enrollment at Olivet Nazarene University may be used to make up a deficiency in cumulative hours completed during an academic year.

Financial Aid Probation: A student will be placed on financial aid probation for failing to meet any of the above standards of progress.

A student placed on financial aid probation may continue to receive federal and state aid during the probationary semester. However, such a student must meet all of the satisfactory progress requirements by the end of the probationary semester or be placed on financial aid suspension. Students will also be placed on financial aid suspension when, having attempted 64 or more semester hours, the cumulative grade point average falls below 2.00.

Financial Aid Suspension: Financial aid suspension will result in the loss of all state and federal financial aid until a student returns to good standing by meeting all the satisfactory progress requirements. Suspension from financial aid does not prevent a student from enrolling at ONU with his or her own financial resources, if he or she is eligible to reenroll.

Appeals: In the event that extenuating circumstances are experienced, appeals for exceptions to the above requirements will be considered by the Financial Aid Committee. Such appeals must be submitted in writing to the Financial Aid Committee no later than the first day of classes of the semester.

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

The Learning Development and Assistance Center

Students from all levels of achievement and experience can learn better ways of learning, and can learn additional information in various fields. These opportunities are given so every student can work to increase his or her potential.

The Learning Development and Assistance Center (LDAC) attempts to help students through the math lab, English lab, supplemental course instruction, and microcomputer lab. The labs

can help students through learning problems which may occur. The math and English labs have both peer tutoring and faculty tutoring.

Many computer programs are available for general use. Some of the programs include word processing, practice programs in use of grammar, tutoring in algebra, and learning games in general chemistry.

Several introductory courses in various departments have Supplemental Course Instruction (SCI). SCI involves an exemplary student conducting study sessions each week which anyone enrolled in the course may attend. The session leader helps fellow students with material from the course, and also demonstrates how to study.

The aim of people associated with the LDAC is to give all students the chance for increased success in academics. The focus is to move the individual as far as possible into solving problems.

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

Recognition for Academic Achievement

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

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

Graduation with Departmental Honors is granted to a senior who shows independent and creative work of high quality in his or her major field. The study may cover material of individual courses, cut across course lines, or include subject matter and procedures not offered in the usual courses of the department. When recommended by the head of the department in which the student wishes to do honors work, a plan of the work to be pursued shall be forwarded, with the recommendation, for the approval of the Committee on Academic Standards. To be eligible for consideration for honors work, a student should have a 3.4 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. The student must apply to the head of the department by October 15 in the academic year of graduation. Honors coursework will be indicated by the department name and the number 500.

Assistantships: A limited number of assistantships are available to high scholarship students of advanced standing. These assistantships are open to those who have spent two or more semesters at Olivet Nazarene University. They are awarded on the basis of scholarship, character, leadership ability, educational promise, and need.

Holders of these appointments will assist in reading papers, laboratory service, or other work required in the department to which they are assigned.

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

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

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

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

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



point average of 3.70. Graduation with honors (*cum laude*) requires a grade point average of 3.50.

In case a student has taken part of his or her college work at another institution or institutions, the student's grade point average will be calculated on the basis of the total work accepted toward the degree. The last 60 hours of work must be taken at Olivet if one is to qualify for honors, except in the School of Graduate and Continuing Studies programs, in which case all required courses within the major must be completed at Olivet.

Commencement Marshals: Each year the two men and the two women 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 that graduation. In cases of hardship caused by curricular changes during a student's successive years of enrollment at Olivet, an appeal may be made to the Academic Standards Committee.

Residence Requirements: A candidate for a bachelor's degree must take either the last year (30 semester hours) at Olivet Nazarene University, or must take 15 of the last 30 semester hours in residence and offer no less than 45 semester hours of residence credit from Olivet Nazarene University. Included in the hours offered to satisfy the residence requirement must be at least one-half of the major and/or sufficient hours to complete a major satisfactory to the chair of the major department and the Registrar.

Transfer Credit Limitations: Any course with a grade of “F” will not be accepted as transfer credit, but will be calculated in the grade average for considering admission, initial financial aid, and initial athletic eligibility. A maximum of 68 hours will be accepted from two-year colleges as transfer credit at Olivet.

Second Bachelor’s Degree: Some students desire to take a second bachelor’s degree. It is often possible to complete the requirement for the second degree in one additional year. To receive a second degree, the student must complete at least 36 hours of work in addition to the 128 hours required for the first degree and must meet all of the requirements set forth in the curriculum for the second degree, including general education requirements. No more than one degree will be conferred upon a candidate at any one commencement. At least 30 hours of the additional 36 hours required for a second degree must be taken in residence at Olivet.

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

Proficiency Examinations

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

Proficiency examinations are given under the following restrictions: (1) they may be taken only by persons who are in residence, or who are candidates for degrees at Olivet; (2) they may not be taken by students who have received credit for more than one semester of work in the subject in advance of the course in which the examination is requested; (3) they may not be taken to raise grades or to establish credit in a course in which the student has received a failing grade; (4) the privilege of establishing credit by this method is not to be used to accelerate one’s program, but to make possible the recognition of work already done, or an achievement already attained for which no academic credit has been established; (5) not more than 10 semester hours credit can be earned by departmental proficiency examinations for any degree; (6) applications for the examination must be approved in advance by the Vice President for Academic Affairs; and (7) all such examinations shall be conducted by a committee of three, which shall be appointed by the Vice President for Academic Affairs. The signatures of all three examiners are required. Academic credit for such work will not be granted until the student has completed successfully at least one semester of work at Olivet Nazarene University. See also “Waivers and Advanced Placement,” chapter 4.

Summer School

Olivet offers summer sessions, offering full college credit, operating on an accelerated schedule of classes. During summer sessions, it is generally possible to earn four to nine semester hours of credit. Dates of the summer sessions are listed in the University calendar. All new students apply through the Director of Admissions by the deadline indicated. Registration for summer school may be completed prior to or immediately following the first meeting of the class.

Transcripts

Students or former students who desire a transcript of their academic record at Olivet Nazarene University must present a written request to the Office of the Registrar. The request must include the signature of the person whose record is requested. Additional identifying information, such as dates of attendance, birthdate, Social Security number, graduation date, maiden name, etc., may help to expedite the processing of the request. Normally, requests can be processed within a few days of receipt, though the time may be extended near the beginning or end of a semester. A service charge of \$5 per transcript is required. When 24-hour processing is requested, the service charge is \$10 per transcript. Transcripts will not be issued to or for students or alumni who are indebted to the University or whose repayment of loans is not in good standing.



Chapter 7

Courses of Instruction

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 (B.A.) — Offered for programs in the humanities, arts, social sciences, and sciences. Curricula leading to the B.A. typically promote broad preparation within the discipline and among related fields with emphasis on the liberal arts and sciences.

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

Course and Department Numbering System

The number of the course designates the level or classification a student must have to take the course. Some courses have prerequisites that must be completed before enrolling in those courses.

- 000 — Not available for degree credit
- 100 — Introductory or basic freshman-level courses
- 200 — Sophomores and qualified freshmen
- 300 — Juniors and qualified sophomores
- 400 — Seniors and qualified juniors
- 500 — Graduates, qualified seniors
- 600 — Graduates only
- 700 — Graduates only
- 800 — Graduate independent study courses

The courses of study in the University are grouped in four colleges/schools, which are listed alphabetically within this chapter. Departments and areas of study are also listed alphabetically within each college/school.

A chart of majors, concentrations within majors, and minors appears in chapter 2. In the succeeding pages, the faculty of each department are listed, with the department chair listed first and other faculty members listed by year of appointment at Olivet Nazarene University. They are also listed alphabetically in Chapter 9 of the *Catalog*.

College of Arts and Sciences

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

School of Education

School of Professional Studies

- Department of Business
- Department of Communication
- Department of Computer Science
- Department of Engineering
- Department of Exercise and Sports Science

Department of Family and Consumer Sciences

Department of Nursing

Department of Social Work and Criminal Justice

School of Theology and Christian Ministry

General Studies

- General Studies Major
- General Studies Courses
- Military Science Courses
- Pre-Professional Programs
- Council for Christian Colleges and Universities Programs
- AuSable Institute

School of Graduate and Continuing Studies

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



College of Arts and Sciences

Gregg Chenoweth, Ph.D., Dean

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

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

Department of Art and Digital Media

Faculty

WILLIAM GREINER (1988)

Associate Professor of Art; Chair, Department of Art

B.F.A., 1981, Illinois State University

M.F.A., 1984, University of South Dakota

LEZLI C. KINZINGER SLOWIK (1996)

Associate Professor of Art

B.A., 1991, Olivet Nazarene University

M.S., 1994, Southwest Baptist University

M.S., 2000, Governors State University

GERALD SLOWIK (2000)

Instructor of Art

B.A., 1995, Olivet Nazarene University

Graduate Study, Governors State University

SCOTT DOMBROWSKI (2004)

Assistant Professor of Art

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

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

The Art majors are designed to provide both breadth (foundational study) and depth (specialization) within a Christian liberal arts program. The curriculum is structured to allow students to have flexibility in their search for concepts and art media most compatible with their needs and interests.

Olivet's Art program includes a balance of studio work, techniques, lab skills, and theory. The department provides preparation for students fulfilling general education requirements through advising and career preparation courses.

Career opportunities for Olivet Department of Art and Digital Media graduates include illustrating for companies, package design, interactive CDs and promotion, graphic advertising, graphic design, digital photography, and photojournalism. Olivet graduates in Art are employed as educators or by advertising companies, corporations designing and marketing new products, and government agencies.

The studio facilities in the Larsen Fine Arts Center provide excellent resources for painting, illustration, and ceramics. The center also houses the Brandenburg Art Gallery, where works of students, as well as regional artists, are exhibited. The Digital Media Center in Benner Library provides facilities for digital photography, digital graphics, and digital

production and includes state-of-the-art computer graphics labs.

Classes regularly take trips to the Art Institute in Chicago and area museums. The Department of Art and Digital Media prepares students to become professionals, demonstrating a knowledge of depth with a well-rounded general education to meet the needs of a demanding work force. The focus of the program is on the preparation of artists who are uniquely expressive with concern for the spiritual elevation of global society of which they are a part.

Department of Art and Digital Media lab fees are assessed at the time of registration to support instructional equipment. These fees cover operating, maintenance, and replacement costs. Lab fees do not provide for Art students' personal supplies.

Art Major: 36 hours. B.A.

Required:

ART 103 — Drawing Studio I

123 — Design Studio I

125 — 3-Dimensional Design

172 — Introduction to Photography

200 — Introduction to Graphics

201 — Ceramics: Hand Construction

or 302 — Ceramics: Wheel Construction

204 — Drawing II

231 — Painting I

or 334 — Beginning Watercolor

281 — History of Western Art I

282 — History of Western Art II

360 — Contemporary Art

or 471 — History of Modern Art

And three additional hours of art history

Art Major: 60 hours. B.S.

Required Core Courses:

ART 103 — Drawing Studio I

123 — Design Studio I

125 — 3-Dimensional Design

172 — Introduction to Photography

200 — Introduction to Graphics

201 — Ceramics: Hand Construction

or 302 — Ceramics: Wheel Construction

204 — Drawing II

281 — History of Western Art I

282 — History of Western Art II

360 — Contemporary Art History

or 471 — History of Modern Art

495 — Senior Career Preparation

Plus one of these concentrations:

A. Drawing/Illustration Concentration:

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

And three additional hours of art history

B. Painting Concentration

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

And three additional hours of art history

C. Digital Media: Photography Concentration

- ART 270 — Basic Darkroom Techniques
- 275 — Photoshop
- 374 — Photojournalism
- 379 — Advanced Darkroom Techniques
- 380 — Photographic Art History
- 472 — Photography Seminar
- 476 — Advanced Photography
- 479 — Studio Photography

And three additional hours of art history

D. Digital Media: Graphics Concentration

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

And three additional hours of art history

Art Teaching Major: B.S. 36 hours

Required:

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

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

And one of the following:

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

Plus the required professional education and general education courses as prescribed by the School of Education for all teacher education candidates.

Art Studio Minor: 27 hours

Required:

- ART 103 — Drawing Studio I
- 123 — Design Studio I
- 125 — 3-Dimensional Design
- 204 — Drawing II
- 495 — Senior Career Preparation

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

Art Teaching Minor: 24 hours

Required:

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

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

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

Typical Courses for Students Majoring in Art *Freshman Year*

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

Sophomore Year

Painting Studio I

History of Western Art I

Fundamentals of Communication

Studies in Literature

College Writing II

Art courses in concentration

History of Western Art II

Science Course

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

Art Courses

ART 103 — Drawing Studio I. 3 hours. A foundational drawing course where ideas and content will be introduced. This course is for majors as well as non-art majors. The first three weeks will concentrate on skills that students need to create visual thoughts and to express visual ideas. The remainder of the semester focuses on content as an element that has the potential to influence one's visual communication. Students will be working on a variety of subjects and developing perceptual skills and proportion. Each student will be expected to maintain a drawing journal and work outside of class.

ART 111 — Textile Design. 3 hours. Same as FACS 111.

ART 123 — Design Studio I. 3 hours. A basic foundation course in the fundamentals of the visual arts. Experiences in studio problems are geared to helping the student apply the information given. The course stresses discipline in arts, language, understanding of the elements of art, and color theory.

ART 125 — 3-D Design. 3 hours. Examines the composition and plasticity of 3-D forms through design and construction involving various media. Prerequisites: ART 103, 123, or permission of instructor.

ART 140 — Interior Design. 3 hours. Same as FACS 140.

ART 172 — Introduction to Photography. 3 hours. The fundamentals of the photographic process including: 35mm camera operations, BandW film processing and printing, as well as photographic composition. The class will emphasize the creative application of photographic techniques at the beginning level. Students will be required to complete two major class projects: A multiple BandW picture story presentation and color slide presentation. Photo-creating class sessions will be devoted to still life and portraiture.

ART 200 — Introduction to Graphics. 3 hours. Includes basic computer graphic skills; newspaper

and advertising layout; study of positive and negative shapes; properties and use of color; and techniques of creating commercial art. Prerequisites: ART 103, 123, 125.

ART 201 — Ceramics: Hand Construction. 3 hours. Experience in basic hand-building methods in clay construction. The student will develop skills in coil, slab, and pinch techniques, and become familiar with the techniques of applying glaze and engobes.

ART 204 — Drawing Studio II. 3 hours. A continuation of experimental drawing with an emphasis on the human form. Concentrated drawings of the body and face in black and white media will constitute the beginning of the course. A shift will then take place from black and white to color mediums such as pastel and color pencil. A more contemporary approach will then end the semester course. Prerequisites: ART 103, 123, or permission of instructor.

ART 210 — Illustration Studio I. 3 hours. This course builds on the drawing process, but emphasizes detail, lighting, and specific techniques in graphite, color pencil, and pastel to create illustration for advertising. Prerequisites: ART 103, 204.

ART 220 — Drawing and Painting Composition. 3 hours. Focuses on research approaches, theory, techniques, and materials relating to drawing, illustration, and painting. Students are encouraged to think and solve compositional problems in a creative manner. Prerequisite: ART 231.

ART 231 — Painting Studio I. 3 hours. A beginning course for all persons interested in the use of oil paints. Studies in color, composition, and technique help students to be able to apply their knowledge in a skilled manner. Prerequisites: ART 103, 123, 125, 204.

ART 270 — Basic Darkroom Techniques. 3 hours. Introduces students to the fundamental concepts of the traditional black and white darkroom. Essential information on current films and papers will be practically demonstrated through assignments which challenge the creativity of each student on an individual level. Prerequisite: ART 172.

ART 275 — Photoshop. 3 hours. This is the second-level graphics course concentrating on the software Photoshop. This course explores photography, manipulations, and graphics, and creates a wide range of experiences. Students will learn to use and understand the various components of this program. Prerequisite: ART 200.

ART 281 — History of Western Art I. 3 hours. A survey course exploring the various cultural, religious, and social patterns of peoples from the cave art period to the Gothic period. Students will gain an understanding of the iconography of each period studied.

ART 282 — History of Western Art II. 3 hours. This course continues as a survey course in the area of visual arts, starting at the proto-Renaissance and continuing to the 1980s.

ART 300 — Perspective and Rendering. 3 hours.

This course begins with the practical application of perspective, light, shade and other rendering techniques for the designer. A focused shift will take place during the semester to perspective sketching and delineations of architectural structures. Various media and application techniques will be stressed for professional results and presentation. This course does not apply toward the requirements of an Art major. Prerequisites: ART 103, 200 or permission of the instructor.

ART 302 — Ceramics: Wheel Construction. 3 hours.

Experience on the potter's wheel (the electric and kickwheel). The student will develop skills in centering, raising, footing, and finishing wheel-thrown ware. Glazing, staining, and texturing of the finished ware will be emphasized.

ART 303 — Ceramics: Advanced Techniques. 3 hours.

Advanced studio projects reflecting a high level of technical and conceptual approaches. May be repeated for an additional three hours credit. Prerequisites: ART 201, 302.

ART 307 — Drawing: Studies in Composition. 3 hours.

Focuses on various techniques in drawing, emphasizing the importance of composition. Finished drawings and studies for future paintings will be completed. Prerequisite: ART 220.

ART 310 — Graphic Advertising I. 3 hours.

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

ART 313 — Illustration Studio II. 3 hours.

A continuation of Illustration I. In this class students will pursue advanced techniques in illustration. Prerequisite: ART 210.

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

Same as FACS 315.

ART 320 — Package-Designing. 3 hours.

Teaches students to combine different graphic program files as they design and build a variety of packages. Prerequisites: ART 200, 275.

ART 334 — Beginning Watercolor. 3 hours.

The students will learn two approaches in watercolor: direct and indirect. The direct approach is the traditional methods of watercolor: wet-on-wet and glazing. The indirect methods are splattering and pouring the paint onto a prepared surface for unique looking paintings. Demonstrations will be an integral part of the course. Prerequisites: ART 103, 123, 125, 204, or permission of instructor.

ART 335 — Watercolor for Illustration. 3 hours.

This course builds on water media processes, but emphasizes detail, lighting, and specific techniques used to create illustration for advertising. Prerequisites: ART 200, 334.

ART 339 — Painting: Studies in Composition. 3 hours.

A complementary course to ART 307. Paintings will be created from the studies done in the previous course, focusing on the importance of composition. Color theory will be discussed. Prerequisite: ART 307.

ART 343 — Heritage of Interiors. 3 hours.

Same as FACS 343.

ART 350 — Digital Production I. 3 hours.

An introduction to digital production. Students will explore various software packages utilizing the computer to create digital output. Students will be involved with other classes across the curriculum to create various video projects and gain an understanding of the making of a multilayered project. Assignments in the class will include individual as well as group projects and students will be engaged with other classes to collaborate. Prerequisites: ART 200, 275.

ART 355 — Digital Production II. 3 hours.

A continuation of Digital Production I. Students in this course will be expected to manipulate the software package at an advanced level. Students will work on script writing, audio recording, and computer technology. Assignments in this class will include a range of projects for companies as well as video projects for ONU's offices of Media and Technical Support, University Relations, and Admissions. Prerequisite: ART 350.

ART 360 — Contemporary Art History. 3 hours.

The study of art from 1945 to present. This class will focus on current events in art as well as recent art history. Tour of the Contemporary Museum in Chicago is a requirement for this course.

ART 374 — Introduction to Photojournalism. 3 hours.

The photographic medium as it relates to the newspaper profession, including: the history of photojournalism, advanced shooting/darkroom techniques, and an introduction to digital photography. Students will be required to produce several photographic essays using conventional photographic processes as well as electronic imaging of their work. Prerequisites: ART 270, 275.

ART 375 — History of Nonwestern Art. 3 hours.

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

ART 379 — Advanced Darkroom Techniques. 3 hours.

Intended for students who have a working knowledge of a black and white darkroom. Individual artistic creativity will be challenged through an introduction of special techniques such as photogram, high-contrast images, reticulation, multiple printing, and the Sabattier Effect. Infrared photography will also be explored. Prerequisite: ART 270.

ART 380 — Photographic Art History. 3 hours.

This course will trace the history of photography from its invention in 1822 to its present applications in digital

imagery. The development of stereophotography, portraits, and photojournalism will be discussed as important visual communications that recorded history. Later developments in the evolution of photography, from the School of Paris in the 1890s to the Steiglitz School in America to the era of photograms and photomontage in the modern period will permit the student to understand photography as an important art form.

ART 391 — Graphic Advertising II. 3 hours. An advanced course in layout and advertising design. Students will produce projects which delve deeper into the theories of advertising and design layout. Prerequisite: ART 310.

ART 408 — Advanced Drawing Seminar. 3 hours. An intensive study of individual styles and characteristics in drawing. Designed to bring students to the highest level possible in skills using various media. An intensive look at composition on the cognitive level of art in color theory applications. Prerequisite: ART 339.

ART 433 — Advanced Painting Seminar. 3 hours. An intensive study of individual styles and characteristics in painting. Designed to challenge the students to transform their drawing compositions and studies into full-scale paintings. Emphasizes the importance of proper planning and problem-solving and their application to practical techniques. Prerequisite: ART 408.

ART 450 — Post-Production I. 3 hours. Explores interactive media and Web design. Students will be expected to work on their own to create an interactive CD portfolio along with other assignments and projects. Students are expected to create their own Web page to seek employment. The Web page will be updated weekly. Prerequisites: ART 350, 355.

ART 460 — Post-Production II. 3 hours. Students in this class will be considered art directors and will supervise the making of videos, interactive CDs, promotional videos, and projects for companies and the University. This class is geared toward leadership, group dynamics, and conflict management. Students will be expected to maintain their Web site and update their interactive portfolio while seeking employment. Prerequisite: ART 450.

ART 471 — History of Modern Art. 3 hours. A survey course of the visual arts from the late 19th century up to the present time. Areas to be explored are impressionism, Dadaism, expressionism, abstraction, op and pop art, and contemporary American visual art. Field trips to the Art Institute in Chicago will play an important role in the course.

ART 472 — Photography Seminar. 3 hours. Advanced study of photographic issues. Discusses aesthetic, criticism, and current imagery as well as photography's relationship to other media. Photojournalism, portraiture, and portfolio work will be included. Prerequisite: ART 270.

ART 476 — Advanced Photography. 3 hours. An advanced course in photographic media which is intended to give both an overview and an advanced proficiency in the various practices that know produce and employ photographic imagery. The students' creativity will be challenged through the utilization of specific photographic techniques. Prerequisite: ART 379.

ART 479 — Studio Photography. 3 hours. This advanced course brings the world of photography indoors. Emphasizes creativity through the complete control of photographic technique. Practical applications of lighting styles will be explored using a digital platform and real-world assignments. Students will also be challenged with advanced illustration techniques.

ART 495 — Senior Career Preparation. 3 hours. Designed for the senior art student in preparation for the job search and the senior exhibition. The senior artist will develop his or her exhibition, an artist statement, and a resume, and will research job opportunities in his or her area of interest. Students will also begin the task of learning interviewing techniques and documenting their work for both themselves and the department's permanent collection of portfolios.

Fine Arts Course

FINA 101 — Introduction to Fine Arts. 3 hours. A general education course designed to give the student an understanding of the basic structural similarities in the aural art of music and the visual arts of painting, sculpture, and architecture.

Department of Behavioral Sciences

Faculty

KENT OLNEY (1995)

Professor of Sociology; Chair, Department of Behavioral Sciences

B.A., 1977, Asbury College

M.Div., 1979, Asbury Theological Seminary

M.A., 1985, Gallaudet University

M.S., 1995, University of Oregon

Ph.D., 1999, University of Oregon

JIM D. KNIGHT (1975)

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

B.A., 1966, Trevecca Nazarene University

M.S., 1973, University of Tennessee

RAY BOWER (1987)

Professor of Psychology

B.A., 1976, Miami University, Ohio

M.A., 1987, Miami University, Ohio

Ph.D. 1992, Miami University, Ohio

ELIZABETH GASSIN (1995)

Associate Professor of Psychology

B.S., 1988, University of California

M.S., 1990, Purdue University

Ph.D., 1995, University of Wisconsin

GARY KOCH (2000)

Associate Professor of Psychology

B.S., 1977, Xavier University

M.A., 1992, Southeast Missouri State University

Ph.D., 1997, Southern Illinois University

REBECCA TAYLOR (2004)

Assistant Professor of Psychology

B.S., 1988, Olivet Nazarene University

M.A., 1998, Olivet Nazarene University

Ph.D. candidate, Capella 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 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 position that God has created human beings and is intimately interested in their development and patterns of behavior.

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

Sociology offers a B.A. degree consisting of 37 credit hours. Emphasis is placed on understanding the classical and historical foundations of sociology, including the major topics and methods used by sociologists. Patterns of social behavior, com-

munity life, and traditional social institutions — such as family and religion — are core elements of the sociology program. The major allows some flexibility in the choice of courses and culminates with a senior research project. Graduates with a degree in sociology are typically prepared to enter graduate school (pursuing advanced degrees in a variety of related social science disciplines) or to seek entry-level employment in a number of social and institutional settings.

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

Psychology Major: 32-33 hours. B.A.

Required:

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

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

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

Psychology Major: 44-45 hours. B.S.

Required:

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

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

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

And 5 courses selected from the following:

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

And 2 other upper division psychology courses

Sociology Major: 37 hours. B.A.

Required:

- SOCY 120 — Introduction to Sociology
- 270 — Social Problems
- 280 — Ethnic Relations
- 331 — Basic Research/Statistics
- 332 — Advanced Research/Statistics
- 362 — Marriage and Family
- 483 — Social Theory
- 489 — Senior Research

And 12 hours selected from the following:

- ECON 308 — Comparative Economics
- 345 — Economics in the Public Sector
- FACS 360 — Parenting
- HIST 325 — Sports in American Society
- 344 — Recent US History
- 370 — American Social/Intellectual History
- PSCI 223 — American Government
- 344 — American Public Policy
- SSCI 242 — Federal Seminar
- SOCY — Upper division Sociology elective(s), or sociology courses that are included in an approved study program, such as the American Studies Program, China Studies Program, Russian Studies Program, Focus on the Family Institute, etc., may be applied toward the 12 hours.

Psychology Minor: 21 hours

Required:

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

The remaining hours are to be approved by the department chair.

Psychology Teaching Minor: 21 hours

Required:

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

And six hours selected from the following:

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

Sociology Minor: 18 hours

Required:

- SOCY 120 — Introduction to Sociology
- 270 — Social Problems
- 280 — Ethnic Relations
- 362 — Marriage and Family

And six additional hours from upper division Sociology courses, SSCI 242 — Federal Seminar, or courses taken through participation in approved study programs such as American Studies program, China Studies program, or Focus on the Family Institute.

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

Freshman Year

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

Sophomore Year

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

General Psychology Courses

PSYC 101 — Introduction to Psychology. 3 hours.

An introduction to the scientific study of human behavior with particular emphasis on personal development, mental health, and interpersonal relationships. Topics covered will include theories of personality, stress, health and coping, abnormal psychology, therapy, personal adjustment, memory, motivation and emotion, gender and sexuality, psychosocial and moral development, interpersonal relationships, social and organizational behaviors, and careers within psychology.

PSYC 202 — Educational Psychology. 3 hours. Same as EDUC 249.

PSYC 203 — History and Systems of Psychology. 3 hours.

A history of the field of psychology with particular emphasis on the theoretical development from the prescientific era to the present time. Prerequisite: PSYC 101, 211 or 212.

PSYC 211 — Child Developmental Psychology. 3 hours.

A study of human physical, intellectual, emotional, perceptual, social, and personality development from conception to puberty. It is recommended that 211 precede 212 if both courses are taken.

PSYC 212 — Adolescent and Adult Developmental Psychology. 3 hours.

A study of human physical, intellectual, emotional, perceptual, social, and personality development from puberty to death. It is recommended that 211 precede 212 if both courses are taken.

PSYC 214 — Early Adolescent Development. 3 hours. Same as EDUC 214. Does not apply to Psychology major or minor.

PSYC 222 — Psychology of Human Communication. 3 hours. Same as COMM 103.

PSYC 233 — Group Dynamics. 3 hours. Same as COMM 233.

PSYC 320 — Sports Psychology. 3 hours. Same as EXSS 320.

PSYC 321 — Social Psychology. 3 hours. This course considers the social factors that operate in influencing the behavior of the individual. Emphasis is given to the description and evaluation of the methods of measurement and techniques of investigation for the social psychologist. Prerequisite: PSYC 101.

PSYC 323 — Human Diversity. 3 hours. This course seeks to enhance understanding of an individual's identity, development, and culture from the perspectives of gender, ethnicity, religion, age, socioeconomic level, and disabilities.

PSYC 324 — Industrial/Organizational Psychology. 3 hours. A survey of the theory, research and strategies used in business, industry, and government in the following areas: (1) personnel selection, assessment and training; (2) human engineering, motivation, work efficiency, and job satisfaction; (3) organizational

structure and dynamics; (4) leadership and supervisory training; and (5) employee counseling. Prerequisite: PSYC 101.

PSYC 498 — Psychology Seminar. 1 hour.

This course is required of all Psychology majors in either their junior or senior year. It includes a series of lectures, panel discussions, guest speakers, and field trips — on such issues as vocations in psychology, graduate programs, application strategies, current issues, and ethics. Offered in the fall semester.

Experimental Psychology Courses

PSYC 241 — Statistics. 4 hours. Same as MATH 241.

PSYC 331 — Basic Research and Statistics. 4 hours.

A survey of the methods of gathering, interpreting, and communicating research data. Topics include measurement and scaling techniques; naturalistic observation, case study, survey, correlational and experimental methods; non-parametric statistics, test, and single-factor analysis of variance; report-writing, graphical reporting of data, and bibliographical sources; and computer data and database searches.

PSYC 332 — Advanced Research and Statistics. 3 hours.

The study of advanced experimental methods and designs, the application of parametric statistics through three-factor analysis of variance, bibliographical sources and report writing, and the use of computers in research. Research experiences are included. Prerequisite: PSYC 331.

PSYC 343 — Learning and Behavior Modification. 4 hours.

A survey of the basic types of learning and the variables that influence the learning process. Emphasis is placed on the theoretical and applied aspects of human behavior change. Laboratory experiences are included. Prerequisite: PSYC 203; PSYC 331 is recommended.

PSYC 345 — Physiological Psychology. 3 hours.

This course acquaints students with the neurological and glandular bases of learning, sensation, perception, and behavior. Laboratory experiences are included.

PSYC 346 — Cognitive Psychology. 3 hours.

An indepth study of the mental structures, processes, and strategies that enable one to process the vast amount of information encountered each day, and to respond in an appropriate manner to the demands of daily living. Topics will include the history and methods of cognitive psychology, cognitive development, attention, perception, memory, cognitive learning, concept formation, language, thinking, reasoning, problem-solving, and creativity. Theory, research, lab demonstrations, and applications will be included. Prerequisites: PSYC 101, 203.

PSYC 433 — Quantitative Research Project. 1-3 hours.

A departmentally approved experimental

research project designed, conducted, analyzed, and reported by the student. Prerequisites: Six Psychology courses, including PSYC 331, 332.

Clinical and Counseling Psychology Courses

PSYC 361 — Theories of Personality. 3 hours. A study is made of the conceptualizations of personality that are acceptable to the various theoretical positions. Also, consideration is given to the many factors that affect the personality development of the individual. Emphasis is placed on what is considered normal personality. Recommended prerequisite: PSYC 203.

PSYC 362 — Psychological Testing. 3 hours. The assessment of human characteristics such as mental abilities, attitudes, aptitudes, learning disabilities, vocational interests, and personality traits and abnormalities. Emphasis is given to how psychological inventories are constructed, utilized, and evaluated. Students will take and interpret various tests. Prerequisites: four psychology courses; PSYC 361 is recommended.

PSYC 365 — Crisis Intervention. 3 hours. Same as SOWK 365.

PSYC 461 — Counseling Process and Technique. 3 hours. A study of the process of psychological counseling with emphasis on effective counselor characteristics, the initial session, facilitative relationship, goals, strategies, termination, ethical issues within counseling, and the development of a personal counseling model. Application will be made to interest areas such as crisis intervention, pastoral counseling, marriage and family counseling, social work, and personnel services. Prerequisites: Four Psychology courses.

PSYC 467 — Psychotherapy. 3 hours. A survey of the major concepts and practices in contemporary psychotherapy and counseling. Emphasis will be given to psychoanalysis; individual psychology; transactional analysis; and person-centered, existential, gestalt, rational-emotive, reality, and behavior therapies. Attention will be given to the development of effective therapist characteristics and a personal therapy model. Prerequisites: Four Psychology courses, including PSYC 203, 361.

PSYC 468 — Abnormal Psychology. 3 hours. A comprehensive study of the various types of personality and behavioral abnormalities, including their etiology, symptoms, dynamics, and treatment. A comparison is made between normal and maladaptive functioning. Prerequisites: Four Psychology courses including PSYC 203, 361.

PSYC 474 — Group Counseling. 3 hours. As paraprofessionals, scores of psychology graduates lead therapy groups in state hospital, community hospital, and

agency settings. Therapy group goals, leadership techniques, and treatment and evaluation strategies will be explored. The practices and effectiveness of various models representing the major schools of thought in psychology will be compared. Attention also will be given to the history and varieties of self-help groups such as Alcoholics Anonymous. Prerequisites: Seven Psychology courses; PSYC 461, 467 required; 233 recommended.

PSYC 478 — Professional Issues. 1 hour. A study of (1) mental health services, including history, agencies, practitioner roles, professional organizations, and credentialing; (2) principles of referral, advocacy, and case management; and (3) professional, legal, and ethical responsibilities in professional counseling, especially as related to Illinois law.

PSYC 479 — Supervised Practicum. 3-5 hours. The student will work 16 hours per week in an approved agency under the supervision of a professionally trained staff member. This will be arranged according to the interests of the student. Open only to senior Psychology majors.

Sociology Courses

SOCY 120 — Introduction to Sociology. 3 hours. This course aims to provide students an overview of the patterns and dynamics of social life. The work and topics that engage sociologists are investigated. Attention is given to the historical and theoretical development of sociology; commonly used research methods; and issues of stratification, deviance, social institutions, and social change.

SOCY 270 — Social Problems. 3 hours. The aim of this course is to survey contemporary social problems that plague society and occupy social scientists. Topics such as poverty, social inequality, crime, drugs, health care, education, population issues, and environmental trends will be discussed, along with possible solutions.

SOCY 273 — Criminology. 3 hours. Same as CJUS 273.

SOCY 280 — Ethnic Relations. 3 hours. This course provides an introduction and analysis of minority groups within the larger American society. Emphasis is given to the interaction patterns between minority and majority groups. Students are encouraged to critically consider how a Christian should respond to issues of diversity and oppression.

SOCY 305 — Human Sexuality. 3 hours. Human sexuality is addressed from social, spiritual, and developmental points of view. Physiological facts, pregnancy stages, relationship issues, and social trends will be discussed. Emphasis will be given to develop-

ing healthy sexual attitudes and behaviors. Offered alternate years.

SOCY 315 — Drugs in Society. 3 hours. Social, psychological, medical, legal, and economic aspects of drug use, misuse, and abuse will be explored. The course is designed to prepare educators and helping professionals for drug education and prevention. Offered alternate years.

SOCY 316 — Corrections. 3 hours. Same as CJUS 316.

SOCY 320 — Urban/Rural Sociology. 3 hours. Same as SOWK 320. Prerequisite: SOCY 120.

SOCY 321 — Social Psychology. 3 hours. Same as PSYC 321.

SOCY 325 — Sociology of Education. 3 hours. A sociological analysis and critique is made of education in the United States. The relationship between education and other social institutions is discussed, and the school is studied as a social system. Various types, models, and levels of education will be considered from a sociological perspective.

SOCY 330 — Sociology of the Aging. 3 hours. Same as SOWK 330.

SOCY 331 — Basic Research and Statistics. 4 hours. Same as PSYC 331.

SOCY 332 — Advanced Research and Statistics. 3 hours. Same as PSYC 332. Prerequisite: SOCY 331.

SOCY 362 — Marriage and the Family. 3 hours. Marriage and the Family is designed to help students understand both historical and current trends and functions of the family. The first part of the course focuses on major theoretical debates in family studies. The latter part of the course turns toward practical issues of preparing for marriage, childrearing, and general family living. The healthy family is emphasized throughout.

SOCY 364 — Anthropology. 3 hours. The field of cultural anthropology is surveyed with the purpose of providing students an appreciation for other cultures, as well as their own. Variation among cultures is highlighted, giving particular attention to what we can learn from less developed countries and from cross-cultural studies in general.

SOCY 371 — Sociology of the Deaf Community. 3 hours. Deaf people are viewed as a unique sociological group that has formed a thriving community. Attention will be given to significant historical and sociological events that have shaped American deaf people. The focus will be on deaf people as a distinct cultural group, rather than a disabled group needing medical treatment. Offered alternate years.

SOCY 374 — World Food Problem. 3 hours. Same as FACS 335.

SOCY 381 — Sociology of Religion. 3 hours. Classical and contemporary sociological religious issues are discussed in detail. Emphasis is given to how sociologists deal with and explain various religious

phenomena, giving particular attention to the religious environment in America. Offered alternate years.

SOCY 390 — Historical Research Methods. 3 hours. Same as HIST 390. Corequisite: SSCI 300.

SOCY 394 — Juvenile Delinquency. 3 hours. Same as CJUS 394.

SOCY 440 — Selected Topics in Sociology. 3 hours. From time to time, special areas of research or interest are investigated by a professor and are deemed appropriate and relevant as a developed course. By nature, then, the course is offered periodically and usually on a one-time basis. The particular topic will be noted in the schedule of courses when the course is offered.

SOCY 460 — Readings in Sociology. 1-3 hours. Independent and in-depth study of a topic in sociology under the direction and supervision of a faculty member. Available for seniors and qualified juniors who are Sociology majors.

SOCY 483 — Social Theory. 3 hours. This course is intended to provide an advanced understanding of the dominant traditions that have contributed to the growing field of sociology. Major ideas from both classical and contemporary theorists are discussed. Offered alternate years. Prerequisites: SOCY 120, plus six additional hours of upper division SOCY.

SOCY 489 — Senior Research. 3 hours. Senior research is designed to give students the opportunity to actually do the work of a sociologist. Independent research and/or evaluation projects will be conducted and supervised by faculty. Prerequisite: Sociology major with senior standing.

Department of Biological Sciences

Faculty

RANDAL JOHNSON (1986)

Professor of Biology; Chair, Department of Biological Sciences

B.A., 1976, Trinity College

M.S., 1982, Idaho State University

D.A., 1983, Idaho State University

ROBERT W. WRIGHT (1969)

Professor of Biology

B.A., 1965, Los Angeles Pacific College

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

RICHARD COLLING (1981)

Professor of Biology

B.A., 1976, Olivet Nazarene University

Ph.D., 1980, University of Kansas

DWIGHT GINN (1992)

Professor of Biology

B.A., 1978, Taylor University

M.S., 1983, Purdue University

Ph.D., 1989, The Ohio State University

GREGORY LONG (1995)

Professor of Biology

B.S., 1984, Olivet Nazarene University

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

The Department of Biological Sciences seeks to prepare students to teach biology in public schools, pursue graduate studies, enter medical school or related health sciences, secure research or industrial lab positions, or enter biologically related industrial management and/or governmental positions. In addition, the Department of Biological Sciences curriculum provides training for students fulfilling the general education requirements of the University and for students who desire to expand their knowledge and understanding of biological principles.

Biological knowledge arranges itself naturally according to levels of organization. Each level (molecular, cellular, individual, and ecological) has its own rationale, principles, techniques, and language. It is desired that all biology students have experience with each level for the wealth of understanding that such training brings to the person's own academic specialty.

All majors in the Department of Biological Sciences at Olivet take a sequence of courses designed to convey the body of thought and information which is essential to the undergraduate training of biologists regardless of their ultimate specialization. Students may earn either the Bachelor of Arts or Bachelor of Science degree with majors offered in Biology, Zoology, and Environmental Science, students interested in pre-professional programs such as pre-medicine, pre-dentistry, pre-veterinarian, pre-pharmacy, pre-optometry, pre-physician assistant, pre-physical therapy, etc., should consult with advisers in the Department of Biological Sciences. In addition, students may prepare to teach science in public schools by completing the Science Education major described in this section and in the School of Education section of this *Catalog*.

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

Biology Major: 36 hours. B.A.

Required:

- BIOL 125 — Biology I
- 126 — Biology II
- 320 — Genetics
- 356 — Microbiology
- 370 — Ecology
- 495 — Seminar in Biology (two hours)

Plus 14 hours of Biology selected from the following:

- BIOL 246 — Human Anatomy and Physiology I or 361 — Comparative Anatomy
- 247 — Human Anatomy and Physiology II or 455 — Physiology
- 335 — Biochemistry
- 352 — Advanced Botany
- 354 — Developmental Biology
- 359 — Immunology
- 360 — Invertebrate Zoology
- 380 — Toxicology
- 430 — Neurobiology
- 440 — Advanced Genetics
- 484 — Molecular and Cell Biology
- 490 — Research in Biology

Required Supporting Courses:

CHEM 103 — General Chemistry I

104 — General Chemistry II

Biology Major: 48 hours. B.S.

Required:

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

Plus 10 hours selected from the following:

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

To be supported by the following:

CHEM 103 — General Chemistry I
 104 — General Chemistry II
 311 — Organic Chemistry I
 MATH 147 — Calculus I
 and one year of Physics

Recommended Supporting Courses:

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

Zoology Major: 48 hours. B.S.

Required:

BIOL 125 — Biology I
 126 — Biology II
 320 — Genetics
 335 — Biochemistry
 356 — Microbiology
 360 — Invertebrate Zoology
 361 — Comparative Anatomy
 370 — Ecology
 455 — Physiology
 487 — AuSable Field Station or another
 approved field station course
 495 — Seminar in Biology (two hours)

Plus six hours of biology selected from the following:

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

Required Supporting Courses:

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

Recommended Supporting Courses:

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

Environmental Science Major: 53-59 hours. B.S.

Required:

ENVI 395 — Seminar in Environmental Science
 450 — Internship in Environmental Science
 BIOL 125 — Biology I
 126 — Biology II
 370 — Ecology
 380 — Toxicology
 CHEM 103 — General Chemistry I
 104 — General Chemistry II
 GEOL 105 — Physical & Historical Geology
 330 — Hydrogeology
 360 — Geographic Information Systems
 385 — Environmental Geochemistry

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

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

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

Science Education Major: 57-64 hours. B.S.

Required:

BIOL 125 — Biology I
 126 — Biology II
 CHEM 103 — General Chemistry I
 104 — General Chemistry II
 GEOL 105 — Physical & Historical Geology
 130 — Astronomy

ENVI 310 — Environmental Science/Tech for Teachers

PHYS 121 — College Physics

or 201 — General Physics I

122 — College Physics II

or 202 — General Physics II

MATH 131 — College Algebra/Trigonometry

or 147 — Calculus I

Plus the following recommended supporting courses:

EDUC 214 — Early Adolescent Development

325 — Classroom Management

ENGL 320 — Reading: Process & Skills

Plus one of the following concentrations:

A. Biology Concentration

BIOL 320 — Genetics

352 — Advanced Botany

356 — Microbiology

360 — Invertebrate Zoology

361 — Comparative Anatomy

455 — Physiology

B. Chemistry Concentration

CHEM 301 — Quantitative Analysis

311 — Organic Chemistry I

312 — Organic Chemistry II

320 — Inorganic Chemistry

or 385 — Environmental Geochemistry

495 — Seminar in Chemistry

Recommended Supporting Courses:

MATH 147 — Calculus I

148 — Calculus II

C. Earth/Space Concentration

GEOL 300 — Paleontology

302 — Earth Materials

310 — The Earth's Weather

345 — Tools of Astronomy

360 — Geographic Information Systems

362 — Sedimentology/Stratigraphy

or 321 — Geomorphology/Earth Hazards

or 366 — Structural Geology/Field Methods

Recommended Supporting Courses:

MATH 147 — Calculus I

148 — Calculus II

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

Biology Minor: 16 hours

Required:

BIOL 125 — Biology I

126 — Biology II

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

Biology Teaching Minor: 25 hours

Required:

BIOL 125 — Biology I

126 — Biology II

246 — Human Anatomy and Physiology I

or 247 — Human Anatomy and Physiology II

320 — Genetics

352 — Advanced Botany

370 — Ecology

495 — Seminar in Biology (one hour)

Required Supporting Courses:

CHEM 103 — General Chemistry I

104 — General Chemistry II

Zoology Minor: 16 hours

Required:

BIOL 125 — Biology I

126 — Biology II

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

Typical Courses for Students Majoring in Biology

Freshman Year

Biology I, II

General Chemistry I, II

College Writing I

Christian Formation

Introduction to Fine Arts

Mathematics

Sophomore Year

College Writing II

Genetics

Ecology

Biochemistry

Organic Chemistry

General Psychology

Biology Courses

BIOL 125 — Biology I. 4 hours. Beginning course for all Biology majors. Study of biomolecules, cell structure and function, energy, metabolism, photosynthesis, genetics, history of life, and diversity of animal life. Three lecture periods and one laboratory period.

BIOL 126 — Biology II. 4 hours. The second course for all Biology majors. Study of plant diversity, and plant and animal anatomy, physiology, and development. Three lecture periods and one laboratory period. Prerequisite: BIOL 125.

BIOL 169 — Survey of Anatomy and Physiology. 4 hours. A non-major laboratory science course to study the human body in health and disease. Basic anatomical and physiological information concerning cells, tissues, and the organ systems will be studied. Relevant clinical applications will be included. Three lecture periods and one laboratory period.

BIOL 201 — General Biological Science. 3 hours. The course focuses on topics and experiences derived from the biological sciences, including, but not limited to, fundamental elements of life at the molecular, cellular, organism, and population/ecological levels. The overall emphasis will be to probe these broad areas of biological science in a way that exposes students to nominal information content and depth, while also providing them with hands-on experiences in scientific methodology, discovery, and practical applications. Two hours lecture and two hours lab per week. Prerequisite: PHSC 102

BIOL 210 — Microbiology for the Life Sciences. 4 hours. An introductory non-major microbiology course for nursing students, physical education students, and non-science majors. This course is an overview-survey designed to acquaint students with basic principles of microbiology. In addition, the course will help students to develop sound aseptic laboratory technique as they study the growth and cultural characteristics of microorganisms. Special lecture emphasis is placed upon the application of microbiology in patient care. Prerequisite: CHEM 100. Three lecture periods and two laboratory periods.

BIOL 246 — Human Anatomy and Physiology I. 4 hours. This course is the first of a two-semester sequence. Both courses consider the morphology and physiology of the human body using the organ systems approach with emphasis on the "connectedness" of human structure and function. BIOL 246 focuses on tissues, skin, skeleton, articulations, muscle, nervous, and sensory systems. Three lecture periods and one laboratory period per week.

BIOL 247 — Human Anatomy and Physiology II. 4 hours. This course is the second of a two-semester sequence. It considers circulatory, respiratory, digestive, excretory, endocrine, and reproductive systems

of the human body. Three lecture periods and one laboratory period.

BIOL 301 — Medical Terminology. 2 hours. A specialized course designed to familiarize the student with the unique terminology related to specialized fields of medicine. Primarily for Pre-Physical Therapy students.

BIOL 320 — Genetics. 4 hours. An introductory study of the principles and mechanisms of heredity. This includes the study of transmission of inherited traits in individuals and populations, the study of chromosomes and their variations and the molecular and biochemical understanding of the genetic material. The gene is examined at several levels: its structure, function, organization, mutation, and regulation. Modern concepts such as recombinant DNA technology, genomics, and gene manipulation are also addressed. Assignment of genetics problems occurs throughout the course. Three lecture periods, one laboratory period, and one problem-solving session. Prerequisites: BIOL 125, BIOL 126, or consent of the instructor.

BIOL 335 — Biochemistry. 4 hours. This course is the study of central biochemical principles which demonstrate the relationship of structure to function in bioenergetics, regulation and other cellular activities. Special emphasis is placed upon the physical, chemical, and biological context in which biomolecules and metabolic pathways function. Animal, plant, and microbial systems are given balanced treatment and are often covered together to highlight similarities and distinctions. Important experimental techniques that underlie advances in biochemistry, molecular biology and cell biology are explained in the context of concepts and principles. Many major concepts and methods are also incorporated into the laboratory experience. Additional coverage of proteins, enzyme structure and function, DNA, and RNA is included. Three lecture periods and one laboratory period. Prerequisites: BIOL 125 or 126, CHEM 104, or consent of instructor.

BIOL 352 — Advanced Botany. 4 hours. An integrative approach to advanced topics in the study of plants with emphasis on physiology, taxonomy, anatomy, and ecology. Prerequisites: BIOL 125, 126. Three lecture periods and one laboratory period per week.

BIOL 354 — Developmental Biology. 4 hours. This is a study of the processes involved in the development of an organism from a fertilized cell. The study includes both classical embryological concepts as well as modern principles. Although emphasis is placed on the development of vertebrates, the development of various invertebrates is also examined. Prerequisites: BIOL 125, 126. Recommended prerequisite: BIOL 320. Three lecture periods and one laboratory period per week.

BIOL 356 — Microbiology. 4 hours. An introduction to microorganisms is presented with special emphasis on bacteria and viruses. Studies include history, mor-

phology, classification, physiology, genetics, aseptic culturing techniques, and practical applications. Host parasite interactions in relation to disease-health equilibrium are also studied, with emphasis on microbial virulence factors and host immune and non-immune defense mechanisms. Prerequisites: BIOL 125, 126, or equivalent, four hours of chemistry. Three lecture periods and two laboratory periods per week.

BIOL 359 — Immunology. 4 hours. This course examines the molecular and cellular responses to infection and disease. Antibody structure, mechanisms of antibody formation, and the consequences of antibody interaction with antigen are studied. Cell-mediated and humoral immunity, histocompatibility, tumor immunology, immunodeficiencies, allergies, and autoimmune disease mechanisms are evaluated within the framework of a normal functioning immune system. Prerequisites: BIOL 125, 320, 356. Three lecture periods and one laboratory period.

BIOL 360 — Invertebrate Zoology. 4 hours. A study of the principles of zoology as they apply to the invertebrates. The study is approached from a comparative standpoint with emphasis upon the anatomy and physiology of various representative organisms. Prerequisite: BIOL 125, 126. Three lecture periods and one laboratory period.

BIOL 361 — Comparative Anatomy. 4 hours. A study of functional and comparative morphology of vertebrate organs and organ systems. The primary emphasis will be on comprehensive laboratory dissections. Prerequisites: BIOL 125, 126. Corequisite: BIOL 320. Three lecture periods and one laboratory period.

BIOL 370 — Ecology. 4 hours. The relationships between organisms and their environment at the individual, population, and ecosystem levels. Laboratories emphasize concepts, research, and field work in local habitats. Prerequisites: BIOL 125, 126. Three lecture periods and one laboratory period.

BIOL 380 — Toxicology. 4 hours. The science of poisons, including fundamental principles, classification of toxicants, and target organ toxicity. The course uses pharmacologic principles as the foundation for understanding toxicology. The course will address a range of topics, including historical aspects, risk assessment and management, environmental toxicology, clinical toxicology, and regulatory concerns. Prerequisites: BIOL 125 or 126, CHEM 104. Three lecture periods and one laboratory period.

BIOL 430 — Neurobiology. 4 hours. A study of the general principles of neural function, covering some invertebrates as well as some vertebrates, describing neuroscience at all levels from molecules to behavior. Prerequisites: BIOL 246 or 455.

BIOL 440 — Advanced Genetics. 4 hours. An advanced study of genetics on the molecular and biochemical levels. This includes structure, function, organization, regulation and the repair of the genetic

material, in prokaryotes and eukaryotes. The laboratory involves cloning and manipulating a bacterial gene utilizing various recombinant DNA techniques. Prerequisites: BIOL 320, CHEM 311. Three lecture periods and one laboratory period.

BIOL 455 — Physiology. 4 hours. The study of physiological and homeostatic principles. The concepts of chemistry and physics are the framework applied to comprehend basic physiological mechanisms. Prerequisites: BIOL 125, CHEM 104, one year of physics, or consent of instructor. Three lecture periods and one laboratory period.

BIOL 484 — Molecular and Cell Biology. 4 hours. Examines the fundamental molecular nature of life. Acquainting students with basic biochemical and genetic mechanisms, it uses this information base to explore the details of cellular structure and function from a molecular orientation. Understanding each element of a normally functioning cell is the goal. From gene regulation to protein expression and function, to internal cellular architecture and molecular signaling, the relationships between different interacting components are emphasized. The goal is to lead students to an appreciation of the overwhelming complexity of life and the simultaneous simplicity inherent in living cells. The social aspects of cells are also examined with the goal of understanding how different cell types interact successfully in the multicellular context of tissues, organs, and whole organism. Prerequisites: BIOL 125, 126, 320 and 335. Three lecture periods and one laboratory period.

BIOL 487 — AuSable Field Station Course. 4 hours. Field course in biology, chemistry, or geology emphasizing ecological awareness and knowledge. Offered at AuSable Institute, located in Northern Michigan. See information regarding AuSable Institute at the end of Chapter 7.

BIOL 490 — Research in Biology. 1 to 4 hours. This course is open to advanced students with high academic achievement. Original research is to be conducted and a paper presented. Prerequisites: Permission of instructor, and at least junior standing. Credit is not to accumulate more than four hours.

BIOL 495 — Seminar in Biology. ½ hour. This course is required of all majors in Biology. This seminar provides for the discussion of biological developments and topics of current interest. Related topics such as bioethics and social concerns of specific biological advances are often discussed. Student presentations are an integral part of this course. Credit not to accumulate more than two hours.

Department of English and Modern Languages

Faculty

JUDITH A. WHITIS (1984)

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

B.A., 1967, Olivet Nazarene University

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

Ph.D., 1991, University of Illinois

GARY W. STREIT (1973)

Professor of English; Vice President for Academic Affairs

B.A., 1967, Trevecca Nazarene University

M.S., 1973, University of Tennessee

Ph.D., 1982, University of Illinois

VICKI TRYLONG (1976)

Professor of Modern Languages

B.A., 1970, Olivet Nazarene University

M.A.T., 1980, Purdue University

Ph.D., 1987, Purdue University

SHIRLEE A. MCGUIRE (1979)

Professor of English

B.S., 1964, Bob Jones University

M.A., 1970, Syracuse University

M.A., 1976, College of William and Mary

Ph.D., 1982, West Virginia University

SUE E. WILLIAMS (1987)

Professor of English

B.A., 1969, Olivet Nazarene University

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

Ph.D., 1996, University of Illinois

JULIENE FORRESTAL (1996)

Associate Professor of English

B.A., 1971, Illinois State University

M.A., 1973, University of Illinois

Northern Illinois University

REBECCA BELCHER (1997)

Professor of English

B.A., 1969, Olivet Nazarene University

M.S., 1975, University of Kansas

D.A., 2000, Middle Tennessee State University

KASHAMA MULAMBA (1997)

Professor of English

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

M.A., 1987, Ball State University

Ph.D., 1991, Ball State University

KAREN KNUDSON (2001)

Assistant Professor of English

B.A., 1991, Olivet Nazarene University

M.A., 1999, University of Richmond

Purdue University

DAVID B. JOHNSON (2002)

Assistant Professor of English

B.A., 1995, Olivet Nazarene University

M.A., 2000, Southern Illinois University

Northern Illinois University

BARBARA MARTINEZ (2002)

Associate Professor of Modern Languages

B.A., 1975, Southern Nazarene University

M.A., 1986, John Carroll University

Ph.D. candidate, University of Akron

NATHANIEL REISS (2005)

Instructor of Modern Languages

B.A., 2004, Mount Vernon Nazarene University

The mission of the Department of English and Modern Languages is to teach students to interact critically and meaningfully with diverse texts, communicate effectively, recognize the impact of language on culture, and understand that God delights in expressed truth which people need to improve their lives. The Department, recognizing that Christian faith and scholarship are thoroughly compatible, shares the University's commitment to prepare students for lives of service to God and humanity by combining liberal arts with professional preparation.

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

Programs in Spanish and French are designed to develop in students the ability to comprehend, speak, read, and write the language in its cultural context. A firsthand, international experience in the language is required of all Spanish majors.

Departmental programs provide students with a strong liberal arts preparation for a variety of careers, including primary through secondary teaching, education, business, public relations, marketing, ministry, media, communication, social work, government, and the law. Programs also serve as rich companion majors or minors to programs in other fields.

English Major: 41 hours. B.A.**Required:**

- ENGL 202 — Creative Writing
301 — Understanding Language
303 — Descriptive English Grammar
306 — Advanced Writing
315 — Business/Technical Writing
330 — Visual Literacy
477 — Senior Seminar
LIT 220 — British Literature
255 — American Literature
300 — Literature of Western World
or 308 — Third-World Literature
318 — Shakespeare
325 — Literary Theory
400 — The Novel
414 — Special Topics in Literature
450 — Seminar in World/British/American
Literatures

Recommended Supporting Courses:

- ART 200 — Introduction to Graphics
BSNS 170 — Computer Applications
COMM 102 — Performance Studies
364 — Dramatic Literature/History
ENGL 120 — Introduction to Theatre
199/399 — Travel: England
241 — Introduction to Journalism
PHIL 201 — Introduction to Philosophy

and a MINOR or SECOND MAJOR

English Teaching Major: 40 hours. B.S.**Required:**

- ENGL 202 — Creative Writing
301 — Understanding Language
303 — Descriptive English Grammar
306 — Advanced Writing
320 — Reading Process/Skills
321 — Teaching Reading Through Young
Adult Literature
330 — Visual Literacy
477 — Senior Seminar
LIT 220 — British Literature
255 — American Literature
300 — Literature of Western World
315 — Multiethnic Literature
318 — Shakespeare
325 — Literary Theory
400 — The Novel

Required Supporting Courses:

Elementary I, II Foreign Language

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

Recommended Supporting Courses:

- EDUC 214 — Early Adolescent Development
325 — Classroom Management
ENGL 120 — Introduction to Theatre
199/399 — Travel to England
241 — Introduction to Journalism
PHIL 201 — Introduction to Philosophy

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

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

Plus two of the following courses:

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

And 2–3 hours of English electives above the freshman (100) level.

Literature Minor: 17-18 hours**Four courses selected from the following:**

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

Plus two of the following courses:

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

Writing Minor: 15 hours

- ENGL 209 — College Writing II
202 — Creative Writing
or 241 — Introduction to Journalism
303 — Descriptive English Grammar

- 306 — Advanced Writing
315 — Business/Technical Writing

Journalism Teaching Minor: 25 hours

Required:

- ENGL 109, 209 — College Writing I, II
241 — Introduction to Journalism
343 — Advanced Journalism Writing
346 — Magazine and Feature Writing

And 10 additional hours of English. These 10 hours may NOT also count toward an English Teaching major.

Typical Courses for a Student Majoring in English

Freshman Year

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

Sophomore Year

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

Spanish Major: 42 hours. B.A.

Required:

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

At least six consecutive weeks of study are required in a country where Spanish is the primary language. Students must submit a plan of study to be approved in advance by the department.

Required Supporting Courses (select two of the following):

- COMM 349 — Intercultural Communication
LIT 315 — Multiethnic Literature
HIST 379 — The Developing World

Spanish Teaching Major: 42 hours. B.A.

Required:

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

At least six consecutive weeks of study are required in a country where Spanish is the primary language. Students must submit a plan of study to be approved in advance by the department.

Required Supporting Courses (select two of the following):

- COMM 349 — Intercultural Communication
LIT 315 — Multiethnic Literature
HIST 379 — The Developing World

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

Spanish Minor: 23 hours

Required:

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

French Minor: 20 hours

Required:

- FREN 101 — Elementary French I
102 — Elementary French II
201 — Grammar Review
202 — Culture and Civilization
342 — Advanced French Conversation
350 — Literary Readings
-

Typical Courses for a Student Majoring in Spanish

Freshman Year

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

Sophomore Year

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

English Courses

ENGL 095 — Basic Writing Skills. 4 hours. Helps to diagnose and remediate deficiencies in grammar, usage, sentence structure, and writing. Introduces students to the writing process, promotes writing based on readings, and encourages writing confidence. Students must pass an exit exam to pass this course. Placement in this course is determined by the ACT English score. For students placed in this course, it is prerequisite to ENGL 108. This course does not count in the grade point average calculation or toward the 128 hour graduation requirement. Three classroom periods, two writing lab periods.

ENGL 108 — College Writing. 4 hours. First-year course that emphasizes college-level writing. Promotes the development of writing skills and critical thinking about written and visual texts. Begins with an expository essay and progresses to an argumentative synthesis paper with emphasis on thesis development, organization, and evidence. Students become familiar with MLA documentation. Students must complete the course with a grade of "C—" or above to enroll in ENGL 209/210. Prerequisite: ACT English score of 16-19. Three classroom periods; two writing lab periods.

ENGL 109 — College Writing I. 3 hours. First-year course that emphasizes college-level writing. Promotes the development of writing skills and critical thinking about written and visual texts. Begins with an expository essay and progresses to an argumentative synthesis paper with emphasis on thesis development, organization, and evidence. Students become familiar with MLA documentation. Students must complete the course with a grade of "C—" or above to enroll in ENGL 209/210. Prerequisite: ACT English score of 20 or above.

ENGL 120 — Introduction to Theatre. 3 hours. Same as COMM 120.

ENGL 202 — Creative Writing. 3 hours. Emphasis on the writing of fiction and poetry. Students experiment with personal experience writing and with various techniques in writing fiction and poetry, particularly open form poetry. Students are required to submit writing to the University literary magazine for possible publication. Prerequisite: "C—" or above in ENGL 108/109.

ENGL 209 — College Writing II. 3 hours. Writing course designed to build on the skills demonstrated in ENGL 108/109. Focuses on the process of inquiry and emphasizes research, evaluation, analysis, synthesis, and documentation sources in MLA style. Emphasizes writing in the disciplines. Prerequisite: "C—" or above in ENGL 108/109.

ENGL 210 — College Writing II. 3 hours. Writing course designed to build on the skills demonstrated in ENGL 108/109. Focuses on the process of inquiry and emphasizes research, evaluation, analysis, synthesis, and documentation sources in APA style. Emphasizes writing in the disciplines. Prerequisite: "C—" or above in ENGL 108/109.

ENGL 241 — Introduction to Journalism. 3 hours. Same as COMM 241.

ENGL 301 — Understanding Language. 3 hours. A study of language as a means of communication, its purposes, and uses in society. Emphasis is on sounds, word formation, language meaning, and language varieties. Prerequisite: "C—" or above in ENGL 108/109.

ENGL 303 — Descriptive English Grammar. 3 hours. A study of grammar and its acquisition. Attention given to traditional, structural, transformational-generative, and cognitive grammars. Central to the course is the analysis of sentence structure and the study of usage. Prerequisite: "C—" or above in ENGL 108/109.

ENGL 306 — Advanced Writing. 3 hours. Examination of one's writing process, voice, style, and skills that reflect awareness of language, logic, organization, and usage. Activities include personal, imaginative, and informational writing in a nongraded workshop environment. Students also complete specific writing assignments in their major disciplines. Prerequisite: ENGL 209 or 210.

ENGL 315 — Business and Technical Writing. 3 hours. A course in analytical writing with specific

application to various types of communication in business and government. Work will be case-oriented with an emphasis on the development of writing styles and strategies to meet situations in practical communication. Prerequisite: "C—" or above in ENGL 209/210.

ENGL 320 — Reading: Process and Skills. 2 hours. Introduction to the principles and processes of reading. Emphasizes methods of reading instruction and assessment appropriate to the middle and secondary English language arts classroom. Attention given to reading instruction to meet the needs of diverse learners.

ENGL 321 — Teaching Reading through Young Adult Literature. 2 hours. Designed to teach reading strategies and assessment techniques through the genre of young adult literature. Introduces the genre of texts targeted for adolescent/young adult readers. Prepares teachers of middle and secondary English language arts to develop reader-centered approaches and multicultural curricula for teaching and learning in a diverse society. Offered in alternate fall semesters. Prerequisite: ENGL 320 or consent of the instructor.

ENGL 330 — Visual Literacy. 2 hours. A study concerned with helping students develop an informed and critical understanding of the nature of visual media, the techniques used in visual representation, and the impact of these techniques on the individual and society. Emphasis is on the interpretation of visual text, such as photographs, paintings, graphics, television, video, and film. Prerequisite: "C—" or above in ENGL 108/109.

ENGL 346 — Magazine and Feature Article Writing. 3 hours. Same as COMM 346.

ENGL 477 — Senior Seminar. 1 hour. Designed to integrate previous studies in English, this capstone course stresses refinement of the student's analytical abilities by providing for the presentation of the student's personal philosophy as it relates to the discipline of English and its integration with faith, learning, and living. Other considerations include preparation for graduate entrance examinations (GRE, NTE, MAT), graduate study, and career options and preparation. Assessment of the major takes place through a national test of literature and submission of the departmental portfolio. Students must be classified as seniors to take this course.

Literature Courses in English

LIT 205 — Studies in Literature. 3 hours. An introduction to literature, including the imaginative genres of poetry, fiction, and drama. Selections include works from around the world, including those from non-western and third-world cultures, writers of both genders, and writers of various philosophical stances. Focuses on the interplay of individual talent, artistic

tradition, and historical context. Prerequisite: "C—" or above in ENGL 108/109.

LIT 220 — Survey of British Literature. 3 hours. A survey of British literature from Anglo-Saxon times to the present. Included are works in a variety of genres and works by female authors. Prerequisite: "C—" or above in ENGL 108/109.

LIT 255 — Survey of American Literature. 3 hours. A survey of American literature from the colonial times to the present. Attention given to various genres, including works by female authors and authors of color. Prerequisite: "C—" or above in ENGL 108/109.

LIT 300 — Literature of the Western World. 3 hours. A comparative and historical survey of representative writers of Western Civilization. Attention is given to the emergence and development of major themes and literary forms. Prerequisite: "C—" or above in ENGL 108/109.

LIT 308 — Literature of Non-Western and Third World Cultures. 3 hours. A survey through literature of social, religious, political, and cultural development in non-Western and third-world nations such as literature from Africa, India, Central America, and South America. Prerequisite: "C—" or above in ENGL 108/109.

LIT 315 — Multiethnic Literature. 3 hours. A study of the works of minority American writers with attention to cultural, historical, social, and political contexts. Works by African-, Hispanic-, Asian-, and Native-American writers will be read. Prerequisite: "C—" or above in ENGL 108/109.

LIT 318 — Shakespeare. 3 hours. A study of the drama and theatre of England's greatest dramatist in historical, cultural, and critical contexts. Works from all periods and all the dramatic genres are studied. Prerequisite: LIT 205, 220, 255, 300, 308, or 315.

LIT 325 — Philosophical Foundations and Literary Theory. 3 hours. A study of the major works, movements, and practitioners of literary criticism, from Plato to Post-Structuralism. Attention is given not only to the fundamental philosophies informing criticism, but also to the practical application of critical methods. Prerequisite: LIT 205, 220, 255, 300, 308, or 315.

LIT 400 — The Novel. 3 hours. Readings primarily in the British and American novel, tracing its development from the 18th century through the 20th century. Contemporary, continental, and non-Western novels may also be represented. Offered in alternate fall semesters. Prerequisite: LIT 205, 220, 255, 300, 308, or 315.

LIT 414 — Special Topics in Literature. 3 hours. A study of a selected genre or literary topic not ordinarily covered in other courses. Content will vary from semester to semester, and may include such topics as women writers, the Bible as literature, and Gothic literature. May be repeated for credit. Topic must be different. Offered in alternate fall semesters. Prerequisite: LIT 205, 220, 225, 300, 308, or 315.

LIT 450 — Seminar in World, British, and American Literatures. 2 hours. An in-depth study of literary periods, major authors, and major works in preparation for graduate school and nationally standardized tests such as the GRE Special Area Test in Literature and the ETS Major Field Test in Literature. Offered in alternate spring semesters. Prerequisite: LIT 220, 255, and 300 or 308.

French Courses

FREN 101 — Elementary French I. 4 hours. A comprehensive elementary course that includes grammar, pronunciation, oral practice, written composition, and culture.

FREN 102 — Elementary French II. 4 hours. A continuation of FREN 101 with additional emphasis on reading. Prerequisite: FREN 101 or two years high school French.

FREN 201 — Grammar Review. 3 hours. A review of French grammar focusing on the application of rules of usage through reading, writing, speaking, and listening practice. Prerequisite: FREN 102 or 3 years of high school French.

FREN 202 — French Culture. 3 hours. A survey of major events in French history combined with a variety of cultural readings on modern day social issues and a study of geography. Prerequisite: FREN 201.

FREN 342 — Advanced French Conversation. 3 hours. A course designed to develop the student's fluency and self-confidence in expressing ideas in grammatically and phonetically correct French through the discussion of reading selections and contemporary topics. Prerequisite: FREN 201.

FREN 350 — Readings in French Literature. 3 hours. An overview of French literature including the reading of works from various genres, literary periods, and French-speaking regions.

FREN 476 — Topics in French Studies. 1 to 3 hours. The student may select an area of special interest to work on independently. A plan of study will be agreed upon with the instructor. This plan may include readings, papers, or other special projects in that area. Possible topics: French phonetics, advanced readings in French literature, Francophone cultures, or other similar projects. Prerequisite: permission of instructor. May be repeated for credit.

Spanish Courses

SPAN 110 — Spanish for Specific Professions. 3 hours. This introductory course will aid students in

gaining basic knowledge of Spanish in the professional context. Possible sections could be Language for Health Care, Language for Social Work, Language for Criminal Justice, etc.

SPAN 111 — Elementary Spanish I. 4 hours. A comprehensive elementary course that includes grammar, pronunciation, oral practice, written composition, and culture.

SPAN 112 — Elementary Spanish II. 4 hours. An intermediate-level course which is a continuation of SPAN 111 with an additional emphasis on reading. Prerequisite: SPAN 111 or two years high school Spanish.

SPAN 211 — Intermediate Spanish I. 3 hours. Grammar review and speaking, listening and reading practice. Prerequisite: SPAN 112 or 3 years of high school Spanish.

SPAN 212 — Intermediate Spanish II. 3 hours. A continuation of Intermediate Spanish I with increasing focus on the more complex aspects of Spanish grammar. Speaking, listening, and reading practice are an integral part of coursework. Prerequisite: SPAN 211 or 4 years of high school Spanish.

SPAN 321 — Spanish Culture and Civilization. 3 hours. A survey of Spanish history, geography, and institutions intended as a background for literary studies and as preparation for teaching Spanish. Prerequisite: SPAN 212

SPAN 322 — Latin American Culture and Civilization. 3 hours. A survey of Latin American history, geography, and institutions intended as a background for literary studies and as preparation for teaching Spanish. Prerequisite: SPAN 212

SPAN 331 — Introduction to Interpretation. 3 hours. Students will learn the processes involved in interpreting and have extensive practice in a variety of interpreting situations working with native speakers. Prerequisite: SPAN 321 and 322 or permission of instructor.

SPAN 341 — Advanced Spanish Conversation. 3 hours. A course designed to develop the student's fluency and self-confidence in expressing ideas in grammatically and phonetically correct Spanish through the discussion of reading selections and contemporary topics. Prerequisite: SPAN 212. Offered in alternate years.

SPAN 345 — Advanced Spanish Composition. 3 hours. A course designed to develop the student's ability to write clearly, accurately, and effectively in Spanish. Some attention will be given to grammar review and vocabulary development, and extensive practice in writing in a variety of contexts will be required. Prerequisite: SPAN 212. Offered in alternate years.

SPAN 361 — Spanish Literature. 3 hours. Spanish literature from *Poema del Cid* through the 19th century. A survey course that includes a history of the

literature and the reading of selected works representative of the various periods. Prerequisite: SPAN 322.

SPAN 362 — Latin-American Literature. 3 hours. Latin-American literature from the *Conquistadores* through the 19th century. A survey course that includes a history of Latin-American literature and the reading of selected works representative of the various periods. Prerequisite: SPAN 322.

SPAN 363 — 20th Century Spanish and Latin-American Literature. 3 hours. A course that includes a history of the literature of Spain and Latin America of the 20th century, and the reading of selected works representative of the period. Prerequisite: SPAN 322.

SPAN 486 — Topics in Spanish Studies. 1 to 3 hours. The student may select an area of special interest to work on independently. A plan of study will be agreed upon with the instructor. This plan may include Spanish phonetics, advanced readings in Spanish or Latin-American literature, or other similar projects. Prerequisite: Permission of instructor. May be repeated for credit.

SPAN 495 — Senior Seminar. 2 hours. A course intended to help transition students from college life to their lives beyond college. Topics will focus on career plans (graduate school, future employment opportunities, résumé preparation), ethical issues graduates face, and working with immigrant populations. All students will have their speaking and listening proficiency evaluated as a part of this course.

SPAN 498 — Foreign Travel. 8 hours. Students must submit a plan of study to be approved in advance by the department.

Recommended Placement in Foreign Languages

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

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

Students with four years or more of the same high school foreign language satisfy the foreign language/international culture general education requirement upon petitioning through the Registrar's office and verifying the credits on the high school transcript. Such students are, however, encouraged to pursue additional studies in the language, possibly completing a minor or major in the foreign language. In such cases, placement generally would start in either FREN 202 or SPAN 212.

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

Department of History and Political Science

Faculty

WILLIAM DEAN (1991)

Professor of History; Chair, Department of History and Political Science

B.A., 1970, Asbury College

M.A., 1975, Portland State University

Ph.D., 1985, University of Iowa

STEPHEN LOWE (1993)

Professor of History

B.A., 1988, Olivet Nazarene University

M.A., 1991, Ohio University

Ph.D., 1993, Ohio University

DAVID VAN HEEMST (1993)

Professor of Political Science

B.A., 1988, Dordt College

M.A., 1990, The American University

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

M.A., 1998, Olivet Nazarene University

Ph.D., 1993, University of Virginia

The mission of the Department of History and Political Science at Olivet Nazarene University is (1) to provide students with a conceptual historical framework for a liberal arts education through the general education curriculum; (2) to pursue the integration of a Biblically based philosophy of history and the best of current scholarship; and (3) to ground students in these disciplines in the requisite content as well as critical-thinking and research skills.

There are three dimensions of the study of history and political science incorporated in this mission statement:

Content: First, we intend to present all Olivet students with the heritage and values of the past that define our civilization, and second, we intend to facilitate the mastery of basic historical and political data and theory, and a Christian conceptual framework in which to integrate this knowledge into a coherent worldview.

Application: Neither history nor political science is the antiquarian pursuit of esoteric facts. We intend to make the study of the past a door of understanding of the present, and a guide to responsibility for the future.

Skills: Critical thinking, accurate communication, research methods, interpretation of facts, and understanding of causation have daily application for many careers outside the narrower boundaries of academic disciplines. We intend to encourage the mastery of these skills by our majors and minors.

The study of history and political science is foundational to a liberal arts education. The curriculum and the classroom interaction have three primary components.

History and political science are the story of the human family — the options open to generations past, the choices they made, and the consequences of those decisions. It is our own story when we study Western civilization or American civilization; it is a new and fascinating story different from our own when we study China, Russia, or Latin America. We cannot hope to answer the big questions about our role in or our responsibilities in the world without an understanding of the story.

History and political science are also a cluster of skills. These disciplines teach students to think clearly and critically, to ask discerning and probing questions, to identify faulty reasoning and logic in ourselves and in others, to spot bias and self interest, to write clearly and concisely, and to find and evaluate data. These skills are basic to many careers, and to civilization itself.

History and political science are also the story of God at work in the world. Christianity is embedded in and revealed through the story of the human race, and that story is not only the foundation of our culture, but of our faith as well. These disciplines are an ideal context in which to explore the

relationship of faith and culture, and to develop a thoughtful and comprehensive Christian worldview with which to challenge the hollow secular philosophies of our age.

Many careers are possible. Because of the skill component of the study of history and political science, students find many kinds of opportunities open to them. These disciplines provide an ideal foundation for graduate studies in the humanities, social sciences, law, theology, politics, and business. Olivet has traditionally sent most of its History and Political Science majors who do not go to graduate school into four fields: Christian ministry, business, education, and government. And because of the flexibility built into the departmental curriculum, students can further tailor their course of study to address specific career goals.

The coursework in this department is arranged in four major categories. In each category, the course numbers reflect a comprehensible and natural progression through the field. Following these sequences is not mandatory, but it is wise, since history is a continuous process that we merely chop into segments for the sake of convenience. The department recommends that students take the lower-numbered courses first.

History Major: 32 hours. B.A.

HIST 211 — World Civilization I
212 — World Civilization II
213 — World Civilization III
231 — American Civilization I
232 — American Civilization II
360 — History of Russia
or 379 — The Developing World
390 — Historiography
471 — Senior Seminar

And 9 additional hours of upper-division history, including six hours of U.S. history.

To be supported by the following:

PHIL 201 — Introduction to Philosophy
or 422 — History of Political Philosophy
SSCI 300 — Research Techniques
302 — World Regional Geography

Political Science Major: 35 hours. B.A.

Required:

PSCI 101 — Introduction to Political Science
221 — Foundations of International Relations

- 223 — Introduction to American Government
- 344 — American Public Policy
- 390 — Historiography
- 422 — History of Political Philosophy
- 460 — Postmodern Political Theory
- 471 — Senior Seminar in Political Science

Plus at least 12 hours from the following courses:

- PSCI 242 — Federal Seminar
- 343 — American National Politics
- 352 — Christianity and Politics
- 379 — The Developing World
- 385 — Topics in Political Science
- 447 — Constitutional Law
- HIST 344 — Recent United States History
- 360 — History of Russia
- ECON 312 — Intermediate Macroeconomics
- 345 — Economics of the Public Sector
- SOWK 412 — Social Work Practice III
- 420 — Social Policy Analysis

Up to nine hours of credit may be applied to the major through participation in one of the following Council for Christian Colleges and Universities programs: American Studies, Latin American Studies, Middle East Studies, China Studies, or Russian Studies. Political Science majors are strongly encouraged to participate in one of these programs.

Required Supporting Courses:

- SSCI 300 — Research Techniques
- 302 — World Regional Geography

Recommended Supporting Course:

- GEOL 105 — Physical and Historical Geology

Social Sciences Major: 47-50 hours. B.A.

(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.

The following courses are required:

- ECON 110 — Principles of Economics
- HIST 211 — World Civilization I
- 212 — World Civilization II
- 213 — World Civilization III
- SOCY 120 — Introduction to Sociology
- SSCI 300 — Research Techniques
- 302 — World Regional Geography
- 390 — Historiography
- 471 — Senior Seminar in Social Science

- PSCI 101 — Intro to Political Science
- PSYC 101 — Introduction to Psychology

Social Sciences Teaching Major: 42 hours. B.S.

Required:

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

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

- ECON 110 — Principles of Economics
- PSCI 223 — American Government
- SOCY 120 — Introduction to Sociology
- SSCI 300 — Research Techniques
- 302 — World Regional Geography

Required Supporting Courses:

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

Plus the required professional education and general education course as described in the School of Education information for Teacher Education Programs.

Recommended for Students Seeking Additional Teaching Designations:

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

Social Sciences Teaching Minor: 24 hours

Required:

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

SSCI 302 — World Regional Geography
PSCI 223 — American Government

Option B: Eight hours each from two of the following areas: Economics, Political Science, Psychology, and Sociology. Eight additional hours of Social Sciences, including SSCI 302 World Regional Geography. To teach psychology in Illinois, one must have 20 hours of psychology coursework. To teach economics, sociology, or political science in Illinois, one must have at least eight hours in the area to be taught.

Public Policy Major: 53 hours. B.S.

Required:

BSNS 160 — Principles of Management
241 — Business Statistics
ECON 110 — Principles of Economics
345 — Economics of the Public Sector
PSCI 101 — Introduction to Political Science
223 — Introduction to American Government
422 — History of Political Philosophy
SOCY 120 — Introduction to Sociology
321 — Social Psychology
SSCI 390 — Historiography
471 — Senior Seminar in Social Science

In addition, one of these specializations must be completed:

Option A: Domestic Policy

HIST 231 — American Civilization I
232 — American Civilization II

Plus 15 hours from:

ECON 312 — Intermediate Macroeconomics
HIST 344 — Recent United States History
PSCI 344 — American Public Policy
447 — American Constitutional Law
SOCY 280 — Ethnic Relations
SSCI 242 — Federal Seminar
320 — Urban/Rural America

Option B: Foreign Policy

HIST 211 — World Civilization I
212 — World Civilization II

Plus 15 hours from:

ECON 308 — Comparative Economic Systems
365 — International Trade and Finance
HIST 213 — World Civilization III
360 — History of Russia
PSCI 221 — Foundations of International Relations
379 — Developing World
SOCY 364 — Anthropology

Required Supporting Courses:

MATH 117 — Finite Mathematics
GEOL 105 — Physical/Historical Geology
SSCI 300 — Research Techniques
Elementary Foreign Language I, II

Participation in the AuSable Institute or in one of the Council for Christian Colleges and Universities programs (American Studies, Latin American Studies, Middle East Studies, China Studies, or Russian Studies) will count for up to six hours of credit toward either the domestic or foreign policy option.

History Minor: 16 hours

Required:

Six hours from HIST 211, 212, or 213 or HIST 231 — American Civilization I and HIST 232 — American Civilization II
At least six hours of the minor must be upper-division courses.

To be supported by the following:

SSCI 302 — World Regional Geography

Political Science Minor: 16 hours

Required:

PSCI 101 — Introduction to Political Science
223 — American Government

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

To be supported by the following:

SSCI 302 — World Regional Geography

History Teaching Minor: 24 hours

Required:

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

To be supported by the following:

SSCI 302 — World Regional Geography.

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

Freshman Year

World Civilization
American Civilization

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

Sophomore Year

American Civilization
 World Civilization
 Christian Scriptures I
 College Writing II
 Laboratory Science
 Mathematics
 Introduction to Fine Arts
 American Government
 Studies in Literature

General/World Civilization History Courses

HIST 200 — Western Civilization. 3 hours. The course will survey the major themes of Western civilization and the contributions made by successive constituent civilizations beginning with the Greeks, Romans, and Jews. The course is designed to provide every student with a basic working knowledge of the major themes, trends, and figures in Western civilization.

HIST 211 — World Civilization I. 3 hours. A survey of world history from the beginnings of written history in Mesopotamia, Egypt, and China to around A.D. 1400, tracing political, social, technological, and religious themes. Approximately two-thirds of the material concerns the Mediterranean world and Europe.

HIST 212 — World Civilization II. 3 hours. A survey of world history from approximately A.D. 1400 to A.D. 1800, tracing political, social, technological, and religious themes. The course emphasizes developments in Europe, and the growing world domination of European nations.

HIST 213 — World Civilization III. 3 hours. A survey of world history in the 18th, 19th, and 20th centuries, with emphasis on Western cultural, political, and religious interaction with the rest of the world. Approximately one-half of the material will concern the non-Western "two-thirds" world.

HIST 306 — Wesley's Century: Enlightenment and Revival. 3 hours. This course explores social, political, and religious aspects of 18th century European civilization by concentrating on the parallel and somewhat interconnected, yet divergent, movements that historians have labeled the Enlightenment and the Evangelical Revival. In the former movement, selected English and French writers will be studied, as will be

the Wesleys, along with Whitefield, Edwards, and the followers of Spenser, in the latter. Particular attention will be paid to the problems of human perfectibility, the nature of education, the citizen's relationship to authority, and the individual's obligation to society. Prerequisite: One lower-division History course or permission of the instructor.

HIST 310 — History of Technological Change. 3 hours. An exploration into the world of inventions and their impacts on society since the Roman Empire, including the stirrup, water wheel, compass, sextant, plow, cam, crop rotation, and dozens more. The course will deal with the economic and philosophical requirements for and results of major discoveries. Prerequisite: One lower-division History course or permission of the instructor.

HIST 360 — History of Russia. 3 hours. This course includes a survey of the history of Russia from the Kiev period to the election of Mikhail Gorbachev, and an intensive study of the social, political, and religious developments of the last decade.

HIST 379 — The Developing World. 3 hours. A critical historical analysis of the development of Third World countries in the modern period. Special focus is placed on the cultural and political response of developing countries in Asia to "the West" and to the general developmental problems of national growth and equity. This course will be taught each semester with a different regional focus, including Latin America, Asia, and Africa. The course may be repeated, but with a different topic.

HIST 385 — Selected Topics in History. 3 hours. This course is a history/political science course in which the professor or professors choose a topic, event, or development and structure a one-time course around that specific interest. The topic will be given in the schedule of courses when the course is offered. Prerequisite: One foundational course in History or permission of instructor.

HIST 390 — Historiography. 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. Taken concurrently with LSCI 300. Prerequisite: Junior standing.

HIST 401 — Darwin's Century: The Evolution/Creation Debate Since 1650. 3 hours. This course is a historiographical study of some of the major protagonists in the evolution/creation debate, including but not limited to James Ussher, Charles Darwin, William Jennings Bryan, Clarence Darrow (the Scopes Trial), Richard Dawkins, Henry Morris, Phillip Johnson, and Michael Behe. The context for this study is the aspect of modernization theory that postulates increasing secularization. This is not a study of scientific evi-

dence, but of changing positions and philosophical perspectives over time on both sides of the debate. Prerequisite: One lower-division History course or permission of the instructor.

HIST 471 — Senior Seminar in History. 2 hours. Same as SSCI 471. Prerequisite: HIST 390.

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.

United States History Courses

HIST 231 — American Civilization I. 3 hours. Examines the basic political, social, economic, legal, intellectual, and religious trends in American history from the European explorations to the close of the Civil War (1865).

HIST 232 — American Civilization II. 3 hours. Examines the basic political, social, economic, legal, intellectual, and religious trends in American history, from the close of the Civil War (1865) to the present.

HIST 325 — Sports in American Society. 3 hours. Examines the major economic, cultural, and social trends in American history through professional and amateur sports. Major treatment will be given to baseball, football, and boxing, as well as basketball, hockey, tennis, and golf. The focus will not be on sport history for its own sake, but, as the title suggests, on what sports reveal about the broader American experience (urbanization, mass media, and race relations, etc.) in a particular period. Prerequisite: One course from the History foundations core or permission of the instructor.

HIST 340 — American Military History. 3 hours. Same as MSCI 443.

HIST 344 — Recent United States History. 3 hours. A study of modern America since World War I examining such issues as government and business, reform, political change, foreign relations, and the United States' role in world politics. Major emphasis is placed on social change and race relations in the period since 1945. Offered alternate years. Prerequisite: HIST 231, or 232.

HIST 357 — American Religious History. 3 hours. Same as THEO 357.

HIST 368 — American Civil War. 3 hours. A study of the causes, conduct, and outcomes of the Civil War between 1860 and 1874. The political, social, and military dimensions of the conflict, including the

Reconstruction phase, will be covered. Offered alternate years. Prerequisite: HIST 231, or 232.

HIST 370 — American Social/Intellectual History. 3 hours. Surveys the major intellectual trends in American thought from the colonial period to the present. The subject matter will be organized both chronologically and topically around the following themes: Puritanism/atheism and the Enlightenment; secularization of American thought in the colonial period; Romanticism and Naturalism in the 19th century; and Modernism in the 20th century. Offered alternate years. Prerequisites: Two semesters of either American Civilization or Western Civilization or permission of instructor.

HIST 447 — American Constitutional Law. 3 hours. Same as PSCI 447.

Political Science Courses

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 analyzing information on the practice of politics.

PSCI 221 — Foundations of International Relations. 3 hours. This course studies the structure and organization of the global, international system. Special attention will be paid to the role of international organizations and international law. Behavior between states will be examined within their larger global context. This course will examine the historical interaction between states and the differing models of state interaction over time.

PSCI 223 — American Government. 3 hours. A study of the structure and functions of the federal government in the United States. Fulfills the teacher education requirement for passing the U.S. Constitution test.

PSCI 242 — Federal Seminar. 1-3 hours. Same as SSCI 242. This course does not satisfy the requirement for American government for Teacher Education majors.

PSCI 343 — American National Politics: 3 hours. This course covers both the constitutional and the non-constitutional elements of American national government. The first half of the course examines the federal government's structure, including the executive, legislative, and judicial branches, in addition to civil rights and civil liberties. The second half covers the history and development of political parties, elections, and campaigns; the voting process; and political behavior.

PSCI 344 — American Public Policy. 3 hours. A study of the major domestic policy issues in American

national politics. Students will be exposed to a variety of viewpoints regarding contemporary issues such as health care, energy and toxic waste, the national debt, homelessness, public education, etc. The ethical dimensions of these issues are integrated into the course. Major emphasis is also placed on understanding the public policy process at the national, state, and local levels. Offered in alternate years.

PSCI 352 — Christianity and Politics. 3 hours. An historical analysis of the ways Christians have participated in culture. Particular emphasis will be placed on an examination of the major, contemporary Christian voices in American politics and the terms of the ethical debates that are taking place. The course is designed to answer the question: What is a Christian view of politics? Offered in alternate years.

PSCI 360 — Politics of Russia. 3 hours. Same as HIST 360.

PSCI 379 — The Developing World. 3 hours. Same as HIST 379.

PSCI 385 — Selected Topics in Political Science. 3 hours. This course is a senior-level history/political science course in which the professor or professors chooses a topic, event, or development and structure a one-time course around that specific interest. The topic will be given in the schedule of courses when the course is offered. Prerequisite: One foundational course in Political Science or permission of instructor.

PSCI 390 — Historiography. 3 hours. Same as HIST 390.

PSCI 422 — History of Political Philosophy. 3 hours. A survey of the significant political philosophies and theories within the Western tradition. A major focus will be placed on understanding the present state of Western civilization, rooted in its philosophical and ethical context. Part I of this course will cover ancient political philosophy, including pre-Socratic, Greek, Hellenic, and Stoic philosophy. Part II covers medieval political philosophy, including the philosophy of St. Thomas Aquinas. Part III covers modern political philosophy from the early Renaissance through contemporary postmodern political philosophy.

PSCI 447 — American Constitutional Law. 3 hours. Includes the study of the origin, adoption, and the Supreme Court's interpretation of the federal Constitution in such areas as judicial review, federalism, separation of powers, interstate commerce, contract clause, taxing powers, due process clause, equal protection of the laws, and civil liberties. Recommended for all Pre-Law students. Prerequisite: HIST 231, PSCI 223, or consent of instructor. Offered alternate years.

PSCI 460 — Postmodern Political Theory. 3 hours. The students will study the most recent significant developments in postmodern political theory. The students will study the arguments of political theorists in the post-Enlightenment age, focusing on the work of theorists in the past 20 years. The students will

also be challenged to think about postmodern political theory from a Christian perspective.

PSCI 471 — Senior Seminar in Political Science. 2 hours. Same as SSCI 471. Prerequisite: PSCI 390.

PSCI 487 — Political Internship. 1-6 hours. This course offers supervised opportunities for senior students to work in a variety of paid and volunteer internship opportunities in local, state, or national government during the school year or in the summer. Each internship is arranged in consultation with the student.

PSCI 494 — Readings in Political Science. 1-4 hours. Same as HIST 494.

Social Science Courses

SSCI 242 — Federal Seminar. 1-3 hours. Credit is given for participation in an extended seminar in Washington, D.C., involving lectures, group sessions, and visits to various governmental agencies. Attendance at, and participation in, campus-based class sessions and follow-up activities may also be required. This course may not be applied toward the general education history requirement, nor does it fulfill the Teacher Education requirements of American history or American government.

SSCI 300 — Research Techniques. 1 hour. This course is a companion to HIST/PSCI 390 Historiography. Students will use print and online resources, including book reviews, scholarly articles, government documents, and primary sources, to create a proposal for the senior thesis. Supporting lessons include refining a topic, evaluating resources, and constructing effective search queries. Co-requisite: enrollment in HIST/PSCI 390, or consent of instructor.

SSCI 302 — World Regional Geography. 3 hours. A survey of the human societies of the world by regions, including political, cultural, economic, religious, and environmental characteristics, concentrating on the interaction of human societies and their physical environments.

SSCI 320 — Urban/Rural America. 3 hours. Same as SOWK 320.

SSCI 390 — Historiography. 3 hours. Same as HIST 390.

SSCI 471 — Senior Seminar In Social Science. 2 hours. A course to correlate the fields of social science and summarize current problems of society with a view of their possible solutions. The student will be required to apply social science research methods to a topic of interest. Prerequisite: SSCI 390.

Department of Mathematics

Faculty

DAVID T. ATKINSON (1970)

Professor of Mathematics; Chair, Department of Mathematics

B.S., 1964, Eastern Nazarene College

M.A., 1967, Boston University

Ph.D., 1975, University of Illinois

DALE K. HATHAWAY (1989)

Professor of Mathematics

B.A., 1983, Eastern Nazarene College

M.A., 1986, Boston University

Ph.D., 1989, Boston University

STEPHEN L. BROWN (1991)

Professor of Mathematics

B.S., 1968, Penn State University

M.A., 1969, Colgate University

Ed.D., 1986, Syracuse University

DANIEL L. GREEN (1993)

Professor of Mathematics

B.A., 1986, Kalamazoo College

M.A., 1989, Western Michigan University

Ph.D., 1997, Bowling Green State University

MARK HOWARD (2003)

Assistant Professor of Mathematics

B.A., 1985, Olivet Nazarene University

M.A., 1991, Governors State University

The Department of Mathematics offers majors leading to either bachelor of arts or bachelor of science degrees, either for teaching or other fields. Both teaching and non-teaching minors are also offered.

Many of Olivet's Mathematics graduates are now mathematics teachers in junior or senior high schools.

Several recent graduates have begun careers in actuarial science, one of the top-rated occupations in *Jobs Rated Almanac*.

Actuaries work in the insurance and financial planning fields. Besides actuarial work, a variety of other positions in applied mathematics are available for the well-prepared student.

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

Core Requirements for all Mathematics Majors:

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

MATH 147 — Calculus I

148 — Calculus II

151 — Freshman Seminar in Math

210 — Discrete Mathematics

241 — Statistics

351 — Linear Algebra

361 — Calculus III

450 — Senior Seminar in Math

To be supported by the following:

CSIS 102 — Introduction to Programming

or 251 — Principles of Programming I

Mathematics Major: 36 Hours. B.A.

The Mathematics core, plus:

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

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

Mathematics Major: 42 Hours. B.S.

The Mathematics core courses, plus:

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

To be supported by the following:

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

Mathematics Teaching: 36 Hours. B.S.

The Mathematics core, plus

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

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

Mathematics Minor: 21 Hours

MATH 147 — Calculus I
 148 — Calculus II
 151 — Freshman Seminar in Math
 351 — Linear Algebra

And nine additional hours above MATH 148

Mathematics Teaching Minor: 25 hours

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

And 10 additional hours selected from the following:

MATH 210 — Discrete Mathematics
 241 — Statistics
 430 — Abstract Algebra
 455 — Modern College Geometry
 473 — Foundations of Mathematics

Typical Courses for Students Majoring in Mathematics

Freshman Year

Calculus I and II
 Programming I or Intro to Programming
 College Writing I
 Christian Formation
 Sociology or Psychology
 Wellness or Nutrition
 Freshman Seminar in Math

Sophomore Year

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

Mathematics Courses

MATH 090 — Elementary Algebra. 4 hours. A course in the fundamental operations of algebra covering the standard topics through quadratic equations. Equivalent to one year of high-school algebra I. This course does not apply to degree requirements.

MATH 095 — Intermediate Algebra. 4 hours. A second course in algebra covering the standard topics through systems of equations. Equivalent to the second year of high-school algebra. Prerequisite: MATH 090 or a Math ACT score of 14 or above. This course does not apply to degree requirements.

MATH 103 — Math for the Liberal Arts. 3 hours. A general liberal arts mathematics course intended to introduce the student to several diverse areas of applications of mathematics. Three or four of the following five topics will be covered in some depth: finance, graph theory, voting and apportionment, probability, and statistics. Prerequisite: MATH 095 or a Math ACT score of 19 or above.

MATH 111 — Mathematics for Elementary Teachers I. 3 hours. Set notation and operations, number systems, and other bases. Special attention is given to whole numbers, integers, rational numbers, and real numbers. Properties of the fundamental operations of arithmetic are studied. Prerequisite: MATH 095, or a Math ACT score of 19 or above. This course does not satisfy the general education Mathematics requirement unless MATH 112 is also satisfactorily completed.

MATH 112 — Mathematics for Elementary Teachers II. 3 hours. A continuation of MATH. 111. Topics studied will include geometry (shapes, congruence, relationships, constructions, Pythagorean theorem, symmetries, etc.), measurement (linear, area, volume, angles), elementary probability, and statistics. Prerequisite: MATH 111 or consent of the instructor.

MATH 117 — Finite Mathematics with Business Applications. 3 hours. An introduction to finite mathematics with applications in business and management areas. Constructing and using linear models; matrices; solving linear systems of equations; linear programming; mathematics of finance; probability. Prerequisite: MATH 095, or a Math ACT score of 19 or above.

MATH 120 — Introduction to Statistics. 3 hours. An introduction to statistics including basic descriptive statistics, probability, the normal distribution, hypothesis testing with one and two sample problems, chi-square applications, regression, and correlation. MATH 120 and MATH 241 cannot both be taken for credit. Prerequisite: Math ACT score of 19 or higher, or MATH 095.

MATH 131 — Algebra and Trigonometry. 4 hours. Binomial expansion, inequalities, induction proofs, complex numbers, function notation, logarithms, and basic combinatorics; trigonometric functions, graphs, identities, and equations; laws of sines and cosines, DeMoivre's Theorem. Prerequisite: MATH 095 with a minimum grade of "C –", or a Math ACT score of 19 or above.

MATH 132 — Trigonometry. 2 hours. Trigonometric functions, graphs, identities, solving trigonometric equations, laws of sines and cosines, and DeMoivre's theorem. Prerequisite: 3½ years of high-school mathematics or a course in college algebra. MATH 131

and 132 cannot both be taken for credit. MATH 132 is the last half of MATH 131.

MATH 147 — Calculus I. 4 hours. An introduction to the calculus of one variable with associated analytic geometry. A review of selected topics from algebra, limits, continuity, derivatives and applications, indefinite integration with applications, the definite integral, and the fundamental theorem of calculus. Prerequisites: four years of high-school mathematics and an ACT Math score of 26 or above or MATH 131, or consent of the instructor.

MATH 148 — Calculus II. 4 hours. A continuation of MATH 147. Applications of the definite integral; elementary transcendental functions, including their derivatives and integrals, techniques of integration, polar coordinates, hyperbolic functions, conics, L'Hopital's rule, improper integrals, and Taylor's formula. Prerequisite: MATH 147 or consent of the instructor.

MATH 151 — Freshman Seminar in Mathematics. 1 hour. Selected topics in mathematics will be covered, including a unit on the mathematics of finance and an introduction to mathematical proof.

MATH 210 — Discrete Mathematics. 3 hours. An introduction to discrete mathematics, including sets, functions, algorithms, mathematical induction, combinatorics, recurrence relations, graph theory, trees, networks. Prerequisites: MATH 147, 151, or consent of instructor.

MATH 241 — Statistics. 4 hours. An introductory course in statistics with applications from a variety of disciplines, including science, education, psychology, and sociology. 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 and Latin square designs. Prerequisite: The general education requirement in Mathematics must be completed before taking statistics.

MATH 351 — Linear Algebra. 3 hours. This course covers the fundamentals of linear algebra, including systems of linear equations, matrices, determinants, vectors and vector spaces (linear independence, basis, dimension, inner-product spaces, orthonormal bases), linear transformations, eigenvalues and eigenvectors. Prerequisite: MATH 148.

MATH 354 — Numerical Analysis. 3 hours. The field of numerical analysis deals with mathematical theory, which leads to algorithms for solving various types of applied problems. The algorithms are generally highly computational and require a calculator and/or a computer for their execution. Topics include partial summing of infinite series, solution of nonlinear equations, systems of nonlinear and linear equations, numerical integration and differentiation, linear and multiple regression, and the numerical solution of differential equations. Prerequisites: MATH 351, MATH 361, and three hours of CSIS.

MATH 357 — Differential Equations. 3 hours. An introduction to differential equations with an emphasis on solving differential equations. Topics include first-order equations, linear differential equations, inverse differential operators, the LaPlace transform, nonlinear equations, and power series solutions. Prerequisite: MATH 361.

MATH 361 — Calculus III. 4 hours. A continuation of MATH 148. Analytic geometry and vectors in three dimensions, partial derivatives and applications, multiple integrals, vector calculus, and an introduction to Fourier series. Prerequisite: MATH 148 or consent of the instructor.

MATH 410 — Introduction to Real Analysis. 3 hours. A careful study of the properties of the real number system. Topics include order properties, completeness, limits, sequences, continuity, uniform continuity, theory of derivatives, and the Riemann integral. Prerequisites: MATH 210, 361. Offered in alternate years.

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. Corequisites: MATH 210 and MATH 351. Offered in alternate years.

MATH 450 — Senior Seminar in Mathematics. 1 hour. A capstone course for the Mathematics major involving a variety of selected problems. Students will work on individual projects which will be presented to the class. Offered each fall.

MATH 455 — Modern College Geometry. 3 hours. A study of Euclidean geometry with Hilbert's axioms and projective geometry, including duality, harmonic sequences, transformations, and analytic projective geometry. Corequisite: MATH 351. Prerequisite: MATH 210.

MATH 465 — Probability and Mathematical Statistics. 3 hours. Continuous probability spaces, density and distribution functions, random variables, expectations, variance, independence, conditional distributions, random sampling, law of large numbers, estimation of parameters, central limit theorem, hypothesis testing, moment-generating functions, regression. Prerequisites: MATH 241 and 361.

MATH 473 — 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 geometry, Hilbert's postulates for geometry, algebraic structure, the modern mathematical method, number systems, sets, logic, and philosophy. Prerequisites: MATH 351, 361.

MATH 491 — Topics in Mathematics. Selected topics in mathematics to provide opportunity for individual attention to areas of special interest. Prerequisite: Consent of the instructor. Hours to be arranged.

Department of Music

Faculty

DON REDDICK (1997)

*Associate Professor of Music; Chair,
Department of Music*

B.S., 1979, Olivet Nazarene University

M.S., 1988, University of Illinois

Doctoral candidate, University of Illinois

TIMOTHY NELSON (1976)

Professor of Music

B.A., 1974, Taylor University

M.Mus., 1976, University of Illinois

D.Mus., 1989, Northwestern University

Associate Certificate, American Guild of
Organists

GERALD ANDERSON (1978)

Professor of Music

B.S., 1973, Southern Nazarene University

B.Mus., 1975, Texas Tech. University

M.Mus., 1977, Texas Tech. University

D.M.A., 1985, American Conservatory of Music

MARTHA DALTON (1996)

Associate Professor of Music

B.S., 1976, Trevecca Nazarene University

M.Mus., 1994, Miami University of Ohio

M.Mus., 2004, Roosevelt University

JEFFERY BELL (1997)

Professor of Music

B.S., 1981, Olivet Nazarene University

M.Mus., 1983, University of Illinois

D.A., 1996, Ball State University

NEAL W. WOODRUFF (2000)

Associate Professor of Music

B.A., 1991, Olivet Nazarene University

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

D.M.A., 2003, University of Oklahoma

KAREN BALL (2001)

Associate Professor of Music

B.Mus., 1976, Temple University

M.Mus., 1992, Northern Illinois University

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

NEAL McMULLIAN (2002)

Professor of Music

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

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

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

Adjunct Faculty

EDIE ALLEN — *Church Music*

M.M.Ed., University of Illinois

NICOLA BOAG — *Viola*

M.M., Ohio State University

JENNIFER BARNICKEL-FITCH — *Voice*

D.M.A., University of Michigan

DONNA BRIGGS — *Horn*

B.A., University of Chicago

REED CAPSHAW — *Trombone/Euphonium*

B.A., Chicago College of the Performing Arts

KATRINA CESSNA — *Percussion*

M.M., Indiana University

D. GEORGE DUNBAR — *Voice*

D.M.A., University of Southern California

HARLOW HOPKINS — *Clarinet*

D.Mus., Indiana University

VIOLET KOIS — *Violin*

M.M., DePaul University

JERRY LUZENIECKI — *Saxophone*

M.A., Governors State University

CHARLES LYNCH — *Harp*

M.M., University of Illinois

RANDY POBANZ — *Guitar*

M.M., Southern Illinois University

LINDA POQUETTE — *Piano*

B.S., Olivet Nazarene University

JENNIFER REDDICK — *Flute*

M.M., DePaul University

BRIAN REICHENBACH — *Trumpet*

M.M., DePaul University

JULIE SCHMALZBAUER — *Oboe*

M.M., Northwestern University

KAREN SCHROEDER — *Music Education*

M.A.E., Olivet Nazarene University

CAROL SEMMES — *Cello/String Bass*

M.M., DePaul University

Mission Statement

The Department of Music exists to cultivate the musical skills of student scholars as an act of personal commitment to Christ, and to encourage a life of service to others. The educational thrust of the Department of Music is threefold: it seeks 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.

Department Information

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

General Regulations

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

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

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

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

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

All Music majors and minors are required to enroll in MUAP 200 Recital Lab. Majors are required to attend 12 recitals per semester and minors are required to attend six recitals per semester. Both majors and minors are required to successfully complete six semesters of Recital Lab.

Four semesters of Choral Union are required for Music majors and two semesters for Music minors. Exceptions will be made for Orchestra members when Choral Union and the University Orchestra perform jointly. In addition, Music majors are required to participate in other ensembles for at least six semesters. Only one ensemble credit per semester may be applied to this requirement.

Keyboard work must be taken concurrently with theory courses (MUTH 101, 120, 130, 131, 230) except by permission of the Keyboard faculty. No student concentrating in Music Education will be permitted to do student teaching until successful completion of the Piano Proficiency Exam.

All those concentrating in Music are required to present a senior recital that includes music from the major style periods.

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

Required 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 Upper Division Hearing)

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

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

Entrance Requirements:

- Instrumental/vocal placement audition
- Piano placement audition
- Theory placement exam
- Basic musicianship exam

Music Competency Exam:

- Given as part of coursework in MUTH 131, 232.
- Exam consists of written theory, sight singing, and dictation.
- Exam must be passed before taking the Upper-Division Hearing.

Upper-Division Hearing:

- Applied Audition Recital (12-15 minutes of music, to be performed during the fourth semester of college-level applied study)
- Completed application for the Teacher Education program (Education concentration only)
- Composition portfolio (composition emphasis only)
- Interview with Music faculty (refer to department handbook)

Prerequisites:

- Successful completion of the Music Competency Exam
- Cumulative GPA of 2.5
- GPA of 2.75 in music courses
- Grades of "C—" or higher in all Music courses

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

Piano Proficiency Exam: Students pursuing any Music emphasis must pass the piano proficiency exam. Students concentrating in Music Education must complete the exam prior to student teaching and the senior recital. Students concentrating in Church Music must complete the exam prior to the internship and the senior recital. Other Music students must complete the exam prior to the senior recital.

Areas of Concentration

Music General Concentration: 45-51 hours. B.A.

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

Required:

- MUED 240 — Introduction to Music Technology
- 276 — Beginning Conducting
- MUTH 101 — Introduction to Music Theory
 - 120 — Musicianship I
 - 130 — Harmony I
 - 131 — Musicianship II
 - 230 — Harmony II
 - 232 — Harmony III
 - 300 — Form and Analysis
 - or 320 — Counterpoint
 - or 494 — Instrumentation
- MUCH 377 — Music in Worship

- MULT 295 — Music History I
- 395 — Music History II
- 396 — Music History III
- MUAP 200 — Recital Lab (six semesters)
- 490 — Senior Seminar
- 495 — Senior Recital
- MULT 183 or 383 — Choral Union (four semesters)

Additional Ensembles (six semesters)

Applied Music Emphasis — 10 hours

Piano (non-Keyboard emphasis) — 0-4 hours

Voice (non-Voice emphasis) — 0-2 hours

Two additional credit hours required from one of the following tracks:

Vocal Track:

- MUVO 240 — Diction I
- 250 — Diction II

Instrumental Track (non-Keyboard):

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

Keyboard Track:

- MULT 302 — Organ Pedagogy
- or 305 — Piano Pedagogy

Music Education

It is the objective of the Department of Music to provide training and experiences to properly qualify students for positions as teachers or supervisors of music in the public schools. The program meets the requirements of the State Board of Education for the Illinois Standard Special Certificate, which qualifies the holder to teach and supervise music in grades K-12. The Piano Proficiency Exam must be satisfied before student teaching can begin.

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

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

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

Music Education Concentration: 65-72 hours. B.S.

Required:

- MUED 240 — Introduction to Music Technology
 - 276 — Beginning Conducting
 - 460 — General Music Methods
 - 465 — Middle/Secondary Music Methods
- MUTH 101 — Introduction to Music Theory
 - 120 — Musicianship I
 - 130 — Harmony I
 - 131 — Musicianship II
 - 230 — Harmony II
 - 232 — Harmony III
 - 300 — Form and Analysis
 - or 320 — Counterpoint
 - 494 — Instrumentation
- MUCH 377 — Music in Worship
- MULT 280 — 20th Century Popular Music
 - 295 — Music History I
 - 301 — World Musics
 - 395 — Music History II
 - 396 — Music History III
- MUAP 200 — Recital Lab (six semesters)
 - 490 — Senior Seminar
 - 495 — Senior Recital
- MULT 183 or 383 — Choral Union (four semesters)

Additional Ensembles (six semesters)

Applied Music Emphasis — 10 hours

Piano (non-Keyboards emphasis) — 0–4 hours

And completion of one of the following:

Vocal Track:

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

Instrumental Track:

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

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

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

Church Music

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

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

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

Church Music Concentration: 57-62 hours. B.S.

Required:

- MUED 240 — Introduction to Music Technology
 - 276 — Beginning Conducting
 - 376 — Advanced Conducting
- MUTH 101 — Introduction to Music Theory
 - 120 — Musicianship I
 - 130 — Harmony I
 - 131 — Musicianship II
 - 230 — Harmony II
 - 232 — Harmony III
 - 300 — Form and Analysis
 - or 320 — Counterpoint
 - 494 — Instrumentation
- MULT 183/383 — Choral Union (2 semesters)
 - 295 — Music History I
 - 395 — Music History II
 - 396 — Music History III
- MUCH 350 — Church Music Administration
 - 377 — Music in Worship
 - 379 — Music in the Church Service
 - 487 — Supervised Music Ministry

MUAP 200 — Recital Lab (six semesters)
 490 — Senior Seminar
 495 — Senior Recital
 MUVO 240 — Diction I
 250 — Diction II (Voice emphasis only)

Additional Ensembles (six semesters)

Applied Music Emphasis — 10 hours

Voice (non-Voice emphasis) — 2 hours

Organ (non-Organ emphasis) — 2 hours

Piano (non-Piano emphasis) — 0–4 hours

Required Supporting Courses:

PSYC 101 — Introduction to Psychology

Music Performance

This concentration is offered for the student already displaying a high caliber of performance who is pursuing a career in solo and ensemble performance, accompanying, and college or private teaching. Available in the following areas: Voice, Piano, Organ, Wind, String, and Percussion instruments by arrangement. Students wishing to teach in the public schools should choose the Music Education curriculum.

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

Music Performance Concentration:

62-68 hours. B.S.

Required:

MUED 240 — Introduction to Music Technology
 276 — Beginning Conducting
 MUTH 101 — Introduction to Music Theory
 120 — Musicianship I
 130 — Harmony I
 131 — Musicianship II
 230 — Harmony II
 232 — Harmony III
 300 — Form and Analysis
 or 320 — Counterpoint
 MUCH 377 — Music in Worship
 MULT 295 — Music History I
 395 — Music History II
 396 — Music History III
 MUVO 240 — Diction I (Voice emphasis only)

250 — Diction II (Voice emphasis only)

320 — Seminar in Vocal Performance (Voice emphasis only)

MUAP 200 — Recital Lab (six semesters)

395 — Junior Recital

490 — Senior Seminar

495 — Senior Recital

MULT 183 or 383 — Choral Union (four semesters)

Applied Music Emphasis — 20 hours

Additional Ensembles (six semesters)

Voice — 0–2 hours for non-Voice emphasis

Piano — 0–4 hours for non-Piano emphasis

Pedagogy and Literature — 2–4 hours

And two additional courses selected from the following:

MUED 350 — Choral Lit/Conducting

351 — Instrumental Lit/Conducting

MUTH 494 — Instrumentation

Music Composition/Theory

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

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

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

Music Composition/Theory Concentration:

58-65 hours. B.S.

Required:

MUED 200 — Intro to Instrumental Music
 240 — Introduction to Music Technology
 276 — Beginning Conducting
 MUTH 101 — Introduction to Music Theory
 120 — Musicianship I
 130 — Harmony I
 131 — Musicianship II
 150 — Composition Forum

230 — Harmony II
 232 — Harmony III
 250 — Composition I (four hours)
 300 — Form and Analysis I
 320 — Counterpoint
 400 — Form and Analysis II
 420 — Composition II (six hours)
 494 — Instrumentation
 496 — Senior Composition Project
 MULT 183/383 — Choral Union (four semesters)
 295 — Music History I
 395 — Music History II
 396 — Music History III
 MUAP 200 — Recital Lab (six semesters)
 490 — Senior Seminar
 Additional ensembles (six semesters)
 Applied Music emphasis — 8 hours
 Piano (non-Keyboard emphasis) — 0–4 hours

Music Minor: 19-28 hours

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

Required:

MUTH 101 — Introduction to Theory
 120 — Musicianship I
 130 — Harmony I
 131 — Musicianship II
 230 — Harmony II
 MUAP 200 — Recital Lab (four semesters)
 MUPN — Piano Proficiency
 Choral Union or University Orchestra (two semesters)
 Eight hours of Applied emphasis
 Eight hours of Music elective courses
 Additional Ensembles (four semesters)

Typical Courses for Students Majoring in Music

Freshman Year

Introduction to Music Theory
 Musicianship I
 Class Piano (two hours)
 Introduction to Fine Arts
 College Writing I
 Wellness or Nutrition
 Choral Union or Orchestra
 Other Ensembles (two hours)
 Applied Music (four hours)

Harmony I
 Musicianship II
 Music Drama
 Christian Formation
 Math

Sophomore Year

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

Applied Music Courses

An emphasis of Applied Music is required of all those concentrating in music. A placement hearing is required prior to registration for any Applied Music course. Registration is to be initiated in the Department of Music office in Larsen Fine Arts Center. As Music majors advance through their applied course of study, course numbers reflect their status. Four semesters of lower-division (111) and successful completion of the upper-division hearing are required before advancing to upper division (311). Likewise, a student studying at the 109 level should complete four semesters of 109 before advancing to the 309 level. Content and literature will be determined by the individual instructor as appropriate to the ability level of each student. Instruction is available in the following areas. The last two letters indicate the applied designation, such as MUPN — Piano.

MUBN — Bassoon
 MUBN — Bassoon
 MUCL — Clarinet
 MUEU — Euphonium
 MUFL — Flute
 MUGU — Guitar
 MUHD — Harpsichord
 MUHN — Horn
 MUHP — Harp
 MUOB — Oboe
 MUOR — Organ
 MUPE — Percussion

MUPN — Piano
 MUSA — Saxophone
 MUSB — String Bass
 MUTB — Trombone
 MUTR — Trumpet
 MUTU — Tuba
 MUVA — Viola
 MUVN — Violin
 MUVC — Violoncello
 MUVO — Voice

Music

MUAP 050, 060, 070 — Studio Class. 0 hours. All students taking 111 or 311 are required to take MUAP 050 Studio Voice, MUAP 060 Studio Piano, or MUAP 070 Studio Other Applied. Weekly studio classes are held by each applied instructor. Provides exposure to appropriate literature as well as opportunities to perform.

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.

Keyboard Instruments

MUPN 100 — Beginning Piano for Non-Music Majors/Minors. 1 hour. Class piano instruction. Basic piano skills. Prerequisite: placement by the piano faculty.

MUPN 105 — Beginning Piano for Music Majors/Minors. 1 hour. Class piano instruction. Geography of the keyboard, hand position, staff reading, basic keyboard theory. Prerequisite: placement by the piano faculty.

MUPN 106 — Elementary Piano. 1 hour. Class piano instruction. Basic technique, reading in all major and minor keys, ensemble music, repertoire at the level of Bartok: *Mikrokosmos*, volume 1. Prerequisite: MUPN, or placement by the piano faculty.

MUPN 107 — Late Elementary Piano. 1 hour. Class piano instruction. Scales and triads in all keys, reading easy two-voice textures, chord charts, open choral

scores, harmonization, repertoire at the level of Bach: *Little Preludes*. Prerequisite: MUPN 106, or placement by the piano faculty.

MUPN 108 — Piano Proficiency. 1 hour. Class piano instruction. Preparation for the Piano Proficiency Examination, as described in the *Music Student Handbook*.

MUPN 109, 309 — Piano. 2 hours each semester. Private instruction for non-Piano majors 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. The 309 level is for non-Piano majors in their fifth and succeeding semesters. Prerequisite: Placement by Piano faculty.

MUPN 111 — Piano. 2 hours each semester. Instruction for Piano majors 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. Prerequisite: Placement by Piano faculty.

MUPN 311 — Piano. 2 hours each semester. Continued private instruction for Piano majors. 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. Prerequisites: Four semesters of MUPN 111 and successful completion of upper division hearing.

MUOR 101 — Preparatory Organ. 1 hour. For students with insufficient piano background to begin study on the collegiate level. Finger dexterity, finger independence, two-part music, and basic pedal technique are explored. Fundamentals of organ-playing, registration, and hymnody are covered. Score-reading and part-playing are emphasized. Placement by permission of the instructor.

MUOR 109, 309 — Organ. 2 hours. Organ methods by Roger Davis and Mildred Andrews are used along with Nilsson Pedal Studies. Repertoire includes J.S. Bach's *Eight Little Preludes and Fugues*; pieces by Mendelssohn, Buxtehude, Pachelbel, and Rheinberger; and hymn-playing in three and four voices. The 309 level emphasizes larger works by these composers, anthem accompaniments, free harmonizations, and improvisation. Placement by permission of the instructor.

MUOR 111 — Organ. 2 hours. Organ methods by Roger Davis and Mildred Andrews are used along with Nilsson Pedal Studies. Repertoire includes J.S. Bach's *Eight Little Preludes and Fugues*; pieces by Mendelssohn, Buxtehude, Pachelbel, Rheinberger, and contemporary composers; easier hymn arrangements; and hymns in three and four voices. A final examination is required at the end of the semester. Placement by permission of the instructor.

MUOR 311 — Organ. 2 hours. Repertoire from J.S. Bach: *Larger Preludes and Fugues*, *Trio Sonatas*, and the *18 Leipzig Chorales*. Compositions by Franck, Vierne, Langlais, Alain, and Messiaen. Hymn-playing in four parts, anthem accompaniments, transposition, and modulation are also included. A final examination is required at the end of the semester. Prerequisites: Four semesters of MUOR 111.

Voice

MUVO 101 — Preparatory Voice. 1 hour. Class study incorporating lectures and practical applications for confidence, poise, posture, diaphragmatic breathing, and analysis of vocal performance. Vocalises are taught as a means of improving technique and correcting vocal faults. An examination is required at the end of the semester. Prerequisite: Placement by Voice faculty.

MUVO 107 — Class Voice. 2 hours. Class study incorporating lectures and practical applications for confidence, poise, posture, diaphragmatic breathing, controlling registers, resonance, vowels, consonants, legato, interpretation and expression, analysis of vocal performance, and the fundamentals of Italian diction. Vocalises are taught as a means of improving technique and correcting vocal faults. The repertoire includes art songs (some in Italian) and other literature as appropriate. An examination is required at the end of the semester. Prerequisite: Placement by Voice faculty. Course may be repeated for credit.

MUVO 109, 309 — Voice. (Private lessons) 2 hours each semester. Private instruction for non-Music majors and minors. Elements of voice culture; correct breath management; throat freedom through correct approach to vowels and consonants; rhythm, intervals, scales, arpeggios; stage deportment. Repertoire selected at discretion of teacher. Prerequisite: Placement by Voice faculty. Four semesters of MUVO 109 must be completed prior to enrolling in MUVO 309.

MUVO 111 — Voice. (Private lessons) 2 hours each semester. Private voice instruction for Music majors and minors. Elements of voice culture; correct breath management; throat freedom through correct approach to vowels and consonants; rhythm, intervals, scales, arpeggios; stage deportment. Repertoire includes art songs in English, Italian, French, and German; oratorio and operatic arias; and other literature as appropriate. Required participation in studio classes. A jury/examination is required each semester. Two hours each semester until student is able to pass the qualifying examination for upper-divisional standing. Prerequisite: Placement by Voice faculty.

MUVO 240 — Diction I. 1 hour. The physiology of diction; introduction to the International Phonetic Alphabet; study of the rules of pronunciation for

English, Italian, and Latin; practical application to solo and choral literature.

MUVO 250 — Diction II. 1 hour. Continuation of applications from MUVO 240; study of the rules of pronunciation for German and French; practical application to advanced solo voice literature. Prerequisite: MUVO 240.

MUVO 311 — Voice. (Private lessons) 2 hours each semester. Continued technical development; sustained tone of *bel canto*; ornamentation, interpretation, tone color; pronunciation, enunciation, and articulation. Repertoire includes more advanced art songs in English, Italian, French, and German; oratorio and operatic arias; and other literature as appropriate. Requires participation in studio classes as assigned. Two hours each semester until student is approved for senior recital. The candidate for graduation must present a recital including literature of the major periods, in original languages, demonstrating an understanding of various styles. (See "Recitals" section for time requirements.) Prerequisites: Four semesters of MUVO 111 and successful completion of upper-division hearing.

MUVO 320 — Seminar in Vocal Performance. 2 hours. A seminar-style course specifically designed for upper level voice majors who plan to pursue graduate study or professional careers in performance, or both. Topics to be covered include, but are not limited to, genre-specific diction and vocal technique, body movement and stagecraft, genre-specific repertoire, ensemble and accompanist issues, auditioning procedures and techniques.

Wind, String, and Percussion Instruments

Course numbers for wind, string, and percussion instruments share a common format; non-Music majors will be placed in a 109-level course; Music majors/minors should be placed in a 111-level course. A performance exam is required at the end of each semester in the 111 and 311 levels.

As Music majors advance through their applied course of study, course numbers should reflect their current status. Four semesters of lower-division 111 are required before advancing to upper-division 311. Likewise, a student studying at the 109 level should complete four semesters of 109 before advancing to the 309 level.

Content and literature will be determined by the individual instructor as appropriate to the ability level of each student.

MUAP 101 — Preparatory Level. 1 hour.

MUAP 109, 309 — Private Lessons for non-majors. 1–2 hours.

MUAP 111 — Private Lessons for Music majors. 2 hours.

MUAP 311 — Advanced Private Lessons for Music majors. 2 hours. Continuation of previous semester on applied instrument. The appropriate course letters should be used in place of MUAP for the specific instrument to be studied. (See previous section, "Applied Music," for course letters).

Recitals

The recitals are initially given the departmental code of MUAP for Applied Music. The actual registration and transcript will show the specialization of the student in Applied Music, such as MUPN for those emphasizing Piano or MUVO for those emphasizing Voice. A pre-recital hearing is required one month prior to the recital. Memorization requirements differ according to the applied area. Refer to the *Music Handbook* for degree-specific instructions.

MUAP 200 — Recital Lab. 0 hours. All Music majors and minors are required to complete six semesters of Recital Lab. Majors are required to attend 12 recitals per semester and minors are required to attend six recitals per semester. Attendance is taken by scanning ONU student ID cards at each event.

MUAP 395 — Junior Recital. 1 hour. A well-balanced program of representative works from the Baroque, Classical, Romantic, and Modern repertoires to be performed in public. Thirty minutes in duration. Only for those concentrating in performance.

MUAP 495 — Senior Recital. 1 hour. A program similar in nature to the junior recital but demonstrating a broader grasp of repertoire and technique. Time requirements:

- Church Music majors — 30 minutes
- Music Education Majors — 30 minutes
- Performance Majors — 60 minutes

Church Music

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.

MUCH 377 — Music in Worship. 2 hours. Explores Biblical and philosophical foundations of worship, and the relationship and use of music in the workings of the church. Prerequisites: upper-division hearing (Music majors); MULT 290 (Music minors); sophomore standing for other majors.

MUCH 379 — Music in the Church Service. 2 hours. The study of aspects of church music that will prepare the student for a ministry in music in the local church. Materials and methods of church-service design will be examined.

MUCH 480 — Supervised Conducting Practicum. 1 hour. A course designed to give the student practical conducting experience. Emphasis will be given to the score analysis of standard literature and techniques of manual realization. Prerequisite: MUED 376 or permission of the instructor. May be repeated for credit.

MUCH 487 — Supervised Music Ministry Internship. 2 hours. Placement will be made in a church setting, which will provide practical training and serve as a culminating experience for those concentrating in church music; to be supervised cooperatively by a full-time music pastor and a member of the Department of Music faculty. Activities may include some or all of the following: choir-directing, congregational singing, working with children's music, directing a teen choir, directing the church orchestra, arranging for and participating in special music, and selecting music for all of the above. Prerequisite: MUED 350 or 351.

Music Education

MUED 177, 377 — Music Drama Production. ½-2 hours. A course designed to enable students to study and participate in the workings of the production of music drama. Credit shall be given to students based on the quality of their involvement as well as the amount of time. Up to two hours of credit may be earned in one semester. The faculty member responsible for the course will determine how much credit can be given. May be repeated, but not more than four hours credit in Music Drama Production may be earned toward a Music degree.

MUED 180 — Percussion Instruments Class. 1 hour. Study and development of fundamental skills needed for teaching percussion in a school setting. Methods and materials for school classes will be discussed.

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 vocal option.

MUED 240 — Introduction to Music Technology. 2 hours. Introduction to computer uses and software with music applications including notation and sequencing software; basic knowledge of MIDI and uses of synthesizers; understanding of tone production techniques with electronic instruments; exploration of Internet and other resource options.

MUED 276 — Beginning Conducting. 2 hours. A study of basic techniques in conducting, analysis, and score-reading, involving both choral and instrumental music. Lab experience will be included.

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.

MUED 281 — Marching Band Techniques. 1 hour. This course is designed to give students background in the planning, charting, and executing of pregame and halftime marching band routines, including marching band philosophy, equipment needed, scheduling rehearsals, and plans for working with flag corps, rifle team, and drum major.

MUED 350 — Choral Literature and Conducting. 2 hours. Students will make a broad survey of appropriate choral literature for ensembles, both school and church. Genre-specific issues, development of choral tone, performance practice, chamber works, score preparation, and manual realization of scores will be stressed. Prerequisite: Upper Division Hearing, admission to the Teacher Education program. Prerequisite: MUED 276. Offered alternate years.

MUED 351 — Instrumental Literature and Conducting. 2 hours. Students will make a broad survey of appropriate instrumental literature for ensembles, both school and church. Genre-specific issues, performance practice, chamber works, score preparation, and manual realization of scores will be stressed. Prerequisite: Upper Division Hearing, admission to the Teacher Education program. Prerequisite: MUED 276. Offered alternate years.

MUED 376 — Advanced Conducting. 2 hours. Continuation of MUED 276. Specific attention will be given to the application of conducting gestures to standard choral and instrumental literature, appropriate for educational and church situations. Prerequisite: MUED 276.

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.

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 a familiarity with the special techniques of the other instruments.

MUED 460 — General Music Methods. 3-4 hours. An orientation course to assist the student in formulating a philosophy of music education (nonperformance) for grades 1–12. Curriculum building, unit-planning, lesson-planning, materials of instruction, and current methods will be examined. An overview of the historical background and philosophical influences on present practice will be included. The physical and psychological characteristics of the elementary school child and the needs and challenges of the “exceptional” student will be addressed. The multicultural aspect of music and the application of this pluralism to the teaching of music will be provided. Included in the course will be a pre-student teaching experience in the elementary general music classroom. All those concentrating in Music Education must enroll in four hours in order to complete the required 45-hour field experience in a public-school setting.

MUED 465 — Middle/Secondary Methods. 3 hours. An orientation course designed to give Music Education students exposure to various philosophies and practices used in school performance-course settings. Characteristics, developmental issues, and administrative topics associated with teaching in middle school, junior high, and high school settings will be addressed. Students will complete a 45-hour practicum experience in a public school setting. Prerequisite: Upper Division Hearing, admission to the Teacher Education program. Offered alternate years.

MUED 480 — Supervised Conducting Practicum. 1 hour. Same as MUED 480.

Music Literature and History

MULT 172–193, 372–393 — Ensemble. The Department of Music offers numerous ensembles in which students of any department may participate after qualifying by audition. All who concentrate in Music are required to participate in at least one ensemble each semester. Four semesters of Choral Union are required for Music majors and two semesters are required for music minors. Exceptions will be made for persons who play in the University Orchestra when Choral Union is performing. Freshmen and sophomores will enroll in the ensemble course under the MULT 172–193 series of numbers. Juniors and seniors will enroll under the upper division numbers MULT 372–393. These ensembles are a ½–1 hour credit each semester unless noted. Some ensembles may not be offered every semester.

MULT 172, 372 — Chrysalis Women's Choir

MULT 173, 373 — Testament Men's Choir

MULT 178, 378 — Brass Consort (½ hour)

MULT 179, 379 — Jazz Band

MULT 181, 381 — University Orchestra

MULT 182, 382 — Concert Singers (½ hour)

MULT 183, 383 — Choral Union (½ hour)

MULT 184, 384 — Orpheus Choir

MULT 185, 385 — Handbell Choir (½ hour)

MULT 188, 388 — Concert Band

MULT 189, 389 — Marching Band

MULT 192, 392 — Wind Ensemble

MULT 193, 393 — Chamber Ensemble (½ hour)

MULT 280 — 20th-Century Popular Music. 2 hours.

A course designed to acquaint students with the development and theory of twentieth century American folk, jazz, Broadway, film score, and popular music. Students will examine the development of each genre, and provide an analysis of the variant music structures. Prerequisite: FINA 101.

MULT 295 — Music History I. 2 hours. History of Western Musical Development from the Greek through the late Renaissance; concentration from Leonin through the Gabriellis. Prerequisite: MULT 290.

MULT 300 — Organ Literature. 2 hours. This course includes a survey of organ literature from the Renaissance through 20th-century compositions. Emphasis is placed on stylistic differences in each period and registration commonly associated with each style of composition. A study of the organ of different countries and periods for which the literature was composed is included.

MULT 301 — World Musics. 3 hours. A study of representative music systems of the world, the function of these musics within the cultures of which they are a part, and a comparison of these phenomena with their Western counterparts. Seeks to provide an understanding of non-Western music systems as a means to appreciating the ethnic diversity in our pluralistic society. Open to all students; no prior musical training is necessary.

MULT 302 — Organ Pedagogy. 2 hours. Different methods of technique training, choice of registration for different styles of literature, and source materials for various levels of organ training are included. The student will be given practical experience in coaching an organ student under the guidance of an organ faculty member.

MULT 304 — Piano Literature. 2 hours. A survey of the historical, stylistic, and formal aspects of piano literature from 1700 to the present.

MULT 305 — Piano Pedagogy. 2 hours. A course designed to prepare the advanced pianist for successful teaching in the private studio or the piano lab. The course includes a collective survey of currently available teaching method books, a study of the principles of good teaching, and instruction in the business procedures necessary for the self-employed music teacher. Prerequisites: two semesters of MUPN 111

Piano, or permission of the instructor. It is strongly recommended that students emphasizing Piano in the Music concentration substitute this course for two hours of upper-division Applied Music.

MULT 335 — Horn, Woodwind, String, and Percussion Instrument Pedagogy and Literature. 2 hours.

This course is specific to the student's major applied instrument. Student must make arrangements with his or her applied instructor and the chair of the department.

MULT 370 — Vocal Literature and Pedagogy. 2 hours.

The study of vocal literature will include songs from the major periods and languages of music history, folk songs, musical theatre selections and other works that would be appropriate for the beginning voice student. Current voice publications will be surveyed. Fundamentals of voice production will be examined in order to give the student an overview of the teaching of singing. Includes peer teaching in a lab setting.

MULT 395 — Music History II. 2 hours. Continuation of MULT 295. Western musical development in the Baroque, Pre-Classical and Classical eras; concentration from Monteverdi through Schubert. Prerequisite: MULT 295.

MULT 396 — Music History III. 2 hours. Continuation of MULT 395. Western musical development from the Romantic era through the present day; concentration from Rossini through Phillip Glass. Prerequisite: MULT 395.

Music Theory

MUTH 101 — Introduction to Music Theory. 1 hour.

A beginning course in music theory covering major and minor key signatures and scales, intervals, and triads. Students must concurrently be enrolled in MUPN 101, 102, 103, 104, or demonstrate evidence of advanced piano skills. Prerequisite: Theory placement exam.

MUTH 120 — Musicianship I. 1 hour. A course in developing basic musicianship. Rhythm, sight-singing, and melodic, rhythmic, and harmonic dictation are covered. For Music majors and minors. Student must be enrolled concurrently in MUTH 101. Prerequisite: Theory placement exam.

MUTH 130 — Harmony I. 3 hours. A course in the study of diatonic harmony through analysis and part-writing. Emphasis on harmonization, voice-leading, and harmonic progression. Student must be concurrently enrolled in piano and MUTH 131. Prerequisite: grade of "C—" or higher in MUTH 101.

MUTH 131 — Musicianship II. 1 hour. A continuation of MUTH 120 that culminates with taking portions of the Music Competency Exam. Prerequisite: grade of "C—" or higher in MUTH 120.

MUTH 150 —Composition Forum. 1 hour. This course lays the foundation for continued study in composition by freely experimenting with various textures and styles of music, and by developing listening skills. Prerequisites: MUTH 101, 120.

MUTH 230 —Harmony II. 3 hours. A continuation of MUTH 130 covering seventh chords, chords of secondary function, modulations, and augmented sixth chords. The course culminates with taking portions of the Music Competency Exam. Prerequisite: grade of "C—" or higher in MUTH 130.

MUTH 232 —Harmony III. 3 hours. A study of the dissolution of tonality, tonal center, and rhythmic, melodic, and harmonic practices of the 20th century. Emphasis on analysis and composition. Prerequisite: grade of "C—" or higher in MUTH 230.

MUTH 250 —Composition I. 2 hours. Music composition is applied study in the creation of original abstract music. The creative impulse is developed by gaining an understanding melody, harmony, rhythm, and motive and phrase structure. Simple forms, such as binary and ternary, and theme and variations will be explored. The creation of an original music work is to be performed in recital. Can be repeated one time for credit. Prerequisite: MUTH 150.

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: MUTH 230 or approval of instructor. Offered alternate years with MUTH 320.

MUTH 320 —Counterpoint. 2 hours. A course in tonal counterpoint of the 17th and 18th centuries. Fugue as both a form and as a compositional technique is studied. Emphasis on writing culminates in the composition of a three-voice fugue with two counter subjects. Offered alternate years with MUTH 300.

MUTH 400 —Form and Analysis II. 2 hours. Emphasizes analyzing multi-movement works from the common practice period as well as the 20th century. Prerequisite: MUTH 300.

MUTH 420 —Composition II. 2 hours. A continuation of MUTH 250, composing in larger forms and a variety of styles utilizing different musical media. Can be repeated three times for credit. Prerequisite: MUTH 250.

MUTH 494 —Instrumentation. 2 hours. Range and transposition of the orchestra; timbres of instruments individually and in combination; arranging for small groups and for full orchestras. Emphasis will be placed on arranging for school orchestras, with limited instrumentation and players of moderate ability.

MUTH 496 —Senior Composition Project. 1 hour. Students, upon completion of the music degree in Composition and Theory, will have successfully composed original works for large ensemble, small ensemble, and solo instrument or voice. These works will

be performed yearly in a composition recital dedicated to new music written by Olivet musicians. Students will also submit a portfolio of music scores and CDs of their work to the music office during the last semester of study to be viewed and approved by the music faculty.

Department of Physical Sciences

Faculty

MAX W. REAMS (1967)

Professor of Geology; Chair, Department of Physical Sciences

B.A., B.S., 1961, M.S., 1963, University of Kansas

Ph.D., 1968, Washington University

M.P.C., 2000, Olivet Nazarene University

LARRY G. FERREN (1975)

Professor of Chemistry

B.S., 1970, Ph.D., 1974, University of Missouri

University of Iowa

University of Illinois at Urbana-Champaign

DOUGLAS ARMSTRONG (1985)

Professor of Chemistry

B.S., 1963, Indiana University

Ph.D., 1968, University of Iowa

Massachusetts Institute of Technology

BROCK SCHROEDER (1996)

Assistant Professor of Geology; Director of Planetarium; Dean of Administrative Services

B.A., 1991, Olivet Nazarene University

M.A.T., 1999, Olivet Nazarene University/Walden University

Doctoral Candidate, Walden University

CHARLES CARRIGAN (2004)

Assistant Professor of Geology and Chemistry

B.S., 1996, Olivet Nazarene University

M.S., 2000, Vanderbilt University

Ph.D., 2005, University of Michigan

WILLA HARPER (2005)

Associate Professor of Chemistry

B.A., 1991, Olivet Nazarene University

Ph.D., 2002, Northern Illinois University

The Department of Physical Sciences exists to provide instruction in Chemistry, Geology, Astronomy, and general Physical Science. Students develop logical thinking through application of scientific methodology. Harmonious integration of the

physical sciences with personal faith is emphasized.

Career opportunities are very good in Chemistry and Geology. Specifically:

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

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

For detailed outlines of programs and majors, contact the chair of the Department of Physical Sciences or a faculty member in the interest area.

The Department of Physical Sciences serves several groups of students:

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

Chemistry Major: 32 hours. B.A.

Required Core Courses:

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

311 — Organic Chemistry I
312 — Organic Chemistry II
382 — Physical Chemistry: Thermodynamics
or 392 — Physical Chemistry: Kinetics/
Molecular Structure
495 — Seminar in Chemistry (1 hour)

Plus completion of five additional hours of upper-division Chemistry

To be supported by the following:

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

Chemistry Major: 40-51 hours. B.S.

Required Core Courses:

CHEM 103 — General Chemistry I
104 — General Chemistry II
301 — Quantitative Analysis
311 — Organic Chemistry I
312 — Organic Chemistry II
382 — Physical Chemistry: Thermodynamics
or 392 — Physical Chemistry: Kinetics/
Molecular Structure
495 — Seminar in Chemistry (one hour)

Plus completion of one of the following concentrations:

A. General Concentration

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

And additional upper-division Chemistry to total 40 hours

To be supported by the following:

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

B. Biochemistry Concentration

BIOL 125 — Biology I
320 — Genetics
484 — Molecular and Cellular Biology
CHEM 335 — Biochemistry
436 — Advanced Biochemistry

And one of the following courses:

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

To be supported by the following:

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

Chemistry Minor: 16 hours

Required:

CHEM 103 — General Chemistry I
104 — General Chemistry II

And eight additional hours of upper-division
Chemistry

Chemistry Teaching Minor: 24 hours

Required:

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

And 12 additional hours of upper-division
Chemistry

Typical Courses for Students Majoring in Chemistry

Freshman Year

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

Sophomore Year

General Physics I and II
Calculus III

Quantitative Analysis
General Psychology
Organic Chemistry I and II

Geological Sciences Major: 33 hours. B.S.

Required:

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

Required Supporting Courses:

Math 147 — Calculus I
148 — Calculus II
241 — Statistics
CSIS 102 — Intro to Programming
or ENGN 160 — Computational Engineering
CHEM 103 — General Chemistry I
104 — General Chemistry II
PHYS 201 — General Physics I
202 — General Physics II
BIOL 125 — Biology I

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

Geological Sciences Minor: 16 hours

Required:

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

Earth and Space Science Teaching Minor: 24 hours

Recommended:

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

Typical Courses for Students Majoring in Geological Sciences

Freshman Year

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

Sophomore Year

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

Physical Sciences Major: 78 hours. B.S.

Required:

CHEM 103 — General Chemistry I
104 — General Chemistry II
MATH 147 — Calculus I
148 — Calculus II
241 — Statistics
PHYS 201 — General Physics I
202 — General Physics II
CSIS 102 — Intro to Programming
or 251 — Principles of Programming

Plus an additional 45 hours of science (may include Biology or Mathematics) with a minimum of 24 additional hours in one department.

Science Education Major: 57-64 hours. B.S.

Required:

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

Plus the following recommended supporting courses:

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

Plus one of the following concentrations:

A. Biology Concentration

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

B. Chemistry Concentration

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

Recommended Supporting Courses:

MATH 147 — Calculus I
148 — Calculus II

C. Earth/Space Concentration

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

Recommended Supporting Courses:

MATH 147 — Calculus I
148 — Calculus II

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

Environmental Science Major: 53-59 hours. B.S.

Required:

ENVI 395 — Seminar in Environmental Science
450 — Internship in Environmental Science
BIOL 125 — Biology I
126 — Biology II
370 — Ecology
380 — Toxicology

- CHEM 103 — General Chemistry I
104 — General Chemistry II
GEOL 105 — Physical & Historical Geology
330 — Hydrogeology
360 — Geographic Information Systems
385 — Environmental Geochemistry

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

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

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

Physical Science Teaching Minor:

Required: 24 hours of physical sciences. The number of hours needed to obtain teaching endorsements in specific areas of physical science varies as follows: astronomy (five hours); chemistry (10 hours); earth science/geology (eight hours); and physics (10 hours). *Not open to science education majors.*

General Science Teaching Minor:

Required: 24 hours of natural sciences, including eight hours of biology and eight hours of physical sciences. *Not open to teaching majors in science education.*

Chemistry Courses

CHEM 100 — Basic Concepts of Chemistry. 5 hours.

This course is designed to meet the needs of students who are pursuing the nursing program at Olivet. It will introduce basic concepts in inorganic, organic, and biological chemistry to give exposure to each of these areas. Prerequisites: two units of high school mathematics (or meet Olivet's math competency requirement) and one year of high school chemistry. Four lecture periods and one laboratory period per week. (Meets a general education requirement; does not count toward the Chemistry major.)

CHEM 101 — Introduction to Chemistry. 4 hours.

A beginning chemistry course for students with limited background in science and mathematics. Basic treatment of chemical calculations, measurements, atomic structure, bonding, nomenclature, states of matter, gas laws, solutions, reactions, kinetics, equilibrium, acids, bases, electrolytes, and radioactivity is given. The course covers many topics, but deals with them at an elementary level. Prerequisite: two units of high-school mathematics. Three lecture periods and one laboratory period.

CHEM 103 — General Chemistry I. 4 hours.

A study of the structure and properties of matter. Atomic and molecular structure, chemical bonding, periodic law, nomenclature, stoichiometry, gas laws, states of matter, solutions, and descriptive chemistry of selected nonmetallic elements are studied. Prerequisite: highschool chemistry. Three lecture periods and one laboratory period.

CHEM 104 — General Chemistry II. 4 hours.

Acid base chemistry, equilibrium, kinetics, thermodynamics, electrochemistry, coordination chemistry, and nuclear chemistry are treated in detail in the lecture. The laboratory work emphasizes qualitative analysis of cations, anions, and salts. Prerequisite: CHEM 103. Three lecture periods and one laboratory period.

CHEM 301 — Quantitative Analysis. 4 hours.

A careful study of gravimetric and volumetric analysis with special attention given to sources of error, to calibration of instruments and apparatus, and to other important details in the improvement of laboratory technique. Volumetric analyses give experience in acid base, precipitation, complexation, and reduction-oxidation chemistry. Equilibria governing each type of volumetric analysis are studied. Problem-solving skills are developed. Instrumentation is introduced as a tool for use in analytical chemistry. Required for a major in Chemistry. Prerequisite: CHEM 104. Three lecture periods and two laboratory periods.

CHEM 311 — Organic Chemistry I. 5 hours.

The study of the compounds of carbon, including structural formulas, nomenclature, physical properties, preparations, chemical reactions, and mechanisms. Only some of the important classes of organic compounds are covered, with remaining classes covered in CHEM 312. The laboratory experience includes

determination of physical and chemical properties, separation, isolation, purification, synthesis, and analysis of organic compounds. Required for a major in Chemistry. Prerequisites: CHEM 101 or 103, and 104. Three lecture periods and two laboratory periods.

CHEM 312 — Organic Chemistry II. 5 hours. A continuation of CHEM 311, covering the remaining important classes of organic compounds. Required for a major in Chemistry. Prerequisite: CHEM 311. Three lecture periods and two laboratory periods.

CHEM 320 — Inorganic Chemistry. 3 hours. A study of atomic structure, chemical bonding, and the chemistry of selected elements. Prerequisite: CHEM 311. Offered in alternate years. Three lecture periods.

CHEM 335 — Biochemistry. 4 hours. Same as BIOL 335.

CHEM 382 — Physical Chemistry-Thermodynamics. 4 hours. A study of chemical thermodynamics, including first law concepts and applications to expansion work and thermochemistry, and second law concepts and applications to phase equilibrium, solutions, chemical equilibrium, and electrochemistry. Prerequisites: MATH 148, PHYS 202 and CHEM 301. Offered in alternate years. Three lecture periods and one laboratory period.

CHEM 385 — Environmental Geochemistry. 3 hours. Same as GEOL 385.

CHEM 392 — Physical Chemistry-Kinetics and Molecular Structure. 4 hours. A study of chemical kinetics and atomic and molecular structure. Includes treatment of rate laws for simple and complex reactions and activated complex theory; quantum theory principles and applications to atomic and molecular structure, rotational, vibrational, and electronic spectroscopy; and statistical thermodynamics. Prerequisites: MATH 148, PHYS 202, and CHEM 301. Offered in alternate years. Three lecture periods and one laboratory period.

CHEM 403 — Synthetic Inorganic Chemistry. 2 hours. A study of the preparation and properties of inorganic substances, with emphasis on developing laboratory skills. Prerequisites: 14 hours of Chemistry.

CHEM 410 — Instrumental Methods of Analysis. 4 hours. Utilization and comparison of modern analytical instrumentation for chemical analysis. The techniques covered include: emission spectroscopy; ultraviolet, visible, infrared, and nuclear magnetic resonance absorption spectroscopy; mass spectrometry; fluorimetry; gas and liquid chromatography; and electrochemical methods of analysis (potentiometry, polarography, cyclic voltammetry, amperimetric determinations, and coulometry). Prerequisites: CHEM 301 and 311. Offered in alternate years. Two lecture periods and two laboratory periods.

CHEM 436 — Advanced Biochemistry. 4 hours. A more detailed treatment of the concepts established in CHEM 335 with an emphasis on metabolism and the metabolic basis of diseases. This course also includes a detailed look at nucleic acid chemistry and the role of nucleic acids in protein synthesis. Aspects

of control of biochemical processes are investigated in biochemical pathways. Lab uses chemical principles and equipment to investigate biochemical molecules. Prerequisite: CHEM 335 or consent of the instructor. Offered in alternate years. Three lecture periods and one laboratory period.

CHEM 490 — Topics in Chemistry. 1-2 hours. Selected topics in chemistry to provide opportunities for study in more specialized areas. Often offered in cooperation with other ACCA colleges. Previous topics have included medicinal chemistry, green chemistry, nanochemistry, forensic chemistry, and polymer chemistry. This course may be repeated for additional credit, provided the topics are different.

CHEM 495 — Seminar in Chemistry. ½ hour. Students give presentations in class and at student symposia, and are encouraged to publish in journals such as the *American Journal of Undergraduate Research*. Guest speakers give presentations on their industrial, academic, or governmental research. This course may be repeated for additional credit. Chemistry majors are required to take two semesters of seminar. Prerequisite or corequisite: CHEM 312.

Geology Courses

GEOL 105 — Physical and Historical Geology. 4 hours. The Earth's surface and interior and the processes which form them. Origin of the Earth and its changing patterns of continents, oceans, and life. Laboratory uses minerals, rocks, fossils, topographic and geologic maps, and aerial photographs to interpret changes in the Earth and its life through time. Includes a field trip. Three lecture periods and one laboratory period.

GEOL 120 — Oceanography. 3 hours. The form, structure, and history of ocean basins; movements, composition, and origin of the sea; origin and distribution of sediments and life in the oceans; oceanographic methods. Three lecture periods. Offered in alternate years.

GEOL 121 — Physical Geography. 4 hours. A study of physical processes acting on the Earth's surface, incorporating elements of geology, weather, climate, biology, soils, and oceanography, with an overview of physical regions of the United States, and an introduction to Geographic Information Systems and Global Positioning Systems. Three lecture periods and one laboratory period. Offered in alternate years.

GEOL 130 — Astronomy. 4 hours. An introduction to the structure and origin of the universe. Includes the study of the solar system, stars, galaxies, black holes, quasars, etc. Laboratory introduces the student to various techniques used in astronomical studies. The planetarium and observatory are utilized. Three lecture periods and one laboratory period.

GEOL 140 — Earth and Space Sciences for Elementary Teachers. 4 hours. Introduces Elementary and

Early Childhood teachers to the origin and nature of the universe, solar system and the Earth, including its physical and biological nature and history. Laboratory will emphasize observational astronomy, use of the planetarium, identification of minerals, rocks and fossils, and map reading, in forms useful for the teacher. Three hours lecture, two hours laboratory, and a field trip. Prerequisite or corequisite: EDUC 150.

GEOL 300 — Paleontology. 2 hours. The fossil record of life on Earth. History, taxonomy, patterns of development and ancient communities. Laboratory emphasizes fossil identification, paleoenvironmental and paleoecological interpretation, and biostratigraphic correlation. Field trip. Prerequisite: GEOL 105 or 140 or BIOL 201 or 125. Block course — three lecture periods and one laboratory period per week. Offered in alternate years.

GEOL 302 — Earth Materials. 3 hours. An introductory course exploring the nature of the materials that constitute the Earth. An emphasis is placed upon minerals that are important due to their abundance, economic value, or scientific merit. Goal is to understand the processes that form and modify the Earth's materials, which forms a basis for understanding all Earth processes. Laboratory emphasizes hand specimen, optical, and other techniques of description and identification. Field trip. Prerequisite: GEOL 105 and CHEM 103. Two lecture periods and one laboratory period per week. Offered in alternate years.

GEOL 310 — The Earth's Weather. 3 hours. A study of weather and climate of the Earth. Prerequisite: a laboratory science.

GEOL 321 — Geomorphology and Earth Hazards. 3 hours. The study of Earth surface processes and the landforms they produce. Hazards to humans, such as earthquakes, tsunamis, volcanoes, landslides, etc., are discussed. Laboratory involves analysis of landforms using maps, aerial photographs and satellite imagery; measurements of geomorphic processes, e.g. surface stream flow, etc. Field trips. Prerequisite: GEOL 105 or 140. Two lecture periods and one laboratory period. Offered in alternate years.

GEOL 330 — Hydrogeology. 3 hours. A study of groundwater systems and flow. Pollutant transport tracking. Water resource management. Laboratory involves analysis of subsurface flow using computer models and field data. Field trips. Prerequisites: GEOL 105, CHEM 103, and MATH 147. Two lectures and one laboratory period. Offered in alternate years.

GEOL 346 — Tools of Astronomy. 3 hours. Application of astronomical concepts and extensive use of observational equipment. Instruction in the use of the planetarium as an educational tool. Current topics in astronomy. Prerequisite: GEOL 130 or 140.

GEOL 357 — Igneous and Metamorphic Petrology. 2 hours. Nature, distribution, and origins of igneous and metamorphic rocks. Topics include the generation of magma within the Earth's crust and mantle, magma differentiation and ascent, mineral stability, high-tem-

perature geochemistry, grades and styles of metamorphism, pressure-temperature-time paths, and tectonic settings. Laboratory emphasizes identification of and relationships between various suites of igneous and metamorphic rocks. Field trip. Prerequisite: GEOL 302. Block course — three lecture periods and one laboratory period per week. Offered in alternate years.

GEOL 360 — Geographic Information Systems and Global Positioning Systems. 3 hours. GIS is a multi-layered geographic mapping and analysis set of computer programs designed to integrate many sources of information to address various physical and social problems (e.g., tropical deforestation, arrays of public utilities, topographic and geologic resource distribution patterns, urbanization, overpopulation, hunger, agriculture, acid rain, economic and business questions). GIS helps organize data and their spatial relationships. GPS uses hand-held receivers of satellite array data to determine location and altitude of any point on the Earth. This information is downloaded to a GIS to create a map layer, which can be combined with other physical or cultural data. A digitizer will also be used to input map information. Students will collect GPS and other data to create maps using GIS software and various print technologies. Prerequisite: a laboratory science course. Two lecture periods and one laboratory period.

GEOL 362 — Sedimentology and Stratigraphy. 3 hours. The composition, textures, and structures of sedimentary rocks; processes which form these features; facies relationships, basin analysis, and tectonic frameworks. Layered rock sequences and their historical interpretation. Laboratory includes sieve and pipette analysis, study of sedimentary features, correlation and classification of sections, well-logging, and subsurface methods. Prerequisite: GEOL 105 or 140. Field trip. Two lectures and one laboratory period. Offered in alternate years.

GEOL 366 — Structural Geology and Field Methods. 4 hours. The nature and origin of the Earth's deformed rocks considered at scales ranging from atomic to global. Plate tectonics and regional geology, especially of North America. The structure and origin of the earth's deep interior. Laboratory emphasizes solving structural problems, interpreting geologic history, geologic mapping using aerial photographs, etc., and field-mapping of igneous, metamorphic, and sedimentary rocks involving instruments, computer mapping and problem solving, and writing geologic reports. Field trip. Prerequisite: GEOL 105 or 140. Trigonometry is recommended. Three lecture periods and one laboratory or field period. Offered in alternate years.

GEOL 385 — Environmental Geochemistry. 3 hours. The distribution and significance of elements in natural systems, with an emphasis on surficial processes. Origin of the elements through nucleosynthesis, basic principles of inorganic chemistry, minerals as salt products of acid-base reactions, weathering of feldspars and production of clays, chemical processes governing elemental distribution. Major, minor, and trace elements in

natural systems. Isotopic geochemistry, including radiogenic growth and decay, geochronology, mass fractionation, and isotopes as tracers of natural processes. Biogeochemical cycles of C, N, and O. Actinide geochemistry and the treatment of nuclear waste. Laboratory consists of a semester-long project on the chemistry of natural waters, and includes analyses for major and trace elements by wet chemistry, spectrophotometric methods, titration, and atomic absorption spectroscopy. Prerequisites: CHEM 104, GEOL 302, or consent of instructor. Two lecture periods and one lab period. Offered in alternate years.

GEOL 390 — Seminar. 1 hour. Special topics of current interest in the geological sciences. Prerequisite: Seven hours of geological sciences. Offered in alternate years.

GEOL 395 — Applied Geophysics. 2 hours. Methods of geophysical exploration for natural resources and environmental analysis. Field trips. Prerequisites: PHYS 121 or 201 and MATH 147. One lecture and one laboratory period. Offered in alternate years.

GEOL 492 — Research. 1–3 hours. Detailed study of an area of the student's interest, involving library, laboratory, and/or field work. Paper required. Prerequisite: Senior standing and 15 hours of Geological Sciences.

Physical Science Courses

PHSC 102 — General Physical Science. 3 hours. A broad survey course designed for students from majors that do not require any other physical science course. Major unifying themes and concepts from astronomy, chemistry, geology, and physics are emphasized. Two hours lecture and two hours lab per week.

PHSC 110 — Physical Science for Elementary Teachers. 4 hours. An introduction to physics and chemistry designed for Elementary and Early Childhood Education majors. Basic concepts applicable to the elementary school setting will be emphasized. The laboratory focuses on experiments that can be used by the teacher to

illustrate the essentials of the disciplines. Laboratory safety, scientific methodology, and problem-solving are important topics. Three hours lecture, two hours laboratory. Prerequisite or corequisite: EDUC 150.

Environmental Science Courses

ENVI 310 — Environmental Science, Technology, and Society for Teachers. 4 hours. Environmental science, ecological principles, the Earth's weather, and the interrelationships of science, technology, and society for elementary, early childhood, and secondary science teachers. Historical and contemporary contexts will be emphasized. Laboratory will utilize a wide range of instructional resources and technologies supportive of scientific learning for the classroom. Three hours lecture, two hours laboratory. Prerequisites: BIOL 101 or 125, EDUC 150.

ENVI 395 — Seminar in Environmental Science. ½ hour each semester. Discussion-oriented course to investigate current topics of importance for Environmental Science majors. Particular topics will include environmental philosophy and ethics, environmental law, and examination of competing interests that impact environmental issues. Emphasis will be placed on problem-solving and developing professional skills. Two semesters required for Environmental Science majors.

ENVI 450 — Research/Internship in Environmental Science. 3 hours. A research or intern experience in the student's area of interest as related to the environment. Research will include library, laboratory, and/or field work. An internship may consist of project work and professional cooperation with any number of public or private corporations (e.g., city and county planning commissions, park districts, engineering and consulting companies, state and government agencies, etc.).

Physics Courses

See Department of Engineering in the School of Professional Studies for Physics courses.



School of Education

Karen Lea, Ph.D., Dean

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

Teacher Education at Olivet Nazarene University makes use of the total educational resources of the University, is the concern of the entire faculty, and is under the direction of the faculty. Accordingly, teacher education is coordinated through designated officers, the Teacher Education Executive Committee, Teacher Education faculty, and other policy-making bodies of the University. The Teacher Education Unit at Olivet Nazarene University prepares candidates to enter or to continue in the richly diverse teaching profession through offering well-conceived and sound academic programs in a distinctive Christian environment. Preschool–12 preservice certification programs integrate a solid liberal arts core with specialized theoretical/pedagogical/clinical offerings, while graduate degree programs focus on in-service teachers' professional growth and development. All unit programming is designed to produce graduates who become "Professionals Influencing Lives." Because of the continual effort to coordinate the activities of the School of Education and the academic departments that offer Teacher Education programs, the prospective teacher is encouraged to confer with advisers from both the School of Education and the department of the chosen major field.

Faculty

KAREN LEA (1999)

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

B.A., 1984, Northwest Nazarene University

M.A.E., 1990, United States International University

Ph.D., 1999, Walden University

SARA SPRUCE (1979)

Professor of Education

B.S., 1967, Eastern Nazarene College

M.A., 1969, Ball State University

C.A.S., 1976, University of Illinois

Ed.D., 1979, University of Illinois

THOMAS KNOWLES (1996)

Professor of Education

B.A., 1974, Cedarville College

M.A., 1976, Ball State University

Ed.S., 1985, Nova Southeastern University

Ed.D., 1992, University of Sarasota

DALE OSWALT (1997)

Professor of Education

B.A., 1976, Olivet Nazarene University

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

Ed.D., 2000, Nova Southeastern University

MARLA M. STREIT (1997)

Professor of Education

B.A., 1968, Trevecca Nazarene University

M.L.S., 1973, George Peabody College for Teachers of Vanderbilt University

M.A.E., 1979, Olivet Nazarene University

Ed.D., 2000, Nova Southeastern University

H. STANTON TUTTLE (1997)

Professor of Education

B.S.Ed., 1973, Northern Illinois University

M.Ed., 1980, University of Texas

M.M.A.S., 1986, U.S. Army Command and General Staff College

Ph.D., 1997, University of Texas

JONATHAN BARTLING (2000)

Assistant Professor of Education

B.A., 1999, Olivet Nazarene University

M.S., 2003, Indiana University

Doctoral Study, Capella University

CAROLYN C. WALKER (2001)

Associate Professor of Education

B.A., 1955, Wheaton College

M.A.E., 1989, Olivet Nazarene University

M.A.E., 1991, Olivet Nazarene University

Ph.D., 2001, Walden University

DARCEL BRADY (2002)

Associate Professor of Education

B.A., 1975, Elmhurst College

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

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

E. WILLIAM SUMMERS (2003)

Director of Graduate Programs in Education

B.A., 1966, Olivet Nazarene University

M.S., 1968, Indiana State University

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

Ed.D., 1999, Northern Illinois University

LINDA ROBINSON (2004)

Assistant Professor, School of Graduate and Continuing Studies

B.A., 1971, Olivet Nazarene University

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

Ed.D., 2003, Trevecca Nazarene University

Teacher Education Department Specialists

Art — Chelise Kinzinger Slowik

English — Judy Whitis

Family/Consumer Sciences — Diane Richardson

Mathematics — Steve Brown

Music — Don Reddick

Natural Science — Randal Johnson

Physical Education — Brenda Patterson

Social Studies — Stephen Lowe

Spanish — Barbara Martinez

Outcomes of Teacher Education

Students admitted to, and retained in, the Teacher Education program are expected to demonstrate suitable growth in the habits, attitudes, skills, and personal qualities specified in the institutional objectives. They constitute the general objectives of Teacher Education.

Within the framework of the general objectives of the University, the faculty has formulated specific outcomes of Teacher Education. These outcomes specify qualities considered essential for teachers. The faculty expects that the Teacher Education graduate will be a person who demonstrates

1. Knowledge of the historical development of the professional and foundational issues and arguments underlying education's practices, as well as understanding of the importance of integrated learning across disciplines.

2. Knowledge of subject-matter content and the ability to integrate content with pedagogy appropriate to the candidate's field of study.

3. Knowledge of human development and motivation, theories of learning, and pedagogy.

4. Effective communication skills, critical and creative thinking abilities, and other skills crucial to reflective decision making.

5. Knowledge and skills in the use and integration of technology appropriate to the candidate's field of study.

6. Practical abilities to implement the skills, techniques, and strategies associated with student learning and effective leadership.

7. Intellectual, social, ethical, and other personal attributes of reflective decision making in professional settings.

8. Commitment to lifelong professional development and general learning.

9. Ability to skillfully accommodate diversity of many kinds in professional practice, including ethnic, racial, economic, and that of the exceptional learners, including the ability to adapt professionally to developments in global society.

10. Ability to foster and maintain collaborative efforts with clientele within institutions and in the community, and commitment to active citizenship in the service of a Christ-centered character.

General Education for Teachers

The general education requirements for teachers are the same as those of other students in the University, except that certain choices within the program must be made and the hours slightly increased to include the following:

a. Elementary and Early Childhood Education majors are required to take the following courses to satisfy the general education Natural Sciences requirement: BIOL 101 or BIOL 125, PHSC 110, GEOL 140, and ENVI 310.

b. MATH 111 and MATH 112 – Mathematics for Elementary Teachers I and II are both required to meet the mathematics requirement for Elementary and Early Childhood Education majors. A grade of “C-” or better in math is required for all Teacher Education majors.

c. PSCI 223 — American Government is required for all Teacher Education programs in the social science general education area.

d. One three-hour course in domestic multicultural understanding selected from SOCY 280, LIT 315, or COMM 349 and one international culture course selected from HIST 379, MULT 301, PHIL 325, SOCY 364, LIT 315, SOCY 280, or COMM 349 is required for elementary education and early childhood education majors who substitute international culture courses in place of foreign language.

e. Grades of “C-” or better are required in each of the College Writing courses.

Elementary School Program Professional Education Courses

The professional education courses required for prospective elementary teachers follow. A grade

of “C-” or above is required in the professional education courses for student teaching and graduation.

Elementary Education Major: 47 hours. B.S.

Required:

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

Required Supporting Courses:

- HIST 231 — American Civilization I

Recommended:

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

Early Childhood Education Teaching Major: 44 hours. B.S.

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

- EDUC 150 — Historical and Philosophical Foundations
210 — Instructional Methods of Early Childhood Education
249 — Educational/Developmental Psychology
269 — Children’s Literature
295 — Instructional Technology
300 — Applied Arts for Teachers
320 — Early Childhood LA/SS
325 — Classroom Management
330 — Early Childhood Math/Science

- 349 — Language Development
- 359 — Teaching Reading to Young Children
- 367 — Elementary PE Methods
- 376 — Teaching Diverse Populations
- 456 — Management/Professional Practices
- 482 — Student Teaching for Early Childhood Education

Required Supporting Courses:

- FACS 241 — First Aid/Emergency Care
- 264 — Child, Family, Community Relations
- 360 — Parenting
- or 362 — Marriage and Family
- PSYC 211 — Child Development
- HIST 231 — American Civilization I

Secondary School Program

Professional Education Courses. 29 hours, including these required professional education courses for prospective secondary teachers. A grade of "C-" or above is required in the professional education courses for student teaching and graduation:

- EDUC 150 — Historical and Philosophical Foundations of Education
- 249 — Educational and Developmental Psychology
- 295 — Instructional Technology
- 376 — Teaching Diverse Populations
- 385 — Methods for Middle and Secondary School
- 456 — Management/Professional Practices
- 486 — Supervised Student Teaching in the Secondary School

Subject Matter Specialization

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

Major	Hours
Art	36
English	40
Family and Consumer Sciences	33-34
Mathematics	36
Science	57-64
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.

Middle-School Endorsements

Students majoring in Elementary or Secondary Education may choose to obtain middle school endorsements. These endorsements can generally be obtained by completing 18 semester credits in any of the various approved subject areas, successful completion of required methods courses, and by taking EDUC 214 — Early Adolescent Development. See the *Teacher Education Handbook*, or consult with the Director of Teacher Education for more information concerning middle school endorsements.

K-12 Programs

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

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

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

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

Subject Matter Specialization

See Department of Music.

Physical Education/Health K-12: B.S. Professional Education, 29 hours.

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

- EDUC 150 — Historical and Philosophical Foundations of Education
- 214 — Early Adolescent Development
- 249 — Educational and Developmental Psychology
- 295 — Instructional Technology
- 385 — Middle/Secondary School Methods

456 — Management/Professional Practices

485 — Supervised Student Teaching

Subject Matter Specialization

See Department of Exercise/Sports Science

Spanish Teaching Major K-12: B.S. Professional Education, 34 hours.

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

EDUC 150 — Historical and Philosophical
Foundations of Education

214 — Early Adolescent Development

249 — Educational and Developmental
Psychology

295 — Instructional Technology

325 — Classroom Management

376 — Teaching Diverse Populations in the
Regular Classroom

386 — Teaching of Spanish, K-12

456 — Management/Professional Practices

485 — Supervised Student Teaching

Subject Matter Specialization

See Department of English and Modern Languages

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

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 Executive Committee, must declare that intention by the beginning of the junior

year, and must have, and continue to maintain, a 2.5 grade point average in all college work, and a 2.75 grade point average in the major.

A grade of "C—" or above is required in professional education courses for admission to the Teacher Education program, for student teaching, and graduation for all Teacher Education majors.

Teacher certification candidates are advised that teacher licensure in the state of Illinois is currently undergoing many changes. The program listed in the *Catalog* may need revision as a student proceeds through his or her undergraduate career. The student should maintain close contact with his or her adviser in the School of Education to ensure eligibility for licensure upon graduation.

Admission to the Teacher Education program of the University is necessary for admission to special methods courses in education and to student teaching. Normally, the student will apply for such admission during the sophomore year. Otherwise, progress through the professional education courses may be delayed. Application forms may be secured at the education office. Applications for the Teacher Education program will be screened by the Director of Teacher Education, acted upon by the Teacher Education Executive Committee, and reported to the Teacher Education faculty. Factors that are weighed in considering applications are personality, emotional stability, character, scholarship, competence in communication, physical health, and professional interest. The following requirements must be met for admission:

1. Completion of 30 hours of coursework with at least a 2.5 grade point average.
2. Clearance by the Office of Student Development.
3. Grades of "C—" or above in ENGL 108 or 109 — College Writing I.
4. Grade of "C—" or above in MATH 111 (Elementary and Early Childhood Programs) or MATH 103 (Secondary and K-12 Programs).
5. Grades of "C—" or better in these professional education courses: EDUC 150 and 249 for all programs; in addition, PSYC 211 for Early Childhood Program and EDUC 214 for Elementary, Physical Education/Health, and Spanish Programs.
6. Satisfactory recommendations from two faculty members, and a good character reference.
7. Demonstrate predetermined competency level on the state Basic Skills Test.
8. Successfully pass Level I portfolio/interview.
9. Successfully pass a background check.

In submitting references, students should be sure to include the names of faculty advisers. The evidence of professional interest may be consid-

ered questionable for students who have not availed themselves of opportunities for work with youth groups, in church school teaching, or of other opportunities for assisting children and youth to grow.

The required State Basic Skills Test is given six times per year. A student who does not score at or above the state competency level will be permitted to retake the test. For such cases, remediation is available, and is outlined in the *Teacher Education Handbook*. A student who fails to demonstrate competency at the time of the retake of the state basic skills test will be asked to once again complete a program for remediation. If the student does not score at or above the established competency level on the second retake of the test, he or she will not be admitted into the Teacher Education program.

Pre-Student Teaching Field Experiences

Pre-student teaching field experiences, including the use of films (vicarious experiences) and school observation and participation, are required in some of the education courses taken prior to student teaching. The minimum number of pre-student teaching hours for Secondary Education and K-12 Education majors exceeds 100 clock hours. Secondary and K-12 Spanish Education students meet this requirement through EDUC 249, 376, 385 or 386, and 456. Physical Education students meet this requirement through EDUC 249, 385, 456, and PHED 370. Music Education students do so in EDUC 249, 376, 456, MUED 460, and either MUED 350 or 351.

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

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

Students are to keep records of pre-student teaching clinical experiences, together with signatures of supervising personnel, on forms provided for this purpose by the School of Education. These records are kept in the student's folder in the School of Education office, and are considered in connection with admission to the teacher education program and in placement for student teaching.

Students enrolled in any education course that includes a field experience must successfully complete the field experience requirements of the

course and turn in all required paperwork before credit can be given. If an equivalent course has been completed at another educational institution and the student wishes to transfer the field experience hours, the student must request the credit granting institution to send documented evidence of the field experience hours to Olivet. No credit will be given for field experience hours that are not equivalent (i.e., hours, assignments) to those outlined in the course syllabi or *Teacher Education Handbook*. This documentation will be kept in the student's file in the School of Education office. An unsatisfactory pre-student teaching experience evaluation will result in an incomplete for the course until the field experience is successfully completed and all the required paperwork is submitted for approval.

Admission to Student Teaching

Students should submit applications for student teaching by December 1 of the semester prior to the school year in which they expect to do student teaching.

Prerequisites to student teaching involve previous admission to the Teacher Education program of the University, the completion of all methods courses required in the major, and a passing score on the Illinois Subject-Matter Knowledge test. In addition each candidate for student teaching must be approved by the Teacher Education Executive Committee before he or she can be registered and assigned. The approval of the candidate's major department, successfully passing the Level II portfolio/interview, an overall grade point average of 2.5 or better, a grade point average of 2.75 or better in the major field for Secondary Education and K-12 Education majors, or a grade point average of 2.75 or better in the professional education courses for Elementary and Early Childhood Education majors, are required.

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

Student Teaching, Employment, and Coursework

As a general practice, the University discourages students from employment on or off campus during student teaching. Students are also discouraged from taking any classes with the exception of EDUC 456 while student teaching. Supervising teachers in the schools view student teaching as an internship that should demand the total involve-

ment 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 Executive Committee for permission to do so.

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

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 Director of Teacher Education, the student will be charged the student teaching fees.

A student teacher from Olivet is placed at a site in the area where a contractual agreement has been made with the local school district for such a placement. While the student has the opportunity to express his or her preference for a site, the final decision for placement will be made by the Director of Teacher Education.

Securing a Teaching Credential

Each public school teacher is required by law to hold a valid certificate issued by the state in which he or she teaches.

To obtain Illinois certification by entitlement, an Olivet graduate must have completed one of Olivet's state-approved Teacher Education programs, all of which meet the minimum Illinois requirements. In addition, applicants must pass the Illinois certification tests in basic skills, subject matter knowledge, and assessment of professional teaching. Upon completion of the academic program, the student should obtain and complete the appropriate certification forms in the Office of the Registrar. After the application form is signed by the certification officer indicating that graduation requirements have been satisfied, the applicant must submit the certification forms and appropriate fees to the Superintendent of Schools in the Illinois region in which the applicant resides or plans to teach. Anyone who has been convicted of a felony for a sex and/or narcotics crime may not be certified for teaching in Illinois.

Applications and information about certification in other states are available in the Office of the Registrar, the library, and the Teacher Education office. For a specific state's certification requirements and procedures, see the Registrar or Director of Teacher Education. These applications are usually completed during the final semester of the student's senior year. Information regarding endorsement areas is available in the Office of the Registrar and in the School of Education office. Students may also refer to the *Teacher Education Handbook* for a list of endorsement areas and options they may wish to consider.

Placement of Teacher Candidates

The University maintains a Career Center to assist graduates in securing positions in which they are interested and for which they are qualified. Teacher candidates register with the office for placement service in the senior year as directed by the office.

The Career Center receives and files notices of teaching position vacancies and makes this information available to students, at the student's request supplies copies of his or her credential folder to prospective employers, arranges interviews on campus between students and school officials, counsels candidates with respect to teaching opportunities in areas for which the office has no current listings, and maintains the student's credential file after he or she graduates. The placement service of the University is free to the graduating senior and registered alumni. The student should register with this office at the indicated time

even though he or she may have secured a position for teaching prior to registering.

The 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.

The Teacher 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 most recent Title II data, every Elementary Education major at Olivet who took an academic content area Illinois certification test passed, surpassing the state average in those particular academic areas. Overall, 97 percent of Olivet Teacher Education students passed the academic content and basic skills tests for state of Illinois certification, compared to 97 percent statewide. Complete Title II information may be obtained through Olivet's Director of Teacher Education.

Typical Program of Courses for a Student Majoring in Elementary Education

Freshman Year

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

Sophomore Year

Fundamentals of Communication
Studies in Literature
American Government
Physical Science for Elementary Teachers
Education and Developmental Psychology
Instructional Technology

Education Courses

EDUC 150 — Historical and Philosophical Foundations of Education. 3 hours. An introduction to the organization, development, and critical issues of American education. This course studies education in light of historical, philosophical, multicultural, technological, and theoretical models and how each has impacted today's educational thought. Through analysis of research findings and current trends in education, students will study education as a profession. As a part of the course, students will become familiar with the Teacher Education program at Olivet and complete a multiethnic life experience.

EDUC 151 — Introduction to Education. 1 hour. An introduction to Olivet's Teacher Education program, designed for transfer students who enter with credit in History and Philosophy of Education. Includes information concerning writing of lesson plans, writing in APA format, and other pertinent experiences needed in the transition to Olivet's Teacher Education program.

EDUC 210 — Instructional Methods of Early Childhood Education. 3 hours. Participants in this course are presented an overview of the educational and developmentally appropriate needs of young children. A study of the types of instructional methods for children ages birth through preschool including activity/learning centers, individualization, educational play, media, and their utilization in extending the child's understanding of art, music, literature, pre-reading instruction, mathematics, and natural and

social sciences. A further emphasis is placed on organization of balanced daily programs, planning, materials for instruction, assessment, parent communication, classroom environment, and bilingualism. Includes a field experience. Prerequisite: Admission to the Teacher Education program or permission of the Director of Teacher Education.

EDUC 211 — Child Growth and Development. 3 hours. Same as PSYC 211.

EDUC 212 — Adolescent and Adult Developmental Psychology. 3 hours. Same as PSYC 212.

EDUC 214 — Early Adolescent Development. 3 hours. The course is designed to provide an understanding of the mental, physical, emotional, and social characteristics and provides study on multicultural issues that have an impact on the education of early adolescents. Students will also gain an understanding of the middle school concept, including purpose, curriculum, and special programs. All student presentations must include a technology component. For education majors only. To qualify for middle-school endorsements, a grade of "C-" or better is required.

EDUC 220 — Early Childhood Field Experience. 3 hours. The student will participate in a preschool or daycare center for a total of 120 clock-hours. This experience permits the student to utilize skills and techniques which have been learned in the specialized methods courses. Prerequisites: PSYC 211, EDUC 150 and 210.

EDUC 241—Statistics. 4 hours. Same as MATH 241.

EDUC 249 — Educational and Developmental Psychology. 3 hours. This course introduces students to educational psychology and child development. It is an interactive course where students learn and practice skills related to both the cognitive and affective domains of education. Students participate in a series of activities throughout the semester designed to stimulate their thinking and encourage the application of appropriate classroom knowledge to their field experiences. Includes a field experience in a diverse school setting.

EDUC 269—Children's Literature. 3 hours. A survey and critical analysis of children's literature to aid in the selecting of reading material for children from the preschool age through the elementary and middle school grade levels. Emphasis placed on diversity and technology integration and several assignments. Prerequisite: Admission to the Teacher Education program or permission of the Director of Teacher Education.

EDUC 295 — Instructional Technology. 1 hour. An introduction to the theory and principles of the use and integration of technologies in classroom instruction in diverse settings. Through projects, each student will demonstrate an understanding of the operation and integration of multiple technologies in the teaching and learning process. Prerequisite: "C-" or better in

EDUC 150 or permission of the Director of Teacher Education.

EDUC 300 — Applied Arts for Teachers. 2 hours. A course for general Elementary and Early Childhood Education majors. The teacher candidate will gain an understanding of the educational, communicative, and aesthetic value of drama, music, and visual art, and the role fine arts play in the elementary and early childhood classroom. Prerequisite: Admission to Teacher Education or permission of Director of Teacher Education.

EDUC 320 — Teaching Early Childhood Language Arts and Social Studies. 2 hours. Participants in this course are presented a variety of techniques and methodologies for teaching language arts and social studies at the primary level. A study of the methods of teaching the language arts from a balanced literacy approach interrelated with social studies will be developed. A thematic unit approach will enhance understanding of integrating listening, speaking, and reading and writing skills with the basic social heritage concepts of multiculturalism, values, citizenship, self worth, geography, history, and biographical appreciation. Includes a field experience in a primary classroom. Prerequisite: Admission to Teacher Education or permission of the Director of Teacher Education.

EDUC 325 — Classroom Management. 1 hour. Effective teachers have classrooms that are caring, thought-provoking, challenging, and exciting. They have this because they begin with classroom management procedures. This course will explore theories and applications of effective teaching and classroom management. Emphasis will include dealing with diverse classrooms including, but not limited to, students with exceptionalities, students with behavior disorders, and students of multiethnic background. Prerequisite: Admission to Teacher Education or permission of the instructor.

EDUC 330 — Teaching Early Childhood Math and Science. 2 hours. Participants of this course are presented a variety of teaching techniques and methodologies. The focus of this course is specifically on teaching methodologies and instructional techniques in the subjects of math and science. This course includes a field experience in a diverse classroom. Prerequisite: Admission to Teacher Education or permission of the Director of Teacher Education.

EDUC 340—Curriculum and Instruction for Elementary and Middle School Language Arts and Social Studies. 3 hours. A study of the methods of teaching the language arts from a balanced literacy approach interrelated with the social studies. A thematic unit approach will enhance understanding of integrating the language arts skills with the basic social heritage concepts of multiculturalism (cultural diversity), values, citizenship, self-worth, and geographical/historical/biographical appreciation. Students will be expected to include technology components into the thematic unit as well as the required group presenta-

tions. Includes a field experience. Prerequisite: Admission to Teacher Education or permission of Director of Teacher Education.

EDUC 342—Curriculum and Instruction for Elementary and Middle School Reading. 4 hours. This course is designed to provide understanding of the theoretical background as well as the processes and methodologies of reading instruction from kindergarten through grade nine. Emphases are placed on emergent literacy, word recognition, vocabulary development, comprehension, content areas, study skills and assessment. Candidates will gain understanding of the developmental reading needs of various cultures of bilingual children and instruction for various ability levels of readers. The course will be founded on an integrated and balanced literacy approach using reading strategies and technology. Includes a field experience. Prerequisite: Admission to Teacher Education or permission of Director of Teacher Education.

EDUC 349— Language Development. 2 hours. This course will focus on how humans acquire and develop language, major functions of brain development that relate to speech and language, issues concerning teaching students with bilingual and cultural differences. American dialects, speech and communicative disorders, fostering language through home connections, and choice of appropriate instructional and technological strategies for language of various American populations. Prerequisite: Admission to Teacher Education or permission of Director of Teacher Education.

EDUC 350—Curriculum and Instruction for Elementary and Middle School Math and Science. 3 hours. Participants of this course are presented a variety of teaching techniques and methodologies. The focus of this course is specifically on teaching methodologies and instructional techniques in the subjects of math and science. This course includes a field experience. Prerequisites: Admission to Teacher Education or permission of the Director of Teacher Education.

EDUC 359 — Teaching Reading to Young Children. 3 hours. This course is designed specifically for candidates preparing to teach preschool through grade three. The teacher's role in nurturing emergent literacy, including both reading and writing, will be developed as well as use of appropriate technology and instructional strategies in young readers. Because early literacy experiences are learned through a healthy, balanced experiential environment in the home, one feature of the course will include parental involvement in the reading experiences. Other areas to be covered will include classroom environment, thinking about print and writing, shared reading, literature-based reading, language experience, phonemic awareness and phonics instruction vocabulary, comprehension, balanced literacy, basal reading, assessment, and creating books. Includes a field experience. Prerequisite: Admission to Teacher Education or permission of Director of Teacher Education.

EDUC 367 — Methods and Materials in Physical Education for the Elementary School. 2 hours. Same as PHED 367. Includes a field experience.

EDUC 376 — Teaching Diverse Populations in the Regular Classroom. 3 hours. This course is an introduction to the field of special education, the psychology and identification of exceptionality (including, but not limited to, students with learning disabilities), differences in approaches to learning styles, multiple intelligences and performance modes, cultural differences, and methodologies for working with diverse populations in the school community. An emphasis is placed on specific strategies for adapting instruction and current practices designed to assist classroom teachers in meeting the needs of all students in the regular education setting. Includes a field experience. Prerequisite: Admission to Teacher Education or permission of Director of Teacher Education.

EDUC 385 — Middle/Secondary School Methods. 5 hours. This course is designed to give middle-school and secondary teacher candidates a survey needed to develop an understanding 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. Designed to introduce and refine an Education major's skills in the areas of motivation, behavior management, course, and unit- and lesson-planning. Characteristics and issues associated with teaching in the middle schools, junior high schools, and high schools will be addressed throughout the course. The course will include general methods of instruction and assessment and instructional strategies particular to the candidate's particular teaching field. Includes a field experience. Prerequisite: Admission to Teacher Education and permission from the secondary coordinator.

EDUC 386 — Teaching of Spanish, K-12. 6 hours. This course is designed to introduce and refine a Spanish Major's skills in the areas of motivation, behavior management, course, and unit- and lesson-planning. Characteristics and issues associated with teaching students of all grades will be addressed throughout the course. Focuses on developing underlying theories and practices in human growth and development, educational theories in teaching pedagogy, and cognitive processes. Included in the content are components of teaching students with exceptionalities, multiple learning styles and preferences, and diverse populations. A large segment of the course

is dedicated to forming content lesson plans, matching objectives to state standards, and interdisciplinary unit plans formed with students of various disciplines. Oral presentations including technological components will complete the presentations of the unit plans. Written examinations will comprise assessment of textbook readings and weekly online discussion questions will be an integral part of class participation. Includes a field experience. Prerequisite: admission to Teacher Education.

EDUC 400–414—Student Interest Field Experience. 1–4 hours. This is a field experience in which the Elementary or Secondary Education student works with students in an area of interest under the supervision of a supervising teacher or director of a program. A student will spend 40 or more hours per credit hour. Prerequisites: Junior standing and EDUC 249. These course numbers will designate particular programs of the field experience in various departments:

- EDUC 400 — Open School Concept**
- EDUC 401 — Language and Literature**
- EDUC 402 — Social Sciences**
- EDUC 403 — Natural Sciences**
- EDUC 404 — Fine Arts**
- EDUC 405 — Outdoor Education**
- EDUC 406 — Preschool**
- EDUC 407 — Special Education**
- EDUC 408 — Reading**
- EDUC 409 — Mathematics**
- EDUC 410 — Vocational Education**
- EDUC 411 — Physical Education**
- EDUC 412 — Reading Laboratory**
- EDUC 413 — Learning Center**
- EDUC 414 — Multicultural Community Relations**

EDUC 415 — Pre-Student Teaching Practicum. 1–3 hours. Students will spend a minimum of 40 clock hours per semester hour working with students and a classroom teacher in a public school classroom. Designed for education students who have not completed the state-mandated 100 pre-student teaching hours as part of required coursework, or those who may wish to take practicum hours in addition to those

required. Prerequisite: Admission to Teacher Education or permission of the Director of Teacher Education.

EDUC 456 — Management and Professional Practices in Education. 2 hours. Designed to refine students' skills as effective practitioners of instructional experiences in today's schools. It emphasizes the teacher as a reflective practitioner, classroom management skills, and collaborative relationships. Taken concurrently with student teaching. Includes a field experience.

EDUC 460 — General Music Methods. 3–4 hours. Same as MUED 460. Includes a field experience.

EDUC 481 — Paraprofessional Field Experience. 4 hours. Students will spend half days for eight weeks working with a teacher as a paraprofessional under supervision of a University supervisor.

EDUC 482 — Student Teaching for Early Childhood Education. 12 hours. Prerequisites: Senior standing, pass the Illinois Subject-Matter Knowledge test, approval by the Teacher Education Faculty Committee, and appropriate methods courses. Includes some experience at both the preschool and primary-school levels. Taken concurrently with EDUC 456.

EDUC 484 — Supervised Student Teaching in the Elementary School. 12 hours. Prerequisites: Senior standing, pass the Illinois Subject-Matter Knowledge test, approval by the Teacher Education Faculty Committee and appropriate methods courses. Taken concurrently with EDUC 456.

EDUC 485 — Supervised Student Teaching: All Grades. 12 hours. Prerequisites: Senior standing, passing the Illinois Subject-Matter Knowledge test, approval by the Teacher Education Faculty Committee, and appropriate methods courses. Taken concurrently with EDUC 456.

EDUC 486 — Supervised Student Teaching in the Secondary School. 12 hours. Prerequisites: Senior standing, passing the Illinois Subject-Matter Knowledge test, approval by the Teacher Education Faculty Committee, and appropriate methods courses. Taken concurrently with EDUC 456.



School of Professional Studies

Fran Reed, Ph.D., Dean

The School of Professional Studies consists of the Departments of Business, Communication, Computer Science, Engineering, Exercise and Sports Science, Family and Consumer Sciences, Nursing, and Social Work and Criminal Justice. Building on a strong foundation in the liberal arts and sciences, the School of Professional Studies offers undergraduate men and women the opportunity for focused preparation within a discipline and/or related disciplines. Most of the programs within the School of Professional Studies are designed to accommodate outside accrediting bodies and/or licensure requirements. Programs within the School of Professional Studies integrate faith with theory and practice to encourage the highest standards of professional preparation, ethical behavior, and the pursuit of excellence in the student's chosen profession.

Department of Business

Faculty

GLEN REWERTS (1993)

Professor of Business; Chair, Department of Business

B.S., 1984, Eastern Illinois University

M.B.A., 1987, Southern Illinois University

J.D., 1987, Southern Illinois University

PAUL KOCH (1992)

Professor of Economics

B.S., 1979, George Fox College

M.S., 1984, Illinois State University

Ed.D., 1994, Illinois State University

MARK WILLIAMS (1994)

Associate Professor of Accounting

B.S., 1981, Emporia State University

M.A., 1992, University of Missouri

Certified Public Accountant

Doctoral Study, Capella University

DON DAAKE (1995)

Professor of Business

B.S., 1973, Kansas State University

M.B.A., 1977, University of Iowa

Ph.D., 1995, Florida State University

RALPH GOODWIN (1998)

Associate Professor of Business

B.S., 1976, University of Illinois

M.A.S., 1977, University of Illinois

Doctoral Study, Anderson University

LYNDA ALLEN (2003)

Assistant Professor of Business

B.S., 1982, Olivet Nazarene University

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

Doctoral Study, University of Phoenix

LARRY HUFFMAN (2004)

Director of Business Programs/School of Graduate and Continuing Studies

B.S., 1969, Western Illinois University

M.S., 1971, Western Illinois University

Ph.D., 1974, University of Illinois

RYAN SPITTAL (2004)

Assistant Professor of Business/School of Graduate and Continuing Studies

B.S., 1999, Olivet Nazarene University

M.B.A., 2003, Olivet Nazarene University

Certified Public Accountant

Doctoral Study, Nova Southeastern University

The purpose of the Department of Business, whose programs are accredited by the International Assembly for Collegiate Business Education, is to provide students with both theoretical knowledge in the foundations of business and practical application of the knowledge in the actual workplace. An integration of the Christian faith into the business curriculum is one of the core objectives of the department, which makes it unique from other business programs. For this reason, CMIN 101 — Sharing our Faith is recommended for all students completing any of the Accounting/Business/Economics programs. Additionally, students will be trained and expected to show proficiency in computer applications within the various fields of business.

The Accounting major provides a solid background of accounting and business practices and procedures to enable the student to prepare for entry-level accounting responsibilities in public, corporate, or governmental accounting. Students must earn 128 semester hours to earn a baccalaureate degree with a major in Accounting. However, students interested in sitting for the CPA examination should be aware that 150 semester hours of credit are generally required prior to taking the CPA exam.

The Business Administration major provides the students with a basic core curriculum and permits a choice of emphasis from two areas of specialization: management and international business. The department also offers a major in Economics/Finance and a major in Marketing.

Accounting Major: 56 hours. B.S.

Required:

ACCT 110 — Financial Accounting

111 — Managerial Accounting

255 — Intermediate Accounting I

256 — Intermediate Accounting II

365 — Income Taxation

367 — Auditing

BSNS 160 — Principles of Management

170 — Computer Applications in Business

241 — Business Statistics

253 — Principles of Marketing

270 — Principles of Finance

351 — Business Law I

352 — Business Law II

- 490 — Business Policy and Strategy
- 495 — Seminar in Leadership
- ECON 110 — Principles of Economics

In addition, select two of the following courses:

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

To be supported by:

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

Business Administration Major: 50–53 hours. B.S.

Required Courses:

- BSNS 160 — Principles of Management
- 170 — Computer Applications in Business
- 241 — Business Statistics
- 253 — Principles of Marketing
- 270 — Principles of Finance
- 351 — Business Law I
- 352 — Business Law II
- 367 — Organizational Behavior
- 490 — Policy and Strategy
- 495 — Seminar in Leadership
- ACCT 110 — Financial Accounting
- 111 — Managerial Accounting
- ECON 110 — Principles of Economics

Plus one of the following concentration:

A. Management Concentration

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

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

B. International Business Concentration

Required:

Participation in the International Business Institute, the Latin American Studies Program International Business Track, or a foreign travel study program approved by the Department of Business, and a minor in Spanish, French, or an approved foreign language.

The International Business Institute (IBI) is a cooperative overseas program in international economics and business that involves selected colleges in the Council for Christian Colleges and Universities. The Institute is designed to give students in Economics, Business, and related areas a distinctive opportunity for a term of study that incorporates the international dimension in these fields. The summer program is 10 weeks in length and includes several periods of significant residence in key locations as well as coordinated visits and presentations in the major political and economic centers of Western Europe, Scandinavia, Eastern Europe, and Russia.

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

Participants will earn 12 credit hours covering such topics as comparative economic systems, international trade and finance, global marketing, and global business strategy. Therefore participants in this program are advised to not take ECON 308 or ECON 365 prior to participation in the IBI. Program costs vary from year to year. Contact the Business Department for details.

Prerequisites for participation include the following:

A minimum cumulative grade point average of 2.75, senior standing, satisfactory recommendation of Department of Business faculty, and these courses:

- ECON 110 — Principles of Economics
- ACCT 110 — Financial Accounting
- BSNS 160 — Principles of Management
- 253 — Principles of Marketing

The Latin American Studies Program, sponsored by Council for Christian Colleges and Universities, is based in San Jose, Costa Rica. It is comprised of Spanish language study, coursework in Latin history and culture, and topics dealing with

international business. The program involves living with a Costa Rican family, participating in community activities, and travel through neighboring Central American countries. Prerequisites for participation in this program include ECON 110, ACCT 110, 111, BSNS 160, 253, ECON 308, and 365. For further information, contact the chair of the Department of Business. Sixteen credits are earned for participation in the Latin American Studies Program, six of which apply to the International Business concentration. The Latin American Studies Program is only offered during the fall semester.

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

Required Supporting Courses for Business Administration Majors:

MATH 117 — Finite Mathematics
or 147 — Calculus I

Recommended Supporting Courses:

MATH 147 — Calculus I
148 — Calculus II
CMIN 101 — Sharing our Faith
ENGL 315 — Business/Technical Writing

Marketing Major: 58–60 hours. B.S.

Required Courses:

ACCT 110 — Financial Accounting
ECON 110 — Principles of Economics
BSNS 160 — Principles of Management
170 — Computer Applications
241 — Business Statistics
253 — Principles of Marketing
270 — Principles of Finance
351 — Business Law I
390 — Salesmanship
394 — Marketing Management
440 — Marketing Research
453 — Global Marketing
457 — Advertising and Promotions
490 — Business Policy and Strategy
495 — Seminar in Leadership

Plus completion of one of the following concentrations:

A. Marketing Management Concentration

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

ACCT 111 — Managerial Accounting
ART 200 — Intro to Graphics
BSNS 352 — Business Law II
356 — Retail Merchandising
450 — Small Business Management
487 — Field Placement
342 — Intermediate Economic Statistics
365 — International Trade and Finance
COMM 342 — Persuasion and Media Influence
or 330 — Public Relations

B. Commercial Graphics Concentration

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

C. Communication/PR Concentration

COMM 241 — Introduction to Journalism
271 — Broadcast Writing and Production
330 — Public Relations and Communication
342 — Persuasion and Media Influence

D. International Marketing Concentration

12 hours earned through participation in the International Business Institute

Required supporting course:

MATH 117 — Finite Math
or 147 — Calculus I

Recommended supporting course:

CMIN 101 — Sharing our Faith

Economics/Finance Major: 57 hours. B.S.

Required:

ACCT 110 — Financial Accounting
111 — Managerial Accounting
BSNS 160 — Principles of Management
170 — Computer Applications
241 — Business Statistics
253 — Principles of Marketing
270 — Principles of Finance
351 — Business Law I
352 — Business Law II
460 — Intermediate Finance
490 — Business Policy and Strategy
495 — Seminar in Leadership

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

And completion of three of the following courses:

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

To be supported by the following:

MATH 117 — Finite Mathematics
or 147 — Calculus I

Recommended supporting course:

CMIN 101 — Sharing our Faith

Accounting Minor: 17-18 hours

Required:

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

and six to seven additional hours of accounting courses.

Business Minor: 22 hours

Required:

ACCT 110 — Financial Accounting
BSNS 160 — Principles of Management
170 — Computer Applications in Business
ECON 110 — Principles of Economics

And nine hours of business electives

Economics Minor: 15 hours

Required:

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

And six hours of upper-division Economics

Finance Minor: 19 hours

Required:

BSNS 241 — Business Statistics
270 — Principles of Finance
460 — Intermediate Finance
473 — Investments

ECON 342 — Intermediate Economic Statistics
362 — Financial Markets/Institutions

To be supported by the following:

MATH 117 — Finite Mathematics

Management Minor: 18 hours

Required:

BSNS 160 — Principles of Management
170 — Computer Applications
367 — Organizational Behavior
450 — Small Business Management
468 — Human Resource Management
COMM 347 — Organizational Communication

To be supported by the following:

MATH 117 — Finite Mathematics

Marketing Minor: 18 hours

BSNS 170 — Computer Applications
252 — Consumer Economics
253 — Principles of Marketing
356 — Retail Merchandising
394 — Marketing Management
457 — Advertising and Promotions

To be supported by the following:

MATH 117 — Finite Mathematics

Typical Program for a Student Majoring in Business

Courses will vary according to the major selected.

Freshman Year

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

Sophomore Year

Accounting
Principles of Marketing
Principles of Finance
Business Statistics
Christian Scriptures I
Introduction to Fine Arts
Sociology or Psychology or History

Accounting Courses

ACCT 110 — Financial Accounting. 4 hours. An introduction to the theory, concepts, and principles that govern the generation of financial accounting data. Topics studied include the nature of accounting; the accounting cycle for services and merchandising entities; accounting for cash, receivables, inventory, property, plant, and equipment; and current liabilities. Computer applications will be integrated throughout the course, enabling emphasis on the use and interpretation of accounting data. Strongly recommended prerequisite: sophomore standing unless strong high school accounting background.

ACCT 111 — Managerial Accounting. 4 hours. This course emphasizes managerial accounting concepts, including management and reporting of cash flows, financial statement analysis, traditional cost accounting systems, activity-based accounting concepts, and just-in-time concepts. Additionally, this class explores the tools and techniques used to control operations such as budgetary planning, C-V-P analysis, and capital budgeting. Computer applications will be utilized throughout the course. Prerequisite: ACCT 110.

ACCT 255 — Intermediate Accounting I. 3 hours. This course is an in-depth analysis of the “whys” as well as the “how-tos” regarding accounting information. Topics include a brief review of the accounting cycle and financial statements; a look at the conceptual framework and how that affects GAAP; time value of money concepts; and accounting for cash, receivables, inventory, property and equipment, and intangible assets. Prerequisite: ACCT 111.

ACCT 256 — Intermediate Accounting II. 3 hours. A continuation of the study of accounting theory and practice commenced in Intermediate I. Topics covered include accounting for liabilities and stockholder's equity; complexities in measuring net income; calculation of basic and diluted earnings per share; accounting for investments; accounting for income taxes; pensions; leases; the statement of cash flows. Prerequisite: ACCT 255.

ACCT 357 — Cost Accounting. 3 hours. The utilization of basic cost accounting principles, practices, and procedures for industries using either a process job order or a standard cost system. The effective use of cost accounting as a management tool is emphasized. Prerequisites: ACCT 255 and junior standing.

ACCT 365 — Income Taxation. 3 hours. Presents an analysis and interpretation of the Federal Income Tax Laws. Emphasizes the legal concepts of income, deductions, and exemptions. The information is applied in a practical way through the preparation of returns for individuals. Prerequisites: ACCT 255, junior standing, or permission of instructor.

ACCT 367 — Auditing. 3 hours. Presents the purposes of audits as conducted by the certified public

accountant. Emphasizes the principles of auditing and the types of audits normally made. Professional ethics and legal responsibility are considered. A specific program or each phase of the audit is outlined in detail. Prerequisites: ACCT 255, junior standing, and/or permission of the instructor.

ACCT 461 — Consolidation and Partnerships. 3 hours. A study of the accounting procedures and principles relating to business combinations, both internal and external. The procedures for the preparation of consolidated financial statements are emphasized. This course also covers the accounting principles relating to the formation, operation, and liquidation of partnerships. Prerequisites: junior standing, ACCT 255, or permission of instructor.

ACCT 462 — Governmental and Not-for-Profit Accounting. 3 hours. This course involves the study of the unique accounting practices of governmental accounting and not-for-profit organizations. The focus will be on fund accounting and the reporting requirements of financial statements. Other topics in the governmental and not-for-profit sector will be covered as appropriate. Prerequisites: junior standing, ACCT 255, or permission of instructor.

ACCT 470 — Advanced Tax. 3 hours. A study of the tax treatment of C corporations and S corporations. Topics include formation, taxation, distributions to shareholders, and liquidations. The emphasis will be on tax planning to minimize taxes. Part of the course will explore the basic rules of income taxation of estates and trusts. Tax research will be emphasized throughout the course, as well as the completion of computerized cases. Prerequisite: ACCT 365.

ACCT 475 — Advanced Auditing. 3 hours. One emphasis of the course will be on the setup and maintenance of a computerized general ledger system. This aspect will be integrated with computerized case studies which will focus on audit planning, risk and materiality, evidence-gathering, evaluation of the internal control structure, and audit evidence and audit reports. Examination of the professional literature and pronouncements will be conducted throughout the course. Prerequisite: ACCT 367.

ACCT 487 — Field Placement. 4 hours. Same as BSNS 487.

Business Courses

BSNS 117 — Finite Mathematics with Business Applications. 3 hours. Same as MATH 117.

BSNS 160 — Principles of Management. 3 hours. The introductory course to any track in the business program, focusing on management theory and practice; applied concepts such as planning, organizing, staffing, directing, and controlling; principles of self-

development and professional development; and examination of historic and contemporary readings to explore the full meaning of “management” as a professional endeavor.

BSNS 170 — Computer Applications in Business.

3 hours. This course serves to establish a foundation of business applications through the use of the computer and business applications software. Students will be required to show competency in the following areas: key terminology and basic Windows operations; spreadsheets; word processing; presentation software; Internet navigation and research and other current topics. The primary focus is on business applications to prepare students in each of the functional areas of marketing, finance, economics, and accounting. Business casework and problem solving will be emphasized. This course is a prerequisite for all other Business courses except BSNS 160.

BSNS 241 — Business Statistics. 3 hours. An introduction to descriptive and inferential statistical methods with an emphasis on the evaluation of business problems using computer technology. Topics include graphical descriptive techniques, measures of central tendency and dispersion, sampling, probability, discrete and continuous probability distributions, statistical inferences about the mean including estimation and hypothesis testing, and simple linear regression. Prerequisite: MATH 117 and BSNS 170.

BSNS 252 — Consumer Economics. 3 hours. Same as FACS 252.

BSNS 253 — Principles of Marketing. 3 hours. An overview study of marketing that introduces the student to the dynamics of the marketplace and the processes used to successfully develop and deliver goods and services to meet market needs. A philosophy of management by the “marketing concept” is fostered. Specific topics include the role of marketing in business and society, consumer analysis, market evaluation and segmentation, the marketing mix, and marketing decision-making.

BSNS 270 — Principles of Finance. 3 hours. An introduction to techniques used by corporate financial managers. The course provides students with the ability to provide answers to three important questions: 1) What investments should a firm take on? 2) How does a firm finance its investments? 3) How does a firm manage its day-to-day operations? Topics include financial statement analysis, time value of money concepts, capital budgeting and financial forecasting, capital structure and risk analysis, and asset management.

BSNS 303 — Management Information Systems. 3 hours. This course is an overview of the design, implementation, and use of computer based information systems within a business organization. The course will focus on the management of information in helping an organization reach its goals. The course stresses the importance of recognizing the IT functional area as consisting of resources that need to be properly managed and integrated with the other

functional areas of the organization. The course analyzes how IT can be used to support business operations, management and decision making.

BSNS 351 — Business Law I. 3 hours. A study of the judicial system of the United States, constitutional authority to regulate business, business torts and crime, contracts, sales, and commercial paper.

BSNS 352 — Business Law II. 3 hours. A study of the law of agency. Credit and bankruptcy, sole proprietorship and partnership, corporation, property law, and liability of accountants.

BSNS 356 — Retail Merchandising. 3 hours. Same as FACS 356.

BSNS 362 — Financial Markets and Institutions. 3 hours. Same as ECON 362.

BSNS 365 — International Trade and Finance. 3 hours. Same as ECON 365.

BSNS 367 — Organizational Behavior. 3 hours. This course will analyze the behavior of people in organizations. Discusses organizational motivation, group behavior, group dynamics, communication, and decision-making. This is an extension and intensification of the behavioral portion of BSNS 160 Principles of Management.

BSNS 390 — Fundamentals of Salesmanship and Sales Management. 3 hours. The application of behavioral and persuasive communication theories and techniques necessary to develop effective personal skills at both the consumer and business level. Also, management of the sales force; emphasis on recruitment, selection, and training of sales representatives; and problems in allocation of sales effort, supervision, and control. Prerequisite BSNS 253.

BSNS 394 — Marketing Management. 3 hours. A study of marketing theory that presents a strategic overview of the marketing concept. Students will learn how to plan and implement marketing strategies and policies. Topics include consumer behavior, feasibility studies, market segmentation, marketing strategies, marketing mix, forecasting, and budgeting. Prerequisites: BSNS 160, 253, 270.

BSNS 440 — Marketing Research. 3 hours. Marketing research methods, role of marketing research information as a tool in management decision-making. Emphasis is on current marketing research theory and literature as well as practical application. The class conducts a hands-on marketing research activity working with a real world client. Extensive use of statistical methods is included, utilizing the Statistical Package for the Social Sciences (SPSS). Prerequisites: BSNS 241, 253, 394.

BSNS 450 — Entrepreneurship and Small Business Management. 3 hours. A workshop approach to study and practice of methods, problems, and skills necessary for launching and operating a successful small-business venture. Procedures for raising capital, real-time development of a business plan, and seminar format will be used to create a hands-on environment.

Prerequisites: BSNS 160, 170, 253, and 270 and ACCT 110.

BSNS 453 — Global Marketing. 3 hours. The theory and practice of contemporary global marketing management. The context or environment of international marketing management is covered along with the task of marketing within a variety of national and cultural markets. Major topic areas included in this course are: the global marketing environment; global market research, including market entry and product planning; and marketing strategy in a global context. Several projects will involve students in global marketing research and analysis as well as case studies.

BSNS 457 — Advertising and Promotions. 3 hours. Building on a general understanding of promotion as one element of the marketing mix, students will become familiar with integrated marketing communications theory, literature, concepts, and research with in-depth treatment of all elements of the promotion mix—advertising, sale promotions, point-of-purchase communication, direct marketing communications, public relations and sponsorship marketing, and personal selling. There will also be treatment of e-commerce and evaluation of media. Designing a comprehensive, integrated advertising and promotions campaign is also required. Prerequisites: BSNS 241, 253, 394.

BSNS 460 — Intermediate Finance. 4 hours. An extension of Introduction to Finance into topics such as leasing, mergers, and multinational finance. The theory of finance will be applied to investment instruments, including stocks, bonds, options, and futures markets. Capital budgeting, cost of capital, valuation, and risk will also be studied at an advanced level of analysis. Prerequisites: BSNS 270 and ECON 110.

BSNS 468 — Human Resource Management. 3 hours. Presents principles and current practices in handling personnel as individuals and as groups, with emphasis upon the role of operating supervisors, executives, and the union in dealing with such problems as selection, placement, training, wage and salary administration, promotion, transfer, fringe benefits, employee services, and management-labor relations. Prerequisite: BSNS 160.

BSNS 473 — Investments. 3 hours. An evaluation and analysis of the various securities that may become a part of our investment program. Emphasizes the organization and function of the major securities markets. Basic determinants of investment values are considered. Prerequisite: BSNS 270.

BSNS 487 — Field Placement. 4 hours. This course requires a work and study program of 220 clockhours on-site, with (1) self-search for appropriate work setting; (2) supervisor confirmation of hours worked and level of satisfaction with intern; (3) a major paper required at the end of the placement that meets departmental specifications; and (4) location supportive to faculty on-site evaluation. Approval of the chair of the

Department of Business is required. Prerequisites: Second-semester junior or senior standing.

BSNS 490—Business Policy and Strategy. 3 hours. A capstone seminar course designed to help the student integrate and apply the skills and knowledge gained throughout the whole of his or her academic studies in business. Emphasis will be placed on current practitioner literature and real world examples. Each student will participate in a team-based company research project and write a comprehensive individual case analysis. Students must have senior standing and have had all other courses in their major track (prior completion or concurrent enrollment). Prerequisites: Senior standing, approval of the instructor.

BSNS 492 — Students in Free Enterprise. 2 hours. This course will give students a unique hands-on opportunity to develop their managerial and analytical skills by acting as consultants for a profit or nonprofit organization. Students will also compete in SIFE regional and national competitions. Students must take BSNS 492 and 493 consecutively. Credit for BSNS 492 can be earned only upon successful completion of BSNS 492 and 493. Prerequisite: Senior standing and approval of course instructor.

BSNS 493 — Students in Free Enterprise. 2 hours. A continuation of BSNS 492. Prerequisite: Senior standing, approval of course instructor, and BSNS 492.

BSNS 495—Seminar in Leadership. 3 hours. Focus will be on clarifying the distinction between management and leadership, and the integration of the Christian faith into various business topics. Prerequisites: Senior standing and BSNS 160.

Economics Courses

ECON 110—Principles of Economics. 3 hours. An introduction to economic reasoning and analysis, with special emphasis on the market process as a system of social coordination. This course will address microeconomic topics such as opportunity cost and comparative advantage as well as the macroeconomic issues of inflation, unemployment, and monetary and fiscal policy.

ECON 241 — Business Statistics. 3 hours. Same as BSNS 241. Prerequisite: MATH 117.

ECON 308 — Comparative Economic Systems. 3 hours. An examination of the alternative forms of economic organization that exist around the world. Areas of emphasis will include the existing variations in the democratic capitalist framework, the ongoing process of transition in formerly socialist nations, the emergence of new sources of competition within the global economy, and the interaction between economics, politics, and culture in various societies.

ECON 311 — Intermediate Microeconomics. 3 hours. An exploration of the neoclassical theories of consumption and production. Additional topics will include game theory and strategic behavior, the economic impact of technological development and organizational innovation, the role of the government in maintaining competition, and the relationship between Christian thought and economic methodology. Prerequisites: ECON 110.

ECON 312 — Intermediate Macroeconomics. 3 hours. An examination of alternative theoretical frameworks of the national economy, with particular emphasis on the contrast between short-run and long-run models of aggregate economic behavior. Additional attention will also be devoted to current controversies in macroeconomic theory, policy, and performance. Prerequisites: ECON 110.

ECON 342 — Intermediate Economic Statistics. 3 hours. Building upon the foundation provided by ECON 241 Business Statistics, this course will introduce students to the basic concepts of econometrics, especially regression analysis. Emphasis will be placed upon the mastery of various statistical techniques and their applications. Prerequisite: ECON 241.

ECON 345 — Economics of the Public Sector. 3 hours. An examination of the role of government in market economy, both in a positive and a normative sense. Major topics will include the theories of market failure and public choice; the economic impact of various taxes, expenditure programs, and regulatory actions; and alternative rationales for the expansion in the size and scope of government in the United States and other nations over time.

ECON 362 — Financial Markets and Institutions. 3 hours. A survey of the financial organizations of society, including the functioning and characteristics of money and credit, investment banking, trust companies, and commercial banking, with emphasis on the Federal Reserve System. Current money and banking problems are evaluated in conjunction with the theoretical concepts studies. Prerequisites: ECON 110, BSNS 270.

ECON 365 — International Trade and Finance. 3 hours. An exploration of the effects that are generated when economic and financial transactions cross national boundaries. Major topics will include the theoretical basis for international trade, alternative explanations of the sources of comparative advantage, domestic trade policies, the primary determinants of exchange rates and capital flows, governmental actions regarding exchange rates, and the globalization of commerce. Prerequisites: ECON 110, BSNS 270.

ECON 473—Investments. 3 hours. Same as BSNS 473.

Department of Communication

Faculty

JAY MARTINSON (1993)

*Professor of Communication; Chair,
Department of Communication*

B.A., 1986, Olivet Nazarene University

M.S., 1990, University of Illinois

Ph.D., 1993, University of Illinois

ELIZABETH PATRICK-TRIPPEL (1994)

Professor of Communication

B.A., 1986, Trevecca Nazarene University

M.A., 1987, Auburn University

Ed.D., 2004, Nova Southeastern University

MARK BISHOP (2001)

Assistant Professor of Communication

B.A., 1993, Olivet Nazarene University

Broadcast Meteorology Certification, 1999,

Mississippi State University

M.A., 2004, Governors State University

JERALD D. COHAGAN (2002)

Assistant Professor of Communication

B.A., 1979, Northwest Nazarene University

Graduate Study, Central Washington University

GREGG CHENOWETH (2002)

Associate Professor of Communication; Dean,

College of Arts and Sciences

B.A., 1990, Olivet Nazarene University

M.A., 1993, Northern Illinois University

Ph.D., 2003, Wayne State University

Communication plays a complex and profound role in shaping both individuals and society. This department seeks to promote an understanding of this process and an appreciation of both the art and science of communication. To this end, the department seeks to provide (1) an academic experience which teaches effective communication within the framework of Christian principles; and (2) opportunities to put theory into practice for the purpose of personal, professional and academic growth.

The Department of Communication offers a balance of our discipline's focus on speech (presentations and performances, groups/leadership, and relationships) as well as professional specialization within the areas of corporate communication, theatre arts, radio broadcasting, television and video production, film studies, and even a hybrid concentration sampling various methods of media production.

**Communication Studies Major: 36 hours.
B.A.**

Required:

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

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

**Communication Studies Major: 51-53 hours.
B.S.**

Required:

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

AND one of the following concentrations:

A: Corporate Communication Concentration

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

and 9 hours selected from the following:

- BSNS 160 — Principles of Management
253 — Principles of Marketing
270 — Principles of Finance
356 — Retail Merchandising
394 — Marketing Management
450 — Small Business Management
457 — Advertising and Promotions

- COMM 241 — Introduction to Journalism
349 — Intercultural Communication
399 — Topics: Corporate Communication
ENGL 315 — Business and Technical Writing

B: Theatre Concentration

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

Recommended Supporting Courses:

Elementary Foreign Language I, II

**Mass Communication Major: 40-59 hours.
B.S.**

Required:

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

and 13 – 15 hours selected from the following:

- ART 275 — Photoshop
COMM 170 — Broadcast Announcing
175 — Nonlinear Editing
241 — Introduction to Journalism
271 — Broadcast Writing & Production I
280 — Writing for TV
466 — Internship
ENGL 330 — Visual Literacy

or completion of one of these concentrations:

**A: Film Studies Concentration* — 16 hours
for participation in the Los Angeles Film
Studies Program and the following courses:**

- COMM 175 — Nonlinear Editing
290 — Basic Video Production

372 — Remote TV Production/Editing
ENGL 330 — Visual Literacy

And six hours selected from the following:

ART 172 — Introduction to Photography
COMM 110 — Introduction to Acting
120 — Introduction to Theatre
220 — Technical Theatre/Stagecraft
280 — Writing for TV and Video
320 — Directing
364 — Dramatic Lit/History
371 — Studio Production
399 — Special Topics in Media or Theatre
ENGL 202 — Creative Writing
303 — Descriptive English Grammar
306 — Advanced Writing
LIT 255 — Survey of American Literature
318 — Shakespeare

*Note: a cumulative grade point average of at least 2.75 is required for admission to the film studies concentration. Acceptance into the Los Angeles Film Studies Program is not guaranteed, but is determined by program directors.

Recommended Supporting Course:

Elementary Foreign Language I, II

B. Radio Concentration

COMM 170 — Broadcast Announcing
271 — Broadcast Writing/Production I
274 — Broadcast Writing/Production II
277 — Broadcast Practicum (six hours)
399 — Topics: Radio
466 — Broadcast Internship (three additional hours)

Required Supporting Courses:

BSNS 160 — Principles of Management
253 — Principles of Marketing
394 — Marketing Management
457 — Advertising and Promotions

C. Television and Video Production Concentration

ART 275 — Photoshop
COMM 175 — Nonlinear Editing
280 — Writing for Television and Video
290 — Basic Video Production
371 — Studio Production
372 — Remote TV Production and Editing
466 — Internship (three additional hours)

And 5-6 hours selected from the following:

ART 200 — Introduction to Graphics
350 — Digital Production I
COMM 241 — Introduction to Journalism
295 — Investigative Reporting
343 — Advanced Journalism Writing
399 — Topics: Media
425 — Television News
ENGL 330 — Visual Literacy

D. Media Production Concentration

COMM 466 — Internship (three additional hours)

And 23-25 hours selected from the following

ART 200 — Introduction to Graphics
275 — Photoshop
350 — Digital Production I
COMM 170 — Broadcast Announcing
175 — Nonlinear Editing
241 — Introduction to Journalism
271 — Broadcast Writing & Production I
274 — Broadcast Writing & Production II
290 — Basic Video Production
345 — Online Journalism
372 — Remote TV Production & Editing
ENGL 330 — Visual Literacy

Journalism Major: 46 hours. B.S.

Required:

COMM 201 — Service Learning
221 — Mass Media and Society
241 — Introduction to Journalism
242 — College Publications (two hours)
295 — Investigative Reporting
305 — Professional Communication
343 — Advanced Journalism
345 — Online Journalism
346 — Magazine and Feature Article Writing
348 — Journalism in a Democratic Society
391 — Communication Ethics
400 — Journalistic Editing
450 — Senior Seminar
460 — Philosophy of Human Communication
466 — Journalism Internship (6 hours)

And three hours selected from the following:

COMM 330 — Public Relations
420 — Journalistic Opinion
425 — Television News

Recommended Supporting Course:

Elementary Foreign Language I, II

Theatre Minor: 17 hours**Required:**

COMM 110 — Introduction to Acting
or 220 — Technical Theatre/Stagecraft
120 — Introduction to Theatre
198 — Theatre Practicum (1 hour)
320 — Directing
364 — Dramatic Literature/History
398 — Theatre Practicum (1 hour)
399 — Topics in Theatre
or LIT 318 — Shakespeare

Communication Studies Minor: 16 hours**Required:**

COMM 102 — Performance Studies
103 — Interpersonal Communication
or 233 — Small Group Communication
200 — Introduction to Communication
Studies
221 — Mass Media and Society
342 — Persuasion and Media Influence

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

Mass Communication Minor: 16 hours**Required:**

COMM 103 — Interpersonal Communication
or 233 — Small Group Communication
200 — Introduction to Communication
Studies
221 — Mass Media and Society
459 — Media Theory

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

Communication Teaching Minor: 24 hours

As approved by the department chair. The student must include coursework from at least three of the following areas: Public Speaking, Interpersonal Communication, Oral Interpretation, and Small-Group Communication.

Journalism Teaching Minor: 25 hours.

See the Department of English and Modern Languages.

Typical Courses Recommended for Communication Majors

Courses will vary according to the specific concentration.

Freshman Year

Introduction to Communication Studies
Fundamentals of Communication
College Writing I
General Psychology
Christian Formation
Laboratory Science
Wellness or Nutrition
Basic Video Production
Nonlinear Editing

Sophomore Year

Mass Media and Society
Introduction to Journalism
Foreign Language
Interpersonal Communication
Creative Writing
College Writing II
Service Learning

Communication Courses

COMM 102 — Performance Studies. 3 hours. The student will learn theories and skills for the oral performance of various types of literary texts, including dramatic literature, prose, and poetry. Also explores the development of programs on a theme.

COMM 103 — Interpersonal Communication. 3 hours. Communication theory and its value in interpersonal relationships; attention is given to the development of insights regarding the process of communication as well as the developments of techniques and skills in the communication of ideas through class activities.

COMM 105 — Fundamentals of Communication. 3 hours. This course, through the methods of public speaking, interpersonal communication, and small group communication, will enable the general education student to perform orally in various kinds of situations. Primary focus will be given to oral presentation skills, while integrating both theory and practice in interpersonal and small group communication skills. The course will also emphasize the importance of critical listening, audience adaptation, and responsible research.

COMM 110 — Introduction to Acting. 3 hours. Study of the process of analyzing and creating roles for performance. Students will develop technical perfor-

mance skills through scene work. Theories of acting will be analyzed and applied. Offered in alternate years.

COMM 120 — Introduction to Theatre. 3 hours. The study of the theatre as an art form. This course will integrate various approaches to the study and appreciation of the theatre, including its performance and historical and literary aspects. Major project includes production work on the current school play. Offered in alternate years.

COMM 170 — Broadcast Announcing. 2 hours. Emphasizes the communication and performance skills that are essential for successful announcing. Topics include interpreting copy, voice and diction, broadcast interviewing, and sports and music announcing. Students are given practical experience with broadcast studio equipment necessary for announcing. COMM 277 must be taken concurrently with this course.

COMM 175 — Nonlinear Editing. 3 hours. An introduction to advanced editing with a nonlinear editing system. Students will integrate character generator, graphics, digital effects, and music. The principles of storytelling and visual continuity will be stressed. Students will have special projects tailored to their specific interests, which then can be used as a professional demonstration reel.

COMM 198, 398 — Dramatic Practicum. 1 hour. Credit will be granted to persons who make major contributions to a theatrical production on campus. Participation may include acting, assistant directing, lighting, set design/construction, etc. Up to four credit hours may be earned in this manner. Determination of credit and major contribution is to be judged by the faculty member directing the production. Each practicum hour will require approximately four working hours per week.

COMM 200 — Introduction to Communication Studies. 1 hour. An introduction to speech communication literature, to the place of speech communication among related academic communities, and to methods and modes of research in speech communication. Students will be required to investigate and report on a specific area of study with speech communication.

COMM 201 — Service Learning. 1 hour. Each major within the department will utilize the student's particular communication skills in the context of service to the off-campus community. Typical service learning experiences may include helping a nonprofit organization with a special project (i.e., video, brochures, fundraising, dramatic presentations, etc.). A minimum of 30 clock-hours must be spent on the particular project. Each service learning project must be approved and supervised by the student's adviser.

COMM 220 — Technical Theatre/Stagecraft. 3 hours. An intermediate hands-on course in the study of theatrical design with primary emphasis on lighting and scenic design. Costume/Makeup design will receive brief attention. Throughout the course students will practice design, construction, and imple-

mentation skills in conjunction with the current theatrical production, along with individual projects. Prerequisite: COMM 120. Offered in alternate years.

COMM 221 — Mass Media and Society. 3 hours. History and current issues in mass communication; examines basic technology, social and regulatory control, economics, audience uses and gratification, and media effects on individuals and society. Prerequisite: COMM 105.

COMM 233 — Small-Group Communication. 3 hours. Designed to help the student develop the skills necessary (problem-solving, creative thinking, decision-making) for effective communication in the small group through appropriate readings and by providing related group activities.

COMM 241 — Introduction to Journalism. 3 hours. An introduction to the journalistic writing style. Emphasis is on learning what is news, how to gather news, and how to write news stories. Students are encouraged to publish in the local press, especially the student newspaper.

COMM 242 — College Publication Practicum. 1 hour. The emphasis is on the development of skills in news writing, editing, and layout and design for the student literary magazine, newspaper or yearbook. Practicum may be repeated up to six credit hours, but only two hours are required for the journalism concentration. Each practicum hour will require approximately four working hours per week. The student's training will be under the direct supervision of the journalism instructor and the executive editors of the publications.

COMM 271 — Broadcast Writing and Production I. 3 hours. The many facets of writing for broadcast media will be explored. Students will learn foundational principles of copywriting, particularly for television and radio. A team concept will be employed which will allow students the opportunity to write scripts for actual radio and video productions. Some formats covered will be commercials, public service announcements, and news. Attention will also be given to learning basic skills such as studio operation, digital editing, etc.

COMM 274 — Broadcast Writing and Production II. 3 hours. Advanced multi-track production utilizing sfx and music beds. Targeting scripts to the appropriate audience. Will focus on advanced script writing strategies. Will use the combination of writing and production to evoke a desired audience response through persuasion, imaging, and perception management.

COMM 277 — Broadcast Practicum. 1 hour. Practical experience in the campus radio station by serving in a wide variety of areas from station management to staff announcer. Practicum may be repeated up to six credit hours. Each practicum hour will require approximately four working hours per week. Corequisite: COMM 170, 271, or 274.

COMM 280 — Writing for Television and Video. 3 hours. A survey of television and video script formats. Each student will not only study script formats, but will also be required to write original scripts in these areas.

COMM 290 — Basic Video Production. 4 hours. This production and post-production course will train students in the fundamentals of camera work, general lighting, and linear editing, with special emphasis placed on shooting and editing video projects. Each student will be part of their own production team that works on several projects. Upon completion, students will possess a working video vocabulary and be prepared for more advanced courses.

COMM 295 — Investigative Reporting. 3 hours. Sometimes called "depth reporting," students implement research techniques using computer sources and public records to develop deeper, richer, longer stories on more complex issues than routine news. Prerequisite: COMM 241.

COMM 305 — Professional Communication. 3 hours. This course is designed to give the student frequent and intense experience in public speaking and debate. This course emphasizes the importance of clarity and understanding of informative messages and power of persuasive messages. Attention is given to the process of analyzing an issue, structuring arguments, using evidence, and handling refutation and rebuttal in oral communication. Prerequisite: COMM 101.

COMM 320 — Directing. 3 hours. An examination of the directorial process from script analysis to actual theatrical production. This course examines such topics as dramaturgy, blocking, stage movement, casting, rehearsal, production, and communication with designers. Students will provide direction for scene work in class and work on a scene or one-act play for the Department of Communication's annual "Night of Performance." Prerequisites: COMM 120, 364. Offered in alternate years.

COMM 330 — Public Relations and Communication. 3 hours. This course will examine both skills and strategy involved in designing effective public relations messages. It will do so through writing exercises, analysis of case studies, and the design of a campaign to improve the image of an organization. This course will also address ethical issues related to public relations.

COMM 342 — Persuasion and Media Influence. 3 hours. A study of principles and techniques of attitude and behavior change at group and societal levels. Special attention will be given to the use and misuse of propaganda. Term project will include the production of an actual persuasive campaign based on principles developed earlier in the term. Prerequisite: COMM 101.

COMM 343 — Advanced Journalism Writing. 3 hours. Newsroom simulation. Students are assigned to weekly stories on various newsbeats in the community, including the county courthouse, business dis-

trict, sports field, etc. Advanced writing techniques are emphasized. Prerequisite: COMM 241.

COMM 345 — Online Journalism. 3 hours. Students publish online by creating a Webzine or online news magazine. Emphases include writing in the unique Web style and "layering" story-relevant media components such as video, audio, photos, interactive tables, etc. Prerequisite: COMM 241, or permission of instructor.

COMM 346 — Magazine and Feature Article Writing. 3 hours. A study of various magazine formats and nonfiction article types will precede intensive feature writing assignments. Students will be encouraged to submit articles to various markets. Prerequisite: COMM 241 or approval of instructor. Offered in alternate years.

COMM 347 — Organizational Communication. 3 hours. The purpose of this course is to examine and develop some proficiency in the skills that are necessary to effectively communicate within organizations as well as between organizations and their constituencies. Of particular interest are topics such as conflict resolution, developing trust, clear presentation of organizational image, and decision-making in organizations. Offered in alternate years.

COMM 348 — Journalism in a Democratic Society. 3 hours. Presents the history and role of the free press within the United States and other democratic societies. Examines basic economic, political, and social issues of tension that exist within journalism.

COMM 349 — Intercultural Communication. 3 hours. Similarities and differences of communication patterns across cultures are the foci of this course. Of particular concern will be communication rituals, nonverbal signals, and communication patterns of cultural groups.

COMM 364 — Dramatic Literature/History. 3 hours. Survey course examining representative plays from each period of theatre history. Special attention is paid to the cultural and historical factors influencing the development and decline of each period. Prerequisite: LIT 205.

COMM 371 — Studio Production. 3 hours. Students organize, write, produce, and direct an in-studio program. Students acquire familiarity with all positions, including camera, lighting, audio, and floor-directing. Prerequisite: COMM 290 or permission of instructor.

COMM 372 — Remote TV Productions and Editing. 3 hours. Focuses on projects in a non-studio environment using portable video equipment. Provides practical experience in remote shooting. Projects include shooting commercials, press conferences, sports events, dramas, and music videos. Students will also learn how to edit their projects on a digital linear editing system. Prerequisite: COMM 290.

COMM 391 — Communication Ethics. 3 hours. A variety of ethical systems (Christian, utilitarian, Aristotelian, etc.) will be used in this course to assist the

student in developing a means of making and evaluating ethical decisions in communication. A case study approach will be used to examine the role of ethics in public relations, journalism, and broadcasting. Prerequisite: COMM 105.

COMM 399 — Special Topics in Communication. 3 hours. Each Special Topics course will explore in-depth one particular topic within one of the major areas of study: Radio, Journalism, Theatre, Corporate Communication, Television and Video Production, and Film Studies. Special Topics courses will rotate among these six areas of study.

COMM 400 — Journalistic Editing. 3 hours. Primary attention is given to editing copy for accuracy, grammar, punctuation, and AP style. Layout, photos, tables, online formats, and legal concerns are also considered. Prerequisite: COMM 343 or permission of instructor.

COMM 420 — Journalistic Opinion Writing. 3 hours. Study and practice in how news media influence public opinion. Emphasis on writing editorials and editing opinion pages. Prerequisite: COMM 241.

COMM 425 — Television News. 3 hours. An in-depth study of television news. From reporting a breaking story to scripting and composing the shot, students will learn key elements of the TV news business. Producing and reporting will be the key factors, along with the daily newsroom routine.

COMM 450 — Senior Seminar. 1 hour. Designed to integrate previous studies in speech communication, this course stresses refinement of students' analytical abilities and public-speaking skills by providing opportunities for individual projects. Other considerations include preparation for graduate school and career options. Prerequisite: COMM 101.

COMM 457 — Communication Theory. 3 hours. The purpose of this course will be to provide an in-depth look at some of the dominant theories being used in the study of human communication today. Some of the topics to be covered will be symbolic interactionism, rhetorical sensitivity, coordinated management of meaning, systems theory, and information processing. Prerequisites: A total of at least 15 hours in the major, or approval of the instructor. Offered in alternate years.

COMM 459 — Media Theory. 3 hours. Examines the major theories that describe, predict, and critique mass communication and media effects. It will review the dynamic roles that mass media play in both reflecting and shaping society and media consumers.

COMM 460 — Philosophy of Human Communication. 3 hours. Reading and detailed study of the theories of principal rhetoricians from ancient to modern times. Attention will be given to research techniques in rhetoric; students will conduct a major research project. Prerequisites: A total of at least 15 hours completed in the major, or approval of instructor. Offered in alternate years.

COMM 466 — Communication Internship. 1–6 hours. The student will intern under the supervision of a professional in an off-campus organization. The internship must be served in an area appropriate to the student's course of study. The practicum should not be taken until after the junior year or until most required courses in the major have been completed. A minimum of 40 clock hours per credit hour must be spent on-site. The student is expected to be an active participant in securing the practicum experience. Students must be registered during the term of the internship.

Department of Computer Science

Faculty

LARRY D. VAIL (1981)

*Professor of Computer Science; Chair,
Department of Computer Science*

B.A., 1978, Olivet Nazarene University

M.C.S., 1985 University of Illinois

Ph.D., 1997, Nova Southeastern University

CATHERINE BAREISS (1987)

Professor of Computer Science

B.A., 1985, Indiana Wesleyan University

M.S., 1987, Purdue University

Ph.D., 1995, Illinois Institute of Technology

The Department of Computer Science at Olivet Nazarene University exists to prepare students for a life of learning and for professional careers in computer science and information systems. We strongly support the institution's commitment to liberal arts education as the best way to learn throughout life. We seek to teach current technology and software practices for successful entry to professional careers or graduate study. We strive to build Christian character and values in our students that will guide them through ethical dilemmas and help them to ultimately shape the values of their chosen profession.

The department offers one major with two concentrations. The Systems Programming concentration is for those who wish to design, develop, or maintain computer system software. It also includes more mathematics theory than the Information Systems concentration, which is for those who wish to develop and manage computer systems in business, industry, and office settings. For graduation, students majoring in computer science

are required to attain a 2.000 grade point average in computer science courses.

The department's Computer Science faculty offices and computer lab are located in the Weber Center. The lab is an integral part of the campus network ONUnet, which provides access to campus and departmental servers, and the Internet. Residence hall rooms are also connected to ONUnet services. Department memberships in the Oracle Academic Initiative (OAI) and Microsoft Developers Network Academic Alliance (MSDNAA) provide opportunities for student access to leading industry software. In addition, students may participate annually in the Association of Colleges in the Chicago Area (ACCA) programming contest and the Association for Computing Machinery (ACM) international programming contest.

Computer Science Major: 42 hours. B.S.

Required:

- CSIS 110 — Introduction to Computer Science
 - 201 — Seminar I
 - 251 — Principles of Programming I
 - 252 — Principles of Programming II
 - 255 — Systems Administration
 - 366 — Computer Organization and Design
 - 390 — Software Engineering
 - 401 — Seminar II
 - 425 — Data Communication and Computer Networks
 - 440 — Database Management Systems

Plus the completion of one of the following concentrations:

A. Information Systems Concentration

- CSIS 302 — Information Systems
 - 340 — Human Computer Interface and Fourth Generation Languages
 - 435 — Systems Development
 - 445 — Advanced Database Topics
 - 490 — Field Experience or an approved professional experience and another CSIS course numbered above 300

Required Supporting Courses:

- MATH 117 — Finite Mathematics
 - or 147 — Calculus I
- MATH 241 — Statistics

And a departmentally approved minor or second major

B. Systems Programming Concentration

- CSIS 210 — Discrete Mathematics
 - 381 — Systems Programming
 - 460 — Operating Systems
 - 475 — Theory of Computation
 - 491 — Research Problems or one additional CSIS course numbered above 300

Required Supporting Courses:

- MATH 147 — Calculus I
- 241 — Statistics

And a departmentally approved minor or second major

Recommended supporting courses for all majors include one or more of the following:

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

In addition, BSNS 160 — Principles of Management and ACCT 110 — Financial Accounting are highly recommended for the Information Systems concentration, while a Math course above MATH 147 (excluding MATH 210) and a two semester lab science sequence are highly recommended for the Systems Programming concentration.

Computer Science Minor: 19 ½ hours

Required:

- CSIS 110 — Introduction to Computer Science
 - 201 — Seminar I
 - 251 — Principles of Programming I
 - 252 — Principles of Programming II

And an additional nine CSIS hours above 200

Computer Science and Computer Information Systems Courses

CSIS 102 — Introduction to Programming. 3 hours. Intended for students with little or no previous programming experience. Provides an introduction to the basics of computer programming. Includes computer program design and programming methodology as well as programming structure such as input, output, decision structures, looping, and modularity. Focuses on the use of existing classes of data for solving small programming problems. Problems will be taken from a variety of disciplines.

CSIS 110 — Introduction to Computer Science. 3 hours. This course provides the student with an introduction to the fields of computer science and computer information systems. It surveys the fields, allowing the student to understand the capabilities of computer technology. Introductions to professional ethics and careers in the industry are included.

CSIS 201 — Seminar I. ½ hour. This course brings in alumni to discuss work experience, deals with professional issues, discusses codes of conduct, and helps to integrate the computer science curriculum. Students are required to submit an approved curriculum plan. Prerequisite: CSIS 252 or permission of the instructor.

CSIS 210 — Discrete Mathematics. 3 hours. Same as MATH 210.

CSIS 251 — Principles of Programming I. 4 hours. This course lays the foundation for state-of-the-art programming. The student receives an overview of programming methodology and learns to write programs following good style and accepted practices. The JAVA programming language will be used. This course covers simple data types, procedures and functions, sequential files, recursion, scope, and arrays. Prerequisite: CSIS 102, or previous programming experience and ACT Math score of 26 or above or MATH 147, or consent of the instructor.

CSIS 252 — Principles of Programming II. 3 hours. This course is a continuation of CSIS 251. It covers sets, records, strings, stacks, queues, lists, searching, sorting, graphs, and data object orientation. Prerequisite: CSIS 251.

CSIS 255 — Systems Administration. 3 hours. Study of hardware and software installation, setup, configuration, and administration for computer systems. Includes basic coverage of Windows, Novell, and Unix services. Also includes system-security-planning and administration. Will be carried out in an experimental network environment. Prerequisite: CSIS 251 or consent of the Instructor.

CSIS 302 — Information Systems. 3 hours. Study of the design, writing, testing, and documentation of typical information system programs. Includes the use of various file access methods for business applications. Prerequisite: CSIS 252. Offered in alternate years.

CSIS 340 — Human Computer Interface and Fourth Generation Languages. 3 hours. A study of the properties of quality user interfaces, including menus, forms, and reports. A project will be developed using Fourth Generation Language (4GL) tools and a relational database management system. Prerequisite: CSIS 252. Offered in alternate years.

CSIS 354 — Numerical Analysis. 3 hours. Same as MATH 354.

CSIS 366 — Computer Organization and Design. 4 hours. This course provides an in-depth treatment of computer architecture, including digital logic, digital

systems, memory system organization, interfacing and communication, introduction to assembly language, and alternative architectures. Prerequisite: CSIS 252.

CSIS 381 — Systems Programming. 3 hours. Deals with development of system programs. These are often utilities dealing with operating system data or programming language support. They must be written with fairly low-level languages such as C/C+++, which have access to system APIs. Example utilities with the operating system might include security programs, command interpreters, or disk utilities. Example utilities with language systems might include text editors, assemblers, linkers, code formatters, or code generators. Prerequisite: CSIS 252. Offered in alternate years.

CSIS 390 — Software Engineering. 3 hours. A study of software methodology and engineering. Emphasis is centered on the object-oriented model and includes fundamental problem solving concepts; software analysis; design and development processes; software specifications; and software implementation, verification, and validation. Prerequisite: CSIS 252.

CSIS 401 — Seminar II. ½ hour. This course brings in alumni to discuss work experience, deals with professional issues, discusses codes of conduct, and helps to integrate the computer science curriculum. Students are required to submit a report on their selected capstone course. Prerequisite: permission of the instructor.

CSIS 425 — Data Communication and Computer Networks. 3 hours. A study of the development of various types of hardware and software protocols used in communication networks. Consideration of the impact of data communication in relation to networking and distributed processing. Prerequisite: CSIS 252. Offered in alternate years.

CSIS 435 — Systems Development. 3 hours. Students taking this course will learn how to handle the issues of developing systems. This is achieved by participating in at least one group project implementing a system for actual use. May be repeated as topics vary, but may apply only once toward major or minor. Prerequisite: CSIS 390.

CSIS 440 — Database Management Systems. 3 hours. A history of the development of the major types of database systems. Assignments include accessing, updating, and organizing a database using a relational database system. Prerequisite: CSIS 252. Offered in alternate years.

CSIS 445 — Advanced Database Topics. 3 hours. This is a continuation of CSIS 440 and covers advanced topics which may include Web databases, distributed databases, concurrency, optimization, and advanced administration. Prerequisite: CSIS 440. Offered in alternate years.

CSIS 460 — Operating Systems. 3 hours. Consideration of the primary modules of an operating system, including bootstrap, absolute and relocatable loaders,

debug facilities, I/O subsystems and utilities. Study of system job flow, scheduling, resource management and allocation, system spooling, and performance monitoring. Prerequisite: CSIS 366 and a knowledge of C Language. Offered in alternate years.

CSIS 475 — Theory of Computation. 3 hours. Study of theory of computation. Includes formal language theory, automata, Turing machines, context-free grammars. Also includes topics of decidability and computational complexity. Prerequisites: CSIS 210, 252. Offered in alternate years.

CSIS 480 — Topics of Computer Science. 3 hours. Selected topics of interest in computer science. Provides flexibility and responsiveness in a dynamic and rapidly changing field. Prerequisite: permission of instructor.

CSIS 490 — Field Experience. 3 hours. Designed to allow the student to integrate principles learned in the classroom by working in a business situation. The program is under the joint planning and supervision of the business involved and department faculty. Prerequisite: consent of the faculty adviser monitoring the work.

CSIS 491 — Research Problems in Computer Science. 3 hours. The student will be assigned to a faculty adviser for the project. The student will choose an area of interest for the project along with the adviser. Periodic progress reports and a final report describing the project must be completed. Prerequisite: consent of the project faculty adviser.

Department of Engineering

Faculty

IVOR G. NEWSHAM (1972)

Professor of Physics; Chair, Department of Engineering

B.A., 1968 Northwest Nazarene University

Ph.D., 1972, Washington State University

MICHAEL R. MORGAN (1997)

Associate Professor of Engineering

B.S., 1981, Kansas State University

M.S., 1982 Kansas State University

Washington University, St. Louis

JOSEPH SCHROEDER (2001)

Associate Professor of Engineering

B.S., 1991, University of Illinois

M.S., 1994, Michigan State University

Doctoral candidate, Michigan State University

RODNEY KORTHALS (2003)

Associate Professor of Engineering

B.S., 1984, South Dakota State University

M.S., 1987, University of Illinois

Ph.D., 1991, University of Illinois

The Department of Engineering and Physics of Olivet Nazarene University exists to provide high quality engineering instruction in a Christian environment that prepares our graduates for a variety of professional careers and advanced studies in engineering.

Long-Term Program Education Objectives:

- Our graduates will possess a solid Christian character and will seek ways to serve and influence their families, churches, businesses, and communities.
- Our graduates will be equipped to accept employment opportunities in a wide variety of engineering and professional assignments.
- Our graduates will be able to formulate effective solutions for current challenges in industry and society by applying the basic engineering sciences through problem-solving and engineering design.
- Our graduates will be motivated to pursue continued learning.
- Our graduates will support the future improvement of the program in a variety of formal and informal ways, including student referrals; donations of time, equipment or money gifts; and/or periodic evaluation.

Program Outcomes:

The B.S. graduate in Engineering should have

1. A solid Christian character.
2. An ability to serve church, community, and family from a Christian perspective.
3. The ability to accept employment opportunities in a wide variety of engineering and professional assignments.
4. An ability to apply the tools of mathematics, science, and engineering in identifying, formulating, and solving real-world problems in the basic mechanical and electrical engineering fields.
5. An ability to design and conduct experiments, and then to analyze and interpret data generated by this experiment.
6. An ability to use the design process to design a system, component, or process to meet desired needs.
7. An ability to function on multidisciplinary teams.
8. An ability to communicate effectively in written and oral presentations.

9. An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice, including computer programming and technology.
10. An understanding of the impact of engineering solutions in a global and societal context.
11. A recognition of the need for, and an ability to engage in, lifelong learning.
12. A knowledge of contemporary issues in engineering and the humanities.
13. An understanding of the professional and ethical responsibility of an engineer.

Engineering Major: 60 hours. B.S.

Required:

- ENGN 101 — Engineering Design I
 102 — Engineering Design II
 170 — Logic/Computational Engineering
 250 — Engineering Economics
 261 — Statics and Mechanics of Materials
 262 — Dynamics
 270 — Digital Systems
 300 — Electric Circuit Analysis
 335 — Technical Communication and Experimental Design
 351 — Materials Science
 371 — Automatic Controls
 380 — Thermodynamics
 420 — Fluid Mechanics
 481 — Senior Project Design I
 482 — Senior Project Design II

And one of the following concentrations:

A. Mechanical Engineering

- ENGN 353 — Vibration Analysis
 356 — Computer Aided Engineering
 385 — Heat Transfer
 412 — Machine Synthesis

B. Electrical Engineering

- ENGN 310 — Circuits and Signal Processing
 311 — Communications Systems
 340 — Digital Electronics
 346 — Analog Electronics

Required Supporting Courses:

- CHEM 103 — General Chemistry I
 MATH 147 — Calculus I
 148 — Calculus II
 241 — Statistics
 357 — Differential Equations

- 361 — Calculus III
 PHYS 201 — General Physics I
 202 — General Physics II

Engineering Courses

ENGN 101 — Engineering Design I. 3 hours. An introduction to the engineering profession and engineering design process. Principles of professionalism, teamwork, technical graphics, and engineering drawings. Use of computer-aided analytical and graphical design tools, such as MatLab, Excel, and Pro/Engineer. Design projects in digital systems, materials science, and mechanics of materials.

ENGN 102 — Engineering Design II. 3 hours. Continuation of ENGN 101. Advanced use of computer-aided analytical and graphical design tools. Design projects in fluid mechanics, vibrations, electric circuits, signal processing, and thermodynamics. Exploration of engineering careers and industries.

ENGN 170 — Logic and Computational Engineering. 3 hours. Introduce fundamentals of computers (binary number systems and Boolean logic) and computer programming (e.g. C++). Apply elementary engineering numerical analysis to engineering problems, including data acquisition and control (e.g., LabVIEW and USB data acquisition boards).

ENGN 250 — Engineering Economics. 3 hours. Application by engineers of economic and financial principles to capital investment. Analysis by present worth, annual cash flow, rate of return, benefit-cost, and replacement considerations. Depreciation, taxes, inflation, probability and risk, and evaluation of optimum use of resources.

ENGN 261 — Statics and Mechanics of Materials. 3 hours. Introduction to fundamental mechanics applications of vector calculus; analysis of force systems; equilibrium of two- and three-dimensional systems; trusses, frames, friction; introduction to virtual work; centroids and area moments of inertia; relationship between internal stresses and deformations produced by external forces acting on simple elastic structures; normal and shear stresses and deformations produced by tensile, compressive, torsional, and bending loading of members; states of stress and failure; deflection of beams; elastic strain energy and impact loading; analysis of composites; stability and buckling of columns. Prerequisite: PHYS 201.

ENGN 262 — Dynamics. 3 hours. Introduction to engineering dynamics; kinematics and kinetics of three-dimensional motion of particles, systems of particles, and rigid bodies; translating and rotating reference frames, space mechanics; work-energy, impulse-momentum, and impact problems; introduction to vibrations; topics in matrix algebra, MATLAB applica-

tions, numerical methods, and dynamic system modeling and design. Prerequisite: ENGN 261.

ENGN 270 — Digital Systems. 3 hours. Design of digital circuits with digital integrated circuit components and microcontrollers. Application of binary arithmetic and codes, and Boolean function simplification to logic gate circuits. Analyze and synthesize combinational circuits. Apply, program and synthesize microcontroller circuits to simplify sequential circuits and complex control logic. Laboratory experience. Corequisite: PHYS 202. Prerequisite: ENGN 170 or instructor approved programming experience.

ENGN 300 — Electric Circuit Analysis. 3 hours. This course emphasizes an analysis of general networks and an introduction to signals and systems. Included are studies of simultaneous linear differential equations, Laplace transformations, network theorems, functions, and two-port parameters. Three lecture periods per week. Prerequisite: PHYS 202; Corequisite: MATH 357.

ENGN 310 — Circuits and Signal Processing. 3 hours. Laplace transform and circuit analysis; multi-port networks, frequency response; Fourier series and Fourier transform analysis of signals; sampling theorem; FFT; computer solutions.

ENGN 311 — Communication Systems. 4 hours. Introduction to linear, phase, frequency, and pulse code modulation systems. Discussions of bandwidth requirements, random signals, noise, and applications. Prerequisite: ENGN 310.

ENGN 335 — Technical Communication and Experimental Design. 3 hours. Study of the fundamental principles of technical communication in science and engineering, including preparation of technical reports and compositions, and preparation and delivery of oral presentations. Emphasis is placed upon proper design of the experimental technique as well as use of statistics to provide validity of the communication. Prerequisite: Two laboratory science courses.

ENGN 340 — Digital Electronics. 3 hours. Junction diode. Bipolar and field-effect transistor switches. Circuit implementation of logic gates in various logic families. Bistable circuits and semiconductor memories. Laboratory.

ENGN 346 — Analog Electronics. 4 hours. Differential amplifiers, operational amplifiers, and feedback amplifiers. Frequency response, stability, and compensation of amplifiers. Linear and nonlinear applications. Laboratory. Prerequisite: ENGN 340.

ENGN 351 — Material Science. 4 hours. Structure, properties, and processing of metallic, polymeric, ceramic, and composite materials. Perfect and imperfect solids; phase equilibria; transformation, kinetics; mechanical behavior; material degradation. Prerequisites: PHYS 201, CHEM 103.

ENGN 353 — Vibration Analysis. 4 hours. Free and forced vibration of discrete and continuous systems. Lagrange's equation, Fourier series, Laplace trans-

forms; matrix and computational methods. Application to practical engineering problems. Prerequisites: ENGN 262, and MATH 357.

ENGN 356 — Computer Aided Engineering. 3 hours. Application to computer geometrics, animation, analysis, database, and optimization to engineering design. Review of computer programs and languages, linear and nonlinear programming, matrix methods, and numerical techniques. Prerequisite: ENGN 261.

ENGN 371 — Automatic Controls. 4 hours. Introduction to the operational techniques used in describing the behavior of dynamic systems, elements of modeling, equilibrium and linearization, Laplace transformation techniques, system response via the transfer function, block diagrams and computer simulation, matrix operations, system response via state variables, and stability. Lectures and weekly lab. Prerequisite: MATH 357.

ENGN 380 — Thermodynamics. 4 hours. Introduction to classical thermodynamics through the second law; system and control volume analyses of thermodynamic processes; irreversibility and availability; relations among thermodynamic properties; and discussion and microscopic aspects. Lectures and weekly lab. Prerequisites: PHYS 202, MATH 357, and CHEM 103.

ENGN 385 — Heat Transfer. 4 hours. Fundamentals of heat transfer by conduction, convection, and radiation. Applications to heat exchanges, tubes, surfaces, phase changes, and mass transfer. Numerical methods for solving heat transfer problems. Design of equipment involving heat-transfer processes. Prerequisite: ENGN 262.

ENGN 412 — Introduction to Machine Synthesis and Component Design. 3 hours. Study of the kinematics and kinetics of machines and machine components. Introduction to design specification and procedures for machine components, including linkages, gears, cams, bearings, clutches, shafts, and brakes. Prerequisite: ENGN 262.

ENGN 420 — Introduction to Fluid Mechanics. 3 hours. Lectures and weekly laboratory sessions on fluid properties; fluid statics, continuity, momentum, and energy principles; ideal and real fluid flow; similitude; laminar and turbulent boundary layers; closed conduit flow, open channel flow, and compressible flow; turbomachinery. Prerequisite: ENGN 262.

ENGN 481 — Senior Design Project I. 2 hours. Part one of the capstone engineering experience. Student teams or individuals solve a real-world problem for a local company or organization. Students work under the supervision of a company or organization contact and meet regularly with instructor. Students keep a design journal and are responsible to meet the following deliverables: Project/System Requirements Review in class, Design Review 1 for faculty and a Project Proposal Report. This course also prepares students for the engineering profession or graduate

school with several seminar topics and a review for the Fundamentals of Engineering Exam.

ENGN 482 — Senior Design Project II. 2 hour. Part two of the capstone engineering experience. Student teams or individuals solve a real-world problem for a local company or organization. Students work under the supervision of a company or organization contact and meet regularly with instructor. Students keep a design journal and are responsible to meet the following deliverables: Design Review 2 (Prototype Review) in class, Design Review 3 (Implementation Review) for faculty, and a Design Report, including design documentation. This course also prepares students for the engineering profession or graduate school with several seminar topics and a review for the state Fundamentals of Engineering Exam, which is taken in April. Prerequisite: ENGN 481.

Physics Courses

PHYS 121 — College Physics I. 4 hours. Mechanics, sound, fluids, thermodynamics. A non-calculus course for life scientists and general education. Emphasis is on life science applications. Three lecture periods and two laboratory hours per week. Prerequisite: MATH 131 or its equivalent.

PHYS 122 — College Physics II. 4 hours. Continuation of PHYS 121. Electricity, magnetism, optics, and atomic and nuclear physics. Prerequisite: PHYS 121.

PHYS 201 — General Physics I. 5 hours. Mechanics, fluids, waves, sound thermodynamics. A calculus based course for physical scientists and engineers. Four lecture periods and two laboratory hours per week. Corequisite: MATH 147 or equivalent.

PHYS 202 — General Physics II. 5 hours. A continuation of PHYS 201. Optics, electricity, magnetism, atomic physics, modern physics. Prerequisite: PHYS 201.

Department of Exercise and Sports Science

Faculty

BRENDA PATTERSON (1978)

*Professor of Exercise and Sports Science;
Chair, Department of Exercise and Sports
Science; Associate Athletic Director*

B.S., 1975, Trevecca Nazarene University
M.Ed., 1977, Middle Tennessee State University
Ed.S., 1985, Middle Tennessee State University
Ed.D., 1999, Tennessee State University

RALPH HODGE (1979)

*Assistant Professor of Exercise and Sports
Science*

B.A., 1976, Olivet Nazarene University
M.A.E., 1996, Olivet Nazarene University

RITCHIE RICHARDSON (1991)

*Assistant Professor of Exercise and Sports
Science*

B.A., 1984, Lincoln Memorial University
M.A.T., 1992, Olivet Nazarene University

JEFFREY SCHIMMELPFENNIG (1996)

*Assistant Professor of Exercise and Sports
Science; Director of Athletics*

B.S., 1986, Olivet Nazarene University
M.B.A., 1991, Olivet Nazarene University

DOUG PORTER (1998)

*Assistant Professor of Exercise and Sports
Science*

B.A., 1977, Wheaton College
M.S., 1985, North Texas State University

BRENDA P. WILLIAMS (1998)

*Assistant Professor of Exercise and Sports
Science*

B.S., 1977, University of Alabama
M.A.E., 1979, University of Alabama-Birmingham

ELLIOT JOHNSON (1999)

Professor of Exercise and Sports Science

B.A., 1971, University of Northern Colorado
M.S., 1974, Chadron State College
D.A., 1992, Middle Tennessee State University

GARY NEWSOME (2000)

*Assistant Professor of Exercise and Sports
Science*

B.S., 1974, Olivet Nazarene University
M.S., 1982, Chicago State University

BRIAN HYMA (2001)

*Assistant Professor of Exercise and Sports
Science; Head Athletic Trainer*

B.S., 1993, Liberty University
M.A., 1999, Western Michigan University

TRACY HALL (2004)

*Assistant Professor of Exercise and Sports
Science; Athletic Trainer, Clinical Coordinator*

B.A., 2001, Olivet Nazarene University
M.S., 2002, Indiana University

Athletics Staff

JOHN BEN ANDERSON, M.A.T.

TIM ANNIS, M.A., Certified Athletic Trainer

BILL BAHR, M.B.A.

JAY BOHNER, M.A.E.

OBIE COOMER, Ed.S.

DUSTIN HADA, M.A.T.

MICHAEL McDOWELL, B.A.

CARLA SCHIMMELPFENNIG, M.A.

MARC SHANER, M.A.T.

DAN VOUDRIE, M.A.T.

The Department of Exercise and Sports Science seeks to prepare the student to teach physical education and health in the public schools, pursue graduate studies in physical therapy or exercise physiology, seek a career as an athletic trainer, or enter sports management 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.

Exercise Science Major: 37 hours. B.S.

Required:

- PHED 126 — Nutrition, Health, and Fitness
- 228 — Principles of Weight Training and Conditioning
- 246 — Human Anatomy and Physiology I
- 247 — Human Anatomy and Physiology II
- 360 — Physiology of Exercise

- 472 — Kinesiology
- EXSS 147 — Introduction to Athletic Training
- 148 — Advanced Athletic Training
- 205 — Therapeutic Modalities
- 372 — Therapeutic Exercise and Rehabilitation
- 425 — Fitness Assessment and Exercise Prescription
- 430 — Internship

Required Supporting Courses:

- BIOL 125 — General Biology I
- 126 — General Biology II
- CHEM 103 — General Chemistry I
- 104 — General Chemistry II
- FACS 331 — Topics in Nutrition (six hours)
- MATH 147 — Calculus I
- 241 — Statistics
- PSYC 101 — Introduction to Psychology
- 211 — Child Psychology
- or 212 — Adolescent/Adult Development
- PHYS 121 — College Physics I
- and 122 — College Physics II
- or PHYS 201 — General Physics I
- and 202 — General Physics II

Physical Education/Health Teaching Major: 56 hours. B.S.

Required:

- PHED 126 — Nutrition, Health, and Fitness
- 141 — Personal and Community Health
- 169 — Survey Anatomy/Physiology
- 210 — Teaching Rhythms and Aerobics
- 211 — Teaching Basic Aquatic Skills
- 241 — First Aid and Emergency Care
- 242 — Foundation of Health Education
- 260 — Individual Sports Skills
- 270 — Team Sports Skills
- 305 — Human Sexuality
- 310 — Curriculum Design in Physical Education
- 315 — Drug/Chemical Use and Abuse
- 325 — School Health Programs
- 352 — Assessment and Evaluation of Physical Education
- 360 — Physiology of Exercise
- 367 — Elementary PE Methods
- 370 — Adaptive Physical Education
- 375 — Community Health Programs
- 410 — Curriculum and Evaluation in Health Education
- 472 — Kinesiology

Plus two additional hours selected from the following:

- PHED 221 — Coaching Basketball
- 222 — Coaching Track and Field
- 223 — Coaching Baseball/Softball
- 224 — Coaching Football
- 227 — Teams Sports Officiating
- 228 — Principles of Weight Training and Conditioning
- 231 — Coaching Volleyball
- 232 — Coaching Soccer

Plus completion of the required professional education and general education courses prescribed by the School of Education for all Teacher Education programs.

Recommended Course:

- EDUC 325 — Classroom Management

Athletic Training Major: 55 hours. B.S.

Required:

- PHED 126 — Nutrition in Health/Fitness
- 241 — First Aid and Emergency Care
- 246 — Human Anatomy and Physiology I
- 247 — Human Anatomy and Physiology II
- 360 — Exercise Physiology
- 472 — Kinesiology
- EXSS 147 — Introduction to Athletic Training
- 148 — Advanced Athletic Training
- 205 — Therapeutic Modalities
- 215 — Lower Extremity Joint Assessment
- 275 — Upper Extremity Joint Assessment
- 280 — Athletic Training Clinical I
- 281 — Athletic Training Clinical II
- 320 — Sports Psychology
- 349 — Organization and Administration of Athletic Training
- 362 — General Medical Conditions
- 372 — Therapeutic Exercise and Rehabilitation
- 380 — Athletic Training Clinical III
- 381 — Athletic Training Clinical IV
- 480 — Athletic Training Clinical V
- 481 — Athletic Training Clinical VI
- 495 — Senior Seminar in Athletic Training

Required Supporting Courses:

- PSYC 101 — Intro to Psychology
- 212 — Adolescent and Adult Development

Recommended Supporting Courses:

- FACS 331 — Topics in Nutrition (six hours)
- PSYC 331 — Basic Research & Statistics

The Athletic Training Education Program (ATEP) is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). All Athletic Training major graduates are eligible to sit for the National Athletic Trainers' Association Board of Certification examination as a curriculum candidate.

Students pursuing an Athletic Training major will submit a formal application for admission into the athletic training education program during the spring semester of their freshman year. Transfer students shall be required to complete an advanced placement application and be held to the same admission requirements. All transferred courses and credits must be approved by the Registrar, department chair, and program director.

Prerequisites for admission into the ATEP include the completion of the ATEP admission application and satisfactory completion of EXSS 147, 148, and PHED 241. A minimum of 50 observational hours under an approved ATEP certified athletic trainer, overall grade point average of 2.5 or better, grade point average of 2.75 or better within the major, and the completion of a technical standards evaluation are required for all candidates. The ATEP selection committee will review all materials and must approve the candidate for admission.

The Athletic Training curriculum utilizes a learning-over-time model and is based on educational competencies developed by the National Athletic Trainers' Association Education Council. Included in the model are a sequencing of formal courses and clinical rotations. Once admitted, students will participate in a variety of athletic training clinical experiences with Olivet athletics, area medical practitioners, rehabilitation clinics, and local high schools. Prior to clinical rotations, students are required to update their ATEP annual physicals, blood-borne pathogen training, TB vaccination, CPR/AED certification, and a signed consent or waiver for Hepatitis B vaccination. Transportation to all clinical affiliate rotations is the responsibility of the student. Clinical rotations are demanding and require a minimum of 100 hours every semester. Students with simultaneous nonacademic obligations of employment or intercollegiate athletics must petition to the program director for permission to do so.

Students seeking athletic training state licensure or certification following graduation are encouraged to complete individual state application criteria not included in the ATEP curricular requirements. For further information, contact the program director.

Sports Management Major: 35 hours. B.S.***Required:***

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

Required Supporting Courses:

- ACCT 110 — Financial Accounting
- BSNS 160 — Principles of Management
- 170 — Computer Applications in Business
- 241 — Business Statistics
- 253 — Principles of Marketing
- 367 — Organizational Behavior
- 457 — Advertising and Promotions
- ECON 110 — Principles of Economics
- MATH 117 — Finite Mathematics
- PSYC 101 — Introduction to Psychology

Physical Education Teaching Minor: 25 hours***Required:***

- PHED 169 — Survey of Anatomy/Physiology
- 210 — Teaching Rhythms and Aerobics
- 211 — Teaching Basic Aquatic Skills
- 260 — Individual Sports Skills
- 270 — Team Sports Skills
- 310 — Curriculum Design in Physical Education
- 352 — Assessment and Evaluation in Physical Education
- 360 — Physiology of Exercise
- 472 — Kinesiology

To be supported by the following:

- EDUC 385 — Methods for Middle/Secondary Schools

Health Education Teaching Minor: 24 hours***Required:***

- PHED 126 — Nutrition, Health, and Fitness
- 141 — Personal and Community Health
- 241 — First Aid and Emergency Care
- 242 — Foundation of Health Education
- 305 — Human Sexuality
- 315 — Drug/Chemical Use and Abuse
- 325 — School Health Programs
- 375 — Community Health Programs
- 410 — Curriculum and Evaluation in Health Education

Exercise Science Minor: 26 hours***Required:***

- PHED 126 — Nutrition, Health, and Fitness
- 228 — Principles of Weight Training/Conditioning
- 246 — Human Anatomy and Physiology I
- 247 — Human Anatomy and Physiology II
- 360 — Physiology of Exercise
- 472 — Kinesiology
- EXSS 425 — Fitness Assessment and Exercise Prescription
- 430 — Internship in Exercise Science

Recommended Supporting Courses:

- FACS 327 — Human Nutrition
- 331 — Topics in Nutrition

Sports Management Minor: 22 hours***Required:***

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

Athletic Coaching Minor: 30 hours

This is an approved IHSA program for ACEP accreditation.

Required:

- PHED 169 — Survey of Anatomy/Physiology
- 228 — Principles of Weight Training and Conditioning
- 241 — First Aid and Emergency Care
- 472 — Kinesiology
- EXSS 129 — Principles of Sports Management

- 147 — Introduction to Athletic Training
- 320 — Sports Psychology
- 471 — Organization and Administration of Athletics
- 496 — Practicum in Athletics, Coaching, or Recreation

Plus four additional hours selected from the following:

- PHED 221 — Coaching Basketball
- 222 — Coaching Track and Field
- 223 — Coaching Baseball/Softball
- 224 — Coaching Football
- 231 — Coaching Volleyball
- 232 — Coaching Soccer

Typical Courses for Students Majoring in Exercise and Sports Science Programs

Freshman Year

- College Writing I
- Christian Formation
- Introduction to Fine Arts
- Nutrition, Health, and Fitness
- First Aid/Emergency Care
- Sports Management
- Personal and Community Health
- Mathematics
- Athletic Training
- Historical/Philosophical Foundations of Education

Sophomore Year

- Anatomy and Physiology
- Educational Psychology
- Individual Sports Skills
- Team Sports Skills
- Literature
- Foundations of Health Education
- Teaching Rhythms and Aerobics
- Recommended courses vary by major

Physical Education Courses

PHED 108 — Golf. 1 hour. A course outlined for beginning players. Emphasis is placed on the development of fundamental skills.

PHED 121 — Conditioning. 1 hour. Designed for students to plan and carry out their own personal fitness program in the ONU Fitness Center. Students will make use of fitness tests.

PHED 123 — Conditioning for Varsity Athletes. ½ hour. A credit of ½ hour is earned by intercollegiate

varsity sport participants at the completion of their sport season. A maximum of two hours may be earned.

PHED 126 — Nutrition, Health, and Fitness. 3 hours. Same as FACS 126.

PHED 131 — Tennis. 1 hour. A course outlined for beginning players. Emphasis is placed on the development of fundamental skills.

PHED 141 — Personal and Community Health. 2 hours. The study includes essentials of personal and community health. Fundamentals of health science, scientific prevention of illness, and dynamics of health in the individual and family are studied. For departmental teaching majors and minors only.

PHED 169 — Survey of Human Anatomy and Physiology. 4 hours. Same as BIOL 169.

PHED 190 — Wellness. 3 hours. This course combines lecture, discussion, and experimental activities that assist students in their understanding and development of a healthy lifestyle. Emphasis is placed on the components and behaviors that promote lifelong, positive outcomes in the five dimensions of wellness: physical, emotional, intellectual, social, and spiritual. Includes a fitness laboratory component.

PHED 210 — Teaching Rhythms and Aerobics. 1 hour. Techniques and procedures for teaching secondary level rhythmic activities and aerobics.

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.

PHED 221 — Coaching Basketball. 2 hours. An intensive study of the rules and problems relative to the development of successful offensive and defensive play. For department majors and minors only.

PHED 222 — Coaching Track and Field. 2 hours. The study and practice of the various coaching techniques in track skills, methods of training and conditioning, and the methods of administering track meets. For department majors and minors only.

PHED 223 — Coaching Baseball/Softball. 2 hours. This course combines the rules and coaching techniques of baseball and softball. For department majors and minors only.

PHED 224 — Coaching Football. 2 hours. A study of rules, coaching techniques, and problems relative to the development of successful offensive and defensive play. For department majors and minors only.

PHED 227 — Team Sports Officiating. 2 hours. A study of techniques, team play, rules, and rule interpretation with emphasis on proper mechanics and judgment in officiating. Practical experience obtained. For department majors and minors only.

PHED 228 — Principles of Weight Training and Conditioning. 2 hours. This course provides a general understanding of the administration process of a weight training program, of strength training principles, and a practical knowledge of how to perform and teach the major exercises of weight training. For department majors and minors only.

PHED 231 — Coaching Volleyball. 2 hours. This course provides the student with an understanding of the fundamental skills, strategies, and rules of volleyball. Also covered are practice planning, conditioning, and team selection. For department majors and minors only.

PHED 232 — Coaching Soccer. 2 hours. This course provides the student with an understanding of the fundamental skills, strategies, and rules of soccer. Also covered are practice planning, conditioning, and team selection.

PHED 241 — First Aid and Emergency Care. 2 hours. Vital and practical applications and procedures in caring for an injured person, including safety, Heimlich method in choking, splinting, and bandaging. CPR and first aid certification may be achieved upon satisfactory completion of this course.

PHED 242 — Foundations of Health Education. 3 hours. An introduction to the field of health education. The history, theories, and contemporary issues in health education are examined. Prerequisite: PHED 141

PHED 246 — Human Anatomy and Physiology I. 4 hours. Same as BIOL 246.

PHED 247 — Human Anatomy and Physiology II. 4 hours. Same as BIOL 247.

PHED 260 — Individual Sports Skills. 3 hours. Emphasis is placed on acquiring basic skills and teaching methods in a variety of individual sports.

PHED 270 — Team Sports Skills. 3 hours. Emphasis is placed on acquiring basic skills and teaching methods in a variety of team sports.

PHED 305 — Human Sexuality. 3 hours. Same as SOCY 305. Offered alternate years.

PHED 310 — Curriculum Design in Physical Education. 3 hours. A study of curriculum and various methods used in teaching physical education for both regular and special populations. Prerequisites: PHED 260, 270, EDUC 385.

PHED 315 — Drug/Chemical Use and Abuse. 3 hours. Same as SOCY 315. Offered alternate years.

PHED 325 — School Health Programs. 3 hours. Proper health and safety practices are studied with emphasis on the materials that should be taught in a secondary school health class. Prerequisites: PHED 242, EDUC 385.

PHED 352 — Assessment and Evaluation of Physical Education. 3 hours. Introduction to scientific assessment and evaluation, special studies, research proj-

ects, and instrumentation applied specifically to physical education for both regular and special populations.

PHED 360 — Physiology of Exercise. 4 hours. Study of the effects of exercise on various systems of the human body. Includes lecture and laboratory. Prerequisites: PHED 169 or 246 and 247.

PHED 367 — Methods and Materials in Physical Education for the Elementary School. 2 hours. A study of curriculum and various methods used in teaching physical education in grades K–6. The course includes lesson and unit planning, organizational procedures and methods used in teaching basic movement, stunts and tumbling, rhythms, and sports skills.

PHED 370 — Adaptive Physical Education. 3 hours. A course designed to acquaint the student with the principles of planning and conducting an adaptive physical education program to meet the needs of handicapped students. The public laws and their applications to the physical educator are included. Includes a practicum experience.

PHED 375 — Community Health Programs. 2 hours. Organization and administration in local, state, and national health agencies; their purposes and functions are studied. An overview of methods for meeting community health needs and for solving community health programs. Prerequisite: PHED 242.

PHED 410 — Curriculum and Evaluation of Health Education. 3 hours Issues related to designing curriculum in health education, including analysis of topics and methods of organizing and executing instruction. Students will develop a curriculum guide for use in secondary school health education programs. Prerequisites: PHED 325, EDUC 385.

PHED 472 — Kinesiology. 3 hours. Study of the human body in motion. Prerequisite: PHED 169 or 246 and 247.

Exercise and Sports Science Courses

EXSS 129 — Principles of Sports Management. 3 hours. An introductory course studying the foundations of sports management, marketing, finance, and ethical principles. An application of these principles into all segments of the sports industry (collegiate, professional, health fitness centers, YMCA, and other sports-related careers) is included. Student will be introduced to various employment opportunities available with a sports management major. Guest speakers from various sports-related organizations will share with the class career possibilities in their chosen field. Includes a practicum experience.

EXSS 147 — Introduction to Athletic Training. 3 hours. Introduction to the field of athletic training, including employment opportunities, personnel, space, equipment, necessary supplies, physical condi-

tioning, and an introduction to the recognition and evaluation associated with common injuries. The course will also include a laboratory time for the rationale of the use of taping and wrapping techniques.

EXSS 148 — Advanced Athletic Training. 2 hours. Continuation of the knowledge gained in EXSS 147, including modality usage, basic rehabilitation principles, drugs and sport, injury physiology, and classification. Prerequisite: EXSS 147.

EXSS 205 — Therapeutic Modalities. 3 hours. Course will present the physical agents used in treating athletic injuries. Emphasis will be given to each modality's theoretical and physiological effects on the healing process and presents the indications and contraindications for use. The course includes two lecture periods and one laboratory period. Prerequisite: EXSS 148.

EXSS 215 — Lower Extremity Joint Assessment. 3 hours. This course focuses on the recognition and evaluation of athletic injuries to the lower extremity, lumbar spine, and pelvis. Includes two lecture periods and one laboratory period. Prerequisite: EXSS 148.

EXSS 275 — Upper Extremity Joint Assessment. 3 hours. This course focuses on the recognition and evaluation of athletic injuries through the upper extremity, head, thorax, and cervical spine. Includes two lecture periods and one laboratory period. Prerequisite: EXSS 215.

EXSS 280 — Athletic Training Clinical I. 1 hour. Progression of athletic training clinical skills that include wound care, preventive strapping, anthropometric measurements, and injury recordkeeping. A minimum of 150 hours of clinical experience with certified athletic trainers and medical practitioners is required. Prerequisites: EXSS 148, PHED 241, and formal admittance into the Athletic Training Education program.

EXSS 281 — Athletic Training Clinical II. 2 hours. Progression of athletic training clinical skills that include the assessment of lower extremity injuries, postural, and neurological abnormalities. A minimum of 150 of clinical experiences with certified athletic trainers and medical practitioners is required. Prerequisite: EXSS 215, 280.

EXSS 300 — Promoting and Marketing of Athletics. 4 hours. Examines the historical role of sports information departments and the various roles sports information directors play now and will play in the future. It will look at how athletics can be used as a form of public relations. Students will gain hands-on experience in developing, planning, working, and evaluating sports information programs within a traditional school setting and/or other settings. Includes a practicum. Prerequisite: BSNS 253.

EXSS 320 — Sports Psychology. 3 hours. A basic study of psychological principles and concepts that apply to sports situations and to the individuals involved in sports activities.

EXSS 349 — Organization and Administration of Athletic Training. 2 hours. This course will focus on the administrative challenges confronting operators of independent athletic training clinics and education based athletic training rooms. Management theory, legal concerns, clinic design, budget, and information management will be taught. Prerequisite: Permission of instructor.

EXSS 350 — Sports Law. 4 hours. Introduction of basic law terminology with a more extensive study in contract law, tort, liability, negligence, gender issues, sports violence, ADA implications, and risk management. Students will apply critical thinking skills to various case studies and scenarios for decision-making applications to the various laws and court cases.

EXSS 362 — General Medical Conditions. 3 hours. Focuses on the recognition and evaluation of general medical conditions that include ear, nose and throat, dermatological abnormalities, infectious diseases, and athletic injuries (cranial, thoracic, abdominal viscera), including the application of pharmacology for athletic trainers. Prerequisites: EXSS 215, 275.

EXSS 372 — Therapeutic Exercise and Rehabilitation. 3 hours. Principles and goals of common rehabilitative procedures for athletic injuries in which learning the use of contemporary manual therapy and rehabilitative exercises in a comprehensive rehabilitation program are emphasized. Laboratory experiences will emphasize the proper rehabilitative techniques of common athletic injuries. The course includes two lecture periods and one laboratory period. Prerequisites: EXSS 148, PHED 472.

EXSS 380 — Athletic Training Clinical III. 2 hours. Progression of athletic training clinical skills that include the assessment of upper extremity, thorax, cervical spine, and head injuries. Also included are the selection and use of appropriate therapeutic modalities. A minimum of 150 hours of clinical experiences with certified athletic trainers and medical practitioners is required. Prerequisites: EXSS 275, 281.

EXSS 381 — Athletic Training Clinical IV. 1 hour. Progression of athletic training clinical skills that include the use of rehabilitation equipment and the application of proper therapeutic exercise techniques. A minimum of 150 hours of clinical experience with certified athletic trainers and medical practitioners is required. Prerequisites: EXSS 372, 380.

EXSS 425 — Fitness Testing and Exercise Prescription. 3 hours. Students study the process and procedures of physical fitness evaluation and prescription. Emphasis will be placed on prescribing individual and group exercise programs. Prerequisites: PHED 360, 472.

EXSS 429 — Personal Training. 3 hours. Students learn how to properly screen and evaluate clients; design and implement exercise prescription; and how to manage personal training services. Prerequisite: EXSS 425.

EXSS 430 — Internship in Exercise Science. 3 hours. This field experience for majors in exercise science is designed to have the students apply what they have learned through the 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. Prerequisite: senior standing.

EXSS 440 — Sports Management Internship. 12 hours. This field experience for majors in sports management is designed to have the students apply what they have learned through the coursework and extend that learning by working in an organization that is appropriate for their career interest. Students are under the direct supervision of a member of the Department of Exercise and Sports Science. Student must submit a proposal for the internship and have it approved by the department chair and the internship organization. This internship requires 480 field experience hours. Prerequisite: Senior standing.

EXSS 450 — Sports Facility Planning and Management. 4 hours. This course is designed to provide the student with basic information on critical planning components, event operations, programming, scheduling, and budgeting. Through the application of theories and principles studied, the student will develop an event management plan for a sports facility. The student will make a practical application to course content by working with community-sponsored recreational events as well as campus-sponsored intercollegiate athletic events.

EXSS 471 — Organization and Administration of Athletics. 4 hours. A study of the administrative operations within the sports management profession, with special emphasis on fiscal management, public relations, and program evaluations of interscholastic and intercollegiate athletic programs. A study of leadership theories and styles as it relates to management, motivation, goal-setting, and supervision within the sports management arena will also be emphasized.

EXSS 477 — Sports Management Seminar. 1 hour. Students examine contemporary issues in sports. Case studies, guest speakers, field trips, and reading will be included. Corequisite: EXSS 440.

EXSS 480 — Athletic Training Clinical V. 1 hour. Progression of athletic training clinical skills that include recognition, evaluation, and management of systemic illnesses; thoracic, abdominal, pelvic injuries; and abnormalities of the ear, nose, and throat. A minimum of 150 hours of clinical experiences with certified athletic trainers and medical practitioners is required. Prerequisites: EXSS 362, 381.

EXSS 481 — Athletic Training Clinical VI. 1 hour. Progression of athletic training clinical skills that include investigation of, and adherence to the regulation of pharmaceuticals; administration of psychoso-

cial intervention and referral techniques; and facility organization and administration in athletic training. A minimum of 150 hours of clinical experiences with certified athletic trainers and medical practitioners is required. Prerequisites: EXSS 349, 480.

EXSS 495 — Senior Seminar in Athletic Training. 2 hours. Selected topics of current interest in athletic training and sports medicine will be covered. Field experiences involving conferences and clinic and workshop attendance are required. The National Athletic Trainers' Association certification exam will be covered. Prerequisite: Senior standing.

EXSS 496 — Practicum in Athletics, Coaching, and Recreation. 2 hours. Designed to give the student an in-service training experience in the area of athletics, coaching, or recreation.

Department of Family and Consumer Sciences

Faculty

DIANE RICHARDSON (1985)

*Professor of Family and Consumer Sciences;
Chair, Department of Family and Consumer
Sciences*

B.S., 1973, Olivet Nazarene University

M.A.E., 1985, Olivet Nazarene University

Ed.D., 2000, Nova Southeastern University

CATHERINE ANSTROM (2000)

*Assistant 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

Registered and Licensed Dietitian

HEATHER GIBBS (2005)

Instructor in Family and Consumer Sciences

B.A., 1999, Olivet Nazarene University

M.A., 2003, University of Kansas

Registered and Licensed Dietitian

The Department of Family and Consumer Sciences offers several majors. These include Dietetics, Child Development, Fashion Merchandising, Housing and Environmental Design, Family and Consumer Sciences, and Family and Consumer Sciences Education.

Each area of specialization prepares graduates to pursue professional careers in family and consumer sciences in such fields as education, business, extension services, research, communica-

tion, social welfare, public health, international service, and careers in a variety of other agencies, organizations, and institutions.

Family and consumer sciences is the field of knowledge and service focusing on families as they function in various forms. Family and consumer sciences integrates knowledge from its own research and other areas such as the physical, biological, and social sciences, and the arts, and applies this knowledge to the enrichment of the lives of individuals and families. The Department of Family and Consumer Sciences is involved effectively in the scientific, cultural, social, and economic dynamics of a changing society.

Family and Consumer Sciences Major: 36 hours. B.S.

Required:

- FACS 101 — Orientation to Family and Consumer Sciences
 126 — Nutrition, Health and Fitness or 231 — Food Science
 252 — Consumer Economics
 262 — Child Developmental Psychology or 263 — Adolescent and Adult Psychology or 362 — Marriage and Family
 312 — Professional Image/Dress
 455 — Food Systems Management or 355 — Family Resources
 487 — Field Placement (5 hours)
 498 — Professionalism, Issues and Actions

Plus 15 additional hours approved by the department chair.

Family and Consumer Sciences Teaching Major: 33-34 hours. B.S.

Required:

- FACS 101 — Orientation to Family and Consumer Sciences
 126 — Nutrition, Health, and Fitness
 252 — Consumer Economics
 262 — Child Developmental Psychology
 263 — Adolescent/Adult Development
 312 — Professional Image and Dress
 355 — Management of Family Resources
 360 — Parenting
 362 — Marriage and the Family
 498 — Professionalism, Issues, and Actions

And completion of at least one concentration for state certification requirements; two concentrations are recommended:

A. Apparel & Textile Teaching Endorsement

- FACS 111 — Textiles and Designs
 112 — Principles of Clothing Construction
 356 — Retail Merchandising

Recommended Supporting Courses

- FACS 112 — Principles of Clothing Construction (3 additional hours)
 413 — Principles of Pattern Design
 415 — Tailoring

B. Living Environments Teaching Endorsement

- FACS 111 — Textiles and Designs
 140 — Interior Design
 343 — Heritage of Interiors
 or 344 — Contemporary Design

C. Nutrition, Wellness, & Hospitality Teaching Concentration

- FACS 131 — Foods I
 132 — Foods II
 231 — Food Science
 334 — Food Safety/Sanitation

Recommended Supporting Course

- 337 — Quantity Foods

Required Supporting Courses:

- CHEM 100 — Basic Chemistry
 or 101 — Introduction to Chemistry
 ENGL 320 Reading: Process & Skills

and completion of the required professional education and general education courses as prescribed by the School of Education for all teacher education candidates.

Recommended Supporting Courses

- EDUC 214 — Early Adolescent Development
 325 — Classroom Management
 SOCY 305 — Human Sexuality

Dietetics Major: 39-40 hours. B.S.

Required:

- FACS 101 — Orientation to Family and Consumer Sciences
 126 — Nutrition, Health, and Fitness
 131 — Foods I

- 132 — Foods II
- 231 — Food Science
- 232 — Nutrition Assessment
- 330 — Community Nutrition
- 334 — Food Safety/Sanitation Management
- 335 — The World Food Problem
- 337 — Quantity Foods
- 338 — Medical Nutrition Therapy I
- 339 — Medical Nutrition Therapy II
- 398 — Research in Dietetics
- 435 — Nutrition Education/Counseling
- 455 — Food Systems Management
- 498 — Professional Issues

To be supported by the following:

- BIOL 246 — Human Anatomy and Physiology I
- 247 — Human Anatomy and Physiology II
- 335 — Biochemistry
- 356 — Microbiology
- CHEM 103 — General Chemistry I
- 104 — General Chemistry II
- 311 — Organic Chemistry I
- ACCT 110 — Financial Accounting
- BSNS 160 — Principles of Management
- 241 — Business Statistics
- or PSYC 331 — Basic Research/Statistics
- 253 — Principles of Marketing
- PSYC 101 — Introduction to Psychology
- SOCY 120 — Introduction to Sociology

Recommended Additional Courses:

- BSNS 367 — Organizational Behavior
- PSYC 461 — Counseling
- PHED 360 — Physiology of Exercise
- FACS 331 — Topics in Nutrition

All FACS courses and required BIOL and CHEM courses must be completed with a grade of "C" or better.

To become a registered dietitian, a student must complete an American Dietetics Association (ADA)-approved undergraduate degree in dietetics, complete an ADA-accredited dietetic internship or ADA approved preprofessional practice program, and pass the Registration Examination for Dietitians. The Dietetics major at Olivet Nazarene University is currently granted approval status by the Commission on Accreditation/Approval for Dietetics Education of the American Dietetic Association, 120 S. Riverside Plaza Suite 2000, Chicago, IL 60606-6995, (800) 877-1600, www.eatright.org.

Child Development Major: 57 hours. B.S.

Required:

- FACS 101 — Orientation to Family and Consumer Sciences
- 126 — Nutrition, Health, and Fitness
- 131 — Foods I
- 241 — First Aid/Emergency Care
- 252 — Consumer Economics
- 262 — Child Development
- 264 — Child, Family, and Community Relations
- 334 — Food Safety/Sanitation
- 355 — Management of Family Resources
- 360 — Parenting
- 362 — Marriage and Family
- 480 — Administration of Human Services
- 487 — Field Placement (3 hours)
- 498 — Professionalism, Issues, and Actions
- EDUC 210 — Instructional Methods Early Childhood
- 249 — Educational/Developmental Psychology
- 295 — Instructional Technology
- 300 — Applied Arts for Teachers
- 320 — Early Childhood LA/SS
- or 330 — Early Childhood Math/Science
- 349 — Language Development
- 359 — Teaching Reading to Young Children
- 367 — Elementary School Physical Education
- 376 — Teaching Diverse Populations

Fashion Merchandising Major: 31 hours. B.S.

Required:

- FACS 101 — Orientation to Family and Consumer Sciences
- 111 — Textiles and Design
- 112 — Principles of Clothing Construction (3 hours)
- 140 — Interior Design
- 252 — Consumer Economics
- 312 — Professional Image and Dress
- 315 — Historical Dress and World Cultures
- 343 — Heritage of Interiors
- 356 — Retail Merchandising
- 487 — Field Placement (five hours)
- 496 — Projects (one hour)
- 498 — Professionalism, Issues, and Actions

Required Supporting Courses:

- BSNS 160 — Principles of Management
- 170 — Computer Application in Business

ACCT 110 — Financial Accounting
ECON 110 — Principles of Economics

Recommended Supporting Course:

COMM 347 — Organizational Communication

It is strongly recommended that Fashion Merchandising majors complete one of the following Business minors: Business, Management, Marketing, or Finance.

Housing and Environmental Design Major: 43 hours. B.S.

Required:

- FACS 101 — Orientation to Family and Consumer Sciences
- 111 — Textiles and Design
 - 140 — Interior Design
 - 245 — Architectural Drafting I
 - 246 — Architectural Drafting II
 - 312 — Professional Image/Dress
 - 342 — Energy Systems for Residential Design
 - 343 — Heritage of Interiors
 - 344 — Contemporary Design
 - 345 — Residential Design Studio
 - 356 — Retail Merchandising
 - 440 — Nonresidential Design Studio
 - 487 — Field Placement (five hours)
 - 496 — Projects (one hour)
 - 498 — Professionalism, Issues and Actions

Required Supporting Courses:

- ART 103 — Drawing Studio I
- 281 — History of Western Art I
 - or 282 — History of Western Art II
 - 300 — Perspective and Rendering

Recommended Supporting Courses:

- ART 125 — Three Dimensional Design
- 334 — Beginning Watercolor
 - 335 — Watercolor for Illustration
- BSNS 160 — Principles of Management
- 253 — Principles of Marketing

Family and Consumer Sciences Minor: 16 hours

Required:

Courses approved by the Department Head.

Family and Consumer Sciences Teaching Minor: 26 hours

Required:

- FACS 111 — Textiles and Design
- or 112 — Principles of Clothing Construction (three hours)
 - 126 — Nutrition, Health, and Fitness
 - or 231 — Food Science
 - 140 — Interior Design
 - or 343 — Heritage of Interiors
 - 252 — Consumer Economics

Plus EDUC 385 and nine additional hours in one of the following endorsement areas:

Apparel and Textiles; Living Environments; Nutrition, Wellness, and Hospitality; or Child Development and Family Relations.

Fashion Merchandising Minor: 19 hours

- FACS 111 — Textiles
- 112 — Principles of Clothing Construction
 - 140 — Interior Design
 - 252 — Consumer Economics
 - 312 — Professional Image and Dress
 - 315 — Historical Dress in World Cultures
 - 356 — Retail Merchandising

Housing and Environmental Design Minor: 19 hours

- FACS 111 — Textiles
- 140 — Interior Design
 - 245 — Architectural Drafting I

Plus nine hours from the following:

- FACS 246 — Architectural Drafting II
- 342 — Energy and Equipment
 - 343 — Heritage of Interiors
 - 344 — Contemporary Interiors
 - 345 — Residential Design Studio
 - 440 — Nonresidential Design Studio
 - 496 — Projects

Hospitality Minor: 18 hours

- FACS 126 — Nutrition, Health, and Fitness
- 131 — Foods I
 - 132 — Foods II
 - 231 — Food Science
 - 334 — Food Safety and Sanitation
 - 337 — Quantity Foods
 - 455 — Food Systems Management
 - 496 — Projects (one hour)

Typical Courses for Students Majoring in Family and Consumer Sciences

Courses will vary according to major concentration.

Freshman Year

Orientation to Family and Consumer Sciences
Textiles and Design
College Writing I
Christian Formation
Interior Design
Principles of Clothing Construction
Nutrition, Health, and Fitness
Chemistry
Foods I, II

Sophomore Year

Principles of Management
Food Science
Introduction to Fine Arts
History, Social Science
Developmental Psychology

Family and Consumer Science Courses

FACS 101 — Orientation to Family and Consumer Sciences. 1 hour. Careers for majors in the Department of Family and Consumer Sciences are explored through presentations by FACS professionals, Internet searches, and class discussion. Students will study career opportunities, educational experiential requirements and credentialing, and professional organizations related to each major area of FACS.

FACS 111 — Textiles and Design. 3 hours. Evaluates the various types of natural and synthetic fibers used in fabric. Examines varieties of yarns, fabrics, design and color, and finishes. The course is designed to increase knowledge in the selection, use, and care of textile products.

FACS 112 — Principles of Clothing Construction. 3 hours. A modular class including units on basic construction techniques, pattern selection and garment construction, selecting quality ready-to-wear, pattern alteration and fitting, couture techniques and problem fabrics, construction of designer garment, managing a sewing laboratory, and mass production techniques. May be repeated for a maximum of six hours.

FACS 126 — Nutrition, Health, and Fitness. 3 hours. This course provides an emphasis on essential nutrient functions, food sources, and nutrient recommendations as well as laboratory time to develop a personal health and fitness plan. Students also participate in computer-based nutrition analysis and menu planning, evaluation of consumer nutrition resources, and

the use of labels for food selection. Includes a fitness laboratory component.

FACS 131 — Foods I. 1 hour. Skill development related to the selection and preparation of healthy foods. Includes lab and computer experiences.

FACS 132 — Foods II. 1 hour. Skill development related to advanced cuisine. Students will demonstrate culinary techniques used in professional settings. Includes lab and computer experiences. Prerequisite: FACS 131.

FACS 140 — Interior Design. 3 hours. A study of the basic principles in developing a pleasant environment. Types of flooring, innovative wall treatments, color schemes and design, window treatments, and furniture arrangements are among the topics that are studied in regard to suitability, manufacturing quality, aesthetic value, comfort, maintenance, and meeting the needs of the individual. Field trips will be taken to illustrate principles studied in the class.

FACS 214 — Early Adolescent Development. 3 hours. Same as EDUC 214.

FACS 231 — Food Science. 3 hours. Incorporates the scientific method to study the biological and chemical basis of nutrition and food preparation. Students have the opportunity to develop laboratory, writing, and problem-solving skills through the interpretation and evaluation of laboratory results and writing laboratory reports. Lecture and laboratory. Prerequisites: FACS 131 or 132; CHEM 101 or 103.

FACS 232 — Nutrition Assessment. 2 hours. Principles and methods of evaluating human nutrition status using anthropometric, biochemical, clinical, and dietary assessment techniques. Students will demonstrate the techniques in case study format and/or in a lab experience. Prerequisites: FACS 126 or 327; BIOL 246; CHEM 101 or 103.

FACS 241 — First Aid and Emergency Care. 2 hours. Same as PHED 241.

FACS 245 — Architectural Drafting. 4 hours. Problem approach to architecture with emphasis on residential planning and construction. Techniques of drafting will be emphasized while students create working drawings (floor plan; foundation; plot plan; section view; front, back, and side views).

FACS 246 — Architectural Drafting II. 3 hours. This course is designed to develop an understanding of CAD drafting techniques as they are applied to interior design and space-planning. Students will be able to use drafting system commands to create working drawings and become proficient in the use of AutoCAD. Prerequisite: FACS 245.

FACS 252 — Consumer Economics. 3 hours. Emphasizes basic problems for the consumer, including borrowing for consumption, housing, insurance, investments, family budgets, quality standards, buying, and frauds. The purpose of the course is to make the student aware of the rights of the consumer and legislation enforcing these rights.

FACS 262 — Child Developmental Psychology. 3 hours. Same as PSYC 211.

FACS 263 — Adolescent and Adult Developmental Psychology. 3 hours. Same as PSYC 212.

FACS 264 — Child, Family and Community Relations. 3 hours. For parents, teachers, or others who expect to be responsible for young children. Increases understanding of the needs and feelings of both the developing child and the adult caregiver. Effective ways for the child, family, and community to work together to provide for the optimum development of young children, including children from other cultures and ethnic groups. A wide variety of philosophies and techniques will be explored.

FACS 312 — Professional Image and Dress. 1 hour. A study of the social psychology of dress and manners and how they create a professional image for men and women. Figure and wardrobe analysis will help students prepare their individual professional clothing needs. Students will learn the mechanics of etiquette at the dinner table, in the office, and at social functions.

FACS 315 — Historical Dress and World Cultures. 3 hours. Survey of historic modes of dress as they reflect the social, economic, and cultural life of a people. Includes the study of American and European designers.

FACS 327 — Human Nutrition. 4 hours. Principles of normal nutrition and basic diet therapy for non-Dietetics majors. Emphasis is placed on the scientific principles of nutrition, as well as application of nutrition in health and disease. Includes a fitness component. Prerequisites: BIOL 246, 247; CHEM 100 or 103 and 104.

FACS 330 — Community Nutrition. 3 hours. Nutrition assessment and intervention strategies related to nutrition requirements, special conditions, and cultural considerations for individuals and groups across the life span (prenatal, maternal, infant/child, adolescent, and geriatric). Students will also study current public health nutrition programs and participate in nutrition program-planning related to nutrition across the life span. Prerequisites: FACS 126 or 327; 232.

FACS 331 — Topics in Nutrition. 3 hours. Study of a selected topic related to current issues in the field of nutrition, or an expansion on topics covered in other nutrition courses. Example topics include: sports nutrition, disordered eating, alternative nutrition therapies, vitamins/minerals. The course may be repeated for credit if the topic differs. Prerequisites: FACS 126 or 327.

FACS 334 — Food Safety and Sanitation Management. 3 hours. A study of the causes of common and emerging food-borne illnesses. Emphasis is placed on the principles of sanitation and food safety management, including the legal and administrative aspects of control and enforcement. The state exam for food safety certification is administered.

FACS 335 — The World Food Problem. 3 hours. An interdisciplinary study including nutrition, sociological, economic, public health, and educational aspects. Important features of world food problems and major possible solutions through policy changes are discussed. Research of current trends through popular periodicals, as well as presentations in a major area of interest related to global hunger are given special emphasis. Direct and indirect opportunities to work with the hungry are provided.

FACS 337 — Quantity Foods. 3 hours. Standard methods of quantity food production and menu-planning for social groups and institutions. Food costs and nutritional values are related to experiences in food service. Lecture and laboratory. Includes a 25 hour practicum. Recommended prerequisite: FACS 334.

FACS 338, 339 — Medical Nutrition Therapy I, II. 4 hours each semester. Advanced study of the nutrition science principles and nutrition therapy required for medical conditions. A case study approach will require students to integrate nutrient metabolism, pathophysiology, nutrition assessment, medication-nutrient interactions, and medical nutrition prescriptions. One semester of content includes gastrointestinal, hepatic, cardiovascular, renal, diabetes, and nutrition support. The other semester includes disordered eating, oncology/AIDS, anemia, food allergies, trauma/surgery, and nutrition support. Includes a 45 hour practicum. Prerequisites: BIOL 246, 247, 335; FACS 126, 232.

FACS 342 — Energy Systems for Residential Design. 3 hours. Design and evaluation of appropriate energy systems in residential construction, including heating/cooling, lighting, major appliances, and sound, as well as space-planning. Prerequisites: ART 103 and FACS 245.

FACS 343 — Heritage of Interiors. 3 hours. Survey of historical architecture and interiors as they reflect the social, economic, and cultural life of a people. Includes the study of antiquity through modern periods.

FACS 344 — Contemporary Design. 3 hours. Survey of the development of 20th-century architecture and furniture. A contextual overview of historic periods of furniture, architecture, ornament, and decorative detailing. Prerequisites: ART 103 and FACS 245.

FACS 345 — Residential Design Studio. 4 hours. Analysis of the total residential environment, applying elements and principles of design to projects. Emphasis on functional uses of form and space to meet physiological and psychological requirements. Prerequisites: FACS 245 and ART 103. ART 300 is strongly recommended.

FACS 355 — Management of Family Resources. 3 hours. The managerial principles of resources for individual family and other units, such as the use of time, human energy, money, values, goals, and standards, are evaluated and clarified in terms of the effective functioning of the family unit. Emphasis is

also given to the parent/child relationship and its effect on resources.

FACS 356 — Retail Merchandising. 3 hours. A study of the role of modern retailing in the process of meeting marketing needs. Students will be challenged to develop a retail prospective of the marketplace and will be equipped with the basic principles of retail management and merchandising. Both in theory and through field experiences, the student will be introduced to the strategic and operational sides of retailing. FACS 496 should be taken concurrently or as a prerequisite by Fashion Merchandising majors.

FACS 360 — Parenting. 3 hours. This course introduces the student to theoretical approaches in parent-child interaction. It discusses basic strategies and skills for effective parenting. Prerequisite: PSYC 211.

FACS 362 — Marriage and Family. 3 hours. Same as SOCY 362.

FACS 398 — Research in Dietetics. 1 hour. Basic concepts related to research methodologies and interpretation of current research in dietetics. Prerequisite: BSNS 241 or equivalent.

FACS 413 — Principles of Pattern Design. 3 hours. Interpretation of dress design developed through the medium of flat pattern; introduction to pattern-drafting. Prerequisite: FACS 112 or approval of instructor.

FACS 415 — Tailoring. 3 hours. A study of tailoring techniques by construction of an ensemble, suit, or coat. Prerequisite: FACS 112 or 413, by permission. Lecture and laboratory.

FACS 435 — Nutrition Education and Counseling. 3 hours. Nutrition education and counseling theories and techniques related to changing health behaviors of groups or individuals. Course completion requires portfolio submission to include student's design and presentation of nutrition lessons (video and community), demonstration of nutrition counseling skills (video and community), design and production of a nutrition education material, and demonstrated use of computer presentation software. Prerequisites: FACS 126 or 327, 330 or 338, COMM 105, PSYC 101.

FACS 440 — Nonresidential Design Studio. 4 hours. Studies of design theory, division of space, and equipment of nonresidential interiors to meet physiological and psychological requirements. Prerequisites: FACS 245 and ART 103. ART 300 is strongly recommended.

FACS 455 — Food Systems Management. 3 hours. The application of management concepts in health-care, school, and other food or nutrition institutions. Topics include communication and documentation, quality improvement, human resources, financial management, and selected industry trends that impact the food/nutrition manager. Prerequisites: ACCT 110, BSNS 160.

FACS 480 — Administration and Supervision for Human Service Organizations. 3 hours. An introduction to providing leadership in human service organizations that provide services which are culturally

responsive to individuals, families, groups, organizations, and community needs. Exploration of strategic planning, fiscal responsibility, fund-raising, grantwriting, personnel management, community relations, program and facilities supervision, and organizational evaluation will be incorporated.

FACS 487 — Field Placement. 1-5 hours. An individualized career-oriented internship. Selected learning experiences in approved work situations in food industry, fashion retail, child care, vocational career centers, or welfare agencies. Prerequisite: consent of instructor and chair of the department.

FACS 496 — Projects in Family and Consumer Sciences. 1-5 hours. An interdisciplinary course designed to give an opportunity to supplement an area of interest in family and consumer sciences. Contracted work by each student includes research or application in the various areas of family and consumer sciences (e.g., consumer economics, management, interior design, nutrition studies, clothing and textiles).

FACS 498 — Professionalism, Issues, and Actions. 2 hours. History and philosophy of family and consumer sciences, current issues in the field, and strategies for professional involvement.

Department of Nursing

Faculty

BONNIE BEARDSLEY (2005)

Professor of Nursing; Chair, Department of Nursing

B.S., 1993, Olivet Nazarene University

M.S.N., 1996, Lewis University

Ph.D., 2003, Walden University

LINDA GREENSTREET (1981)

Associate Professor of Nursing

A.A., 1971, Belleville Area College

B.S., 1979, Olivet Nazarene University

M.S.N., 1984, Governors State University

SUSAN HOBBS DRAINE (1983)

Associate Professor of Nursing

B.S., 1976, Olivet Nazarene University

M.S.N., 1983, University of Alabama

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

Doctoral Study, Nova Southeastern University

LINDA DAVISON (1984)

Associate Professor of Nursing

Diploma, 1971, J.F. Burnham School of Nursing

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

M.S.N., 1983, Governors State University

M.B.A., 1989, Olivet Nazarene University

Doctoral Study, Nova Southeastern University

PAUL L. DILLINGER (1989)

Professor of Nursing

B.S., 1971, Olivet Nazarene University

M.A., 1974, Austin Peay State University

M.S.N., 1988, University of Texas at El Paso

Psy.D., 2003, Adler School of Professional Psychology

LISA EVOY-UNGER (1996)

Associate Professor of Nursing

B.S.N., 1982, Lewis University

M.S.N., 1988, Lewis University

Ed.D., 2001, Nova Southeastern University

MARGARET WINTER (2001)

Assistant Professor of Nursing

B.S.N., 1991, University of Illinois

M.S., 1994, Northern Illinois University

Doctoral Study, Nova Southeastern University

TIFFANY GREER (2002)

Assistant Professor of Nursing

B.S., 1997, Olivet Nazarene University

M.S., 2001, Governors State University

DEBORAH BRULEY (2003)

Associate Professor of Nursing

B.A., 1976, Olivet Nazarene University

B.S., 1978, Olivet Nazarene University

M.S., 1997, Governors State University

Ph.D., 2003, University of Illinois-Chicago

ROSALIE TUTTLE (2005)

Assistant Professor of Nursing

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

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

Doctoral Study, Capella University

The mission of the Department of Nursing is to provide Christian nursing education designed to prepare graduates for service to God and humanity at the entry level of professional nursing. In this endeavor, students integrate faith and learning as they investigate the concepts of Person, Health, Environment, and Nursing. Students develop critical thinking abilities as practitioners, client educators, research utiliziers, change agents, and patient advocates in a variety of settings.

Nurses are taught to consider the five dimensions of humanity: spiritual, physiological, psychological, sociocultural, and developmental. The Betty Neuman Health Care System Model is the nursing theory that underlies the curriculum.

Students are exposed to a variety of learning experiences, ranging from health promotion and

maintenance to restorative care during illness. They work in a variety of health-care agencies. These experiences help to broaden the student's view of employment opportunities.

The nursing program is designed on the belief that the liberal arts are an essential foundation for nurses as they study person, health, the environment, and nursing.

The program has approval from the Illinois Department of Professional Regulation and is accredited by the Commission on Collegiate Nursing Education.

Kappa Sigma is the local chapter of the International Honor Society for Nurses, Sigma Theta Tau. Membership is based on scholastic and leadership achievement. The nursing program has two tracks: the traditional four-year track and the RN completion track. The RN completion track is exclusively for registered nurses who have graduated from an associate degree nursing program or a diploma nursing program.

Nursing majors graduating from Olivet Nazarene University receive a Bachelor of Science in Nursing degree. They are prepared to sit for the NCLEX-RN exam, to practice as generalists and to pursue graduate work in nursing.

The Nursing curriculum builds on a broad liberal arts foundation, and is supported by behavioral and life science courses. Nursing studies progress from a wellness emphasis to life-threatening situations, while addressing clients as individuals, families, and communities.

Admission requirements for the Nursing major include one year of high school biology and one year of high school chemistry or their equivalents. Students must submit evidence of good health in accordance with Illinois Department of Health regulations for health-care agency personnel. The Department of Nursing will make reasonable accommodation for those students who have special health problems or disabilities when such accommodation is possible as determined by the Department.

Transfer students are accepted after all qualified Olivet students have been placed. Students wishing to transfer must meet the same criteria as students who began their college work at Olivet.

Transportation to and from clinical sites is the responsibility of the student.

Student grades are reviewed each semester. In order to progress to the next nursing level, students must receive a grade of "C" or higher in each nursing course, and a grade of "C-" or higher in each of the supporting courses. **Upper-division theory and application courses must be taken concurrently. If a failure occurs in one of these courses, then both must be repeated simultaneously. A grade of "C" or above must be attained in each course. To enroll in 200-level Nursing courses, a student must have a 2.5 grade point average.** A cumulative grade point average of 2.5 must be maintained to progress in nursing courses. Students enrolled in the nursing program may not transfer nursing courses, with the exception of NURS 150 and NURS 240, without prior approval of the progression committee of the Department of Nursing.

Students may not repeat more than one nursing course which has a practicum. Students may not enroll in any nursing course more than two times.

Graduation requirements include passing the Mosby Assess Test (NCLEX-RN Predictor Test) at or above the 25 percentile or passing a departmentally approved alternative test.

Nursing Major: 68 hours. B.S.N.

Required:

- NURS 102 — Introduction to Professional Nursing
- 150 — Basic Nursing Skills
- 225 — Health Assessment of Adults
- 240 — Lifespan Human Development
- 250 — Pharmacology for Nursing
- 260 — Therapeutic Communication
- 275 — Basic Concepts in Nursing
- 280 — Pathophysiological Concepts in Nursing
- 295 — Transcultural Family Nursing
- 360 — Adult Health Nursing Theory
- 365 — Adult Health Nursing Application
- 375 — Child Health Nursing Theory
- 376 — Child Health Nursing Application
- 378 — Childbearing Family Health Nursing Theory
- 379 — Childbearing Family Health Nursing Application
- 425 — Integrated Nursing Concepts
- 441 — Advanced Adult Health Nursing Theory
- 442 — Mental Health Nursing Theory

- 445 — Advanced Adult Health Nursing Application
- 446 — Mental Health Nursing Application
- 454 — Community Health Nursing Theory
- 455 — Leadership in Nursing
- 459 — Community Health Nursing Application
- 466 — Nursing Research
- 476 — Issues and Trends in Nursing
- 479 — Nursing Capstone

To be supported by the following:

- CHEM 100 — Basic Concepts of Chemistry
- BIOL 246 — Human Anatomy and Physiology I
- 247 — Human Anatomy and Physiology II
- 210 — Microbiology/Life Science
- FACS 327 — Human Nutrition
- MATH 120 — Intro to Statistics
- SOCY 120 — Introduction to Sociology

Typical Program of Courses for a Student Majoring in Nursing

Freshman Year

- College Writing I
- Basic Concepts of Chemistry
- Human Anatomy and Physiology I, II
- Introduction to Sociology
- Introduction to Professional Nursing
- Basic Nursing Skills
- Introduction to Fine Arts
- Christian Formation
- Fundamentals of Communication

Sophomore Year

- College Writing II
- Transcultural Family Nursing
- Microbiology/Life Science
- Health Assessment of Adults
- Pharmacology for Nursing
- Therapeutic Communication
- Human Nutrition
- Basic Concepts in Nursing
- Pathophysiological Concepts in Nursing
- Lifespan Human Development
- Christian Scriptures I

Junior Year

- Adult Health Nursing Theory and Application
- Studies in Literature
- Child Health Nursing Theory and Application
- Childbearing Family Theory/Application
- Christian Scriptures II
- Western Civilization
- Introduction to Statistics

Senior Year

Advanced Adult Health Theory/Application
Mental Health Nursing Theory and Application
Community Health Theory/Application
Leadership in Nursing
Nursing Research
Issues and Trends in Nursing
Integrated Nursing Concepts
Christian Faith
Nursing Capstone
Intercultural Elective

Nursing Courses

NURS 102 — Introduction to Professional Nursing. 2 hours. Professional nursing, its historical emergence, characteristics, ethics, and unique role in health care are presented. Nursing research, theory, and critical thinking process are introduced. Professional nursing roles are explored and observed in the clinical setting. Elementary communication, assessment skills, and nursing terminology are introduced and utilized in a community setting.

NURS 150 — Basic Nursing Skills. 3 hours. Basic nursing intervention skills are introduced in the classroom and practiced in the laboratory and clinical setting. Emphasis is given to observation, communication, safety, hygiene, nutrition, fluid balance, comfort, rehabilitation, and assistance with activities of daily living, while providing basic nursing care to clients in long-term care.

NURS 225 — Health Assessment of Adults. 2 hours. This is a nursing application course with emphasis on physical assessment of the well individual. Content includes assessment of major body systems across the life span of the adult. Prerequisites: BIOL 246, 247.

NURS 240 — Lifespan Human Growth and Development. 3 hours. The information offered in this course provides a broad overview of human physiological, cognitive, and psychosocial development from the prenatal period through late adulthood. Theory and research on human development will be explored with emphasis on developmental tasks. Development of the individual across the lifespan is studied with a focus on implications for nursing.

NURS 250 — Pharmacology for Nursing. 2 hours. This course provides a foundation of pharmacological concepts and principles for the beginning nursing student. Topics to be discussed include safe preparation and administration of medications, principles of drug actions and interactions, drug categories, and drug considerations through the life span. The nursing process is utilized as students learn to access, implement, and evaluate pharmacotherapeutics. Prerequisites: BIOL 246, BIOL 247, NURS 225.

NURS 260 — Therapeutic Communication. 1 hour. Communication and its application in nurse-client interactions is presented. Attention is given to the development of interviewing and history-taking skills.

NURS 275 — Basic Concepts in Nursing. 3 hours. The Neuman Systems Model is examined and utilized in planning nursing care. Concepts that impact wellness are presented, including spiritual needs, culture, sexuality, elimination, oxygenation, and comfort. Skills are refined in the clinical setting. Prerequisites: NURS 102, 225, 250, and 260.

NURS 280 — Pathophysiological Concepts in Nursing. 4 hours. This course focuses on pathophysiological changes, which may alter the resistive, normal, and flexible lines of defense and jeopardize homeostasis of the individual. Proceeding from an understanding of the body's normal physiological functions and control mechanisms, an emphasis is placed on content that describes control mechanisms with inadequate functions and the resulting disease processes. Students will relate pathophysiology to the symptomatology in diseases commonly seen in nursing practice. Prerequisites: BIOL 246, 247, CHEM 100, NURS 225.

NURS 295 — Transcultural Family Nursing. 3 hour. Focuses on developing insights into the healthy family in a diverse cultural venue. An emphasis is on transcultural nursing and its contribution to holistic healthcare for the family. Theories related to both the family and transcultural nursing will be explored with an emphasis on family structure, roles, and functioning due to developmental and situational stressors including illness. Neuman Systems Theory and the assessment area of the nursing process are applied for culturally diverse families.

NURS 360 — Adult Health Theory. 6 hours. The theoretical foundation of nursing care to adults with acute and chronic illnesses is the focus of NURS 360. Medical, surgical, and nutritional treatment modalities are explored. Professionalism in nursing practice, concepts of nursing research, and exploration of sociopolitical and legal aspects of care are studied. To be taken concurrently with NURS 365. Prerequisites: 200-level Nursing courses, BIOL 210.

NURS 365 — Adult Health Application. 4 hours. NURS 365 is the application of the theory presented in NURS 360. The course consists of 12 hours of practicum each week. In the practicum, students utilize the nursing process and Neuman Model as they provide nursing care to clients in health-care facilities. Settings include medical and surgical hospital units, surgical services, and rehabilitation. To be taken concurrently with NURS 360.

NURS 375 — Child Health Nursing Theory. 3 hours. The theoretical foundation of nursing care of children and adolescents is the focus of NURS 375. The family is consistently addressed as the central unit for providing nursing care for the child. Health and wellness is integrated as growth and development theory is covered from infancy through adolescence. Profes-

sionalism in nursing practice, concepts of nursing research, and exploration of sociopolitical and legal aspects of nursing care of children are studied. To be taken concurrently with NURS 376. Prerequisites: 200-level Nursing courses, BIOL 210.

NURS 376 — Child Health Nursing Application. 2 hours. NURS 376 is the application of the theory presented in NURS 375. This course consists of weekly clinical practicums. In the practicums, students utilize the nursing process and the Neuman Model as they provide nursing care to clients in agency settings. Facilities include pediatric units, physicians' offices, daycare centers, schools, clinics, and home visitations. To be taken concurrently with NURS 375.

NURS 378 — Childbearing Family Health Nursing Theory. 3 hours. The theoretical foundation of nursing care for the childbearing family during pre-pregnancy, pregnancy, intrapartum, postpartum and neonatal periods is the focus of NURS 378. 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 and sociopolitical and legal aspects applicable to the childbearing family are studied. To be taken concurrently with NURS 379. Prerequisites: 200-level Nursing courses, BIOL 210.

NURS 379 — Childbearing Family Health Nursing Application. 2 hours. The application of the theory presented in NURS 378. The nursing process and the Neuman Model are utilized in providing care to childbearing clients and their families in hospitals, homes, and community settings. To be taken concurrently with NURS 378.

NURS 425 — Integrated Nursing Concepts. 2 hours. In integration of complex multi-dimensional health alterations with content emphasis adjusted according to student learning needs. Standardized testing is utilized to evaluate individual student learning. Prerequisites: 300-level nursing courses and two 400-level Nursing application courses.

NURS 441 — Advanced Adult Health Nursing Theory. 3 hours. The theoretical foundation of nursing care to individuals who are experiencing core penetration from complex multidimensional stressors is the focus of this course. Theory from previous nursing courses will be integrated to provide a foundation for the care of the high-risk critically ill individual. To be taken concurrently with NURS 445. Prerequisites: 300-level Nursing courses, FACS 327.

NURS 442 — Mental Health Nursing Theory. 2 hours. This course presents the theoretical foundation of nursing interventions for individuals, families, and groups experiencing core penetration in the psychological dimension. The needs of individuals with mental illness as they impact the family and the community will be discussed. To be taken concurrently with NURS 446. Prerequisites: 300-level Nursing courses.

NURS 445 — Advanced Adult Health Nursing Application. 2 hours. NURS 445 is the application of the

theory presented in NURS 441. In the weekly practica, students will use the nursing process and the Neuman Model as they provide care to high-risk, critically ill clients. To be taken concurrently with NURS 441.

NURS 446 — Mental Health Nursing Application. 2 hours. NURS 446 is the application of the theory presented in NURS 442. Students will apply the principles of therapeutic communication, and the nursing process during weekly practicums. Selected therapeutic groups will be observed and group assignments completed. To be taken concurrently with NURS 442.

NURS 454 — Community Health Nursing Theory. 2 hours. Health promotion and health maintenance are the foci for this course. The effects of the environment on health are analyzed. Modification of risk factors in aggregates is explored, along with principles of epidemiology. The community is assessed and evaluated in relation to sociopolitical forces and health care. To be taken concurrently with NURS 459. Prerequisites: 300-level Nursing courses, FACS 327, NURS 441, 442.

NURS 455 — Leadership in Nursing. 2 hours. This course is a study of leadership theories, principles, concepts, and the organizational structure of present health-care systems. Organizational communication and sociopolitical forces are explored as they influence populations and health-care systems. Emphasis is placed on facilitating understanding of professional nursing leadership behavior. Prerequisites: 300-level Nursing courses and two 400-level Nursing application courses, NURS 441, 442.

NURS 459 — Community Health Nursing Application. 2 hours. NURS 459 is the application of theory presented in NURS 454. The course consists of weekly practicums, including nursing care of individuals and groups of clients in a variety of community settings. To be taken concurrently with NURS 454.

NURS 466 — Nursing Research. 2 hours. Research is defined and explored as a process. The student will critique research, do a literature review, and develop evidence-based proposals for policy/procedure changes for educational seminars. Emphasis is on the importance of reading, critiquing, and applying existing research. Prerequisites: 300-level courses and MATH 120.

NURS 476 — Issues and Trends. 2 hours. This course focuses on current issues and trends in the profession of nursing. Topics in professional nursing practice, nursing education, and health-care delivery are explored from historical, sociopolitical, ethical, legal, and economic aspects. Emphasis is placed on strategies that the individual nurse and the collective profession can utilize to impact the issue/trend in a positive manner. Prerequisites: 300-level Nursing courses.

NURS 479 — Nursing Capstone. 4 hours. This course focuses on integrating nursing practice with theoretical knowledge. Individualized practicum experiences enhance nursing role development in final preparation

for entry into professional nursing. Weekly seminars facilitate understanding of issues that affect current nursing practice. Prerequisites: all other 400-level Nursing courses.

NURS 480-489 — Selected Topics in Nursing. 2 hours. May be repeated for credit as long as topics are different.

Degree Completion Track for Registered Nurses

The RN completion track is based on the same philosophy, purposes, graduate characteristics, and conceptual framework as the traditional track. However, in recognition of the special needs of the working adult, the curriculum is packaged to accommodate the adult student. The nursing courses are presented in sequence in a modular arrangement of content, which includes out-of-class study group sessions. The majority of classes are six weeks in duration. The 11 Nursing courses may be completed in approximately 70 weeks. A group of 15 admitted students is needed to begin a class, and those students advance together through the entire sequence of courses.

The requirements of the University for the general education courses and supporting courses are the same as those for traditional students. Students may achieve credit in general education and supporting courses with success on proficiency or CLEP examinations.

Students who do not meet the Illinois Articulation Agreement requirement of graduation from an NLN-accredited program may receive transfer credits of 31 hours through an escrow process or by completing the NLN Mobility Exams. NLN Mobility Exams are required for students failing to attain escrow. Refer to the *School of Graduate and Continuing Studies Bulletin* for additional information.

Admission to the Bachelor of Science in Nursing Degree Program for Registered Nurses:

1. Current license for registered nurse.
2. An associate degree in nursing or a diploma school graduate.
3. An overall grade point average (GPA) of 2.5 in previous college work.
4. Completion of application process.
5. Records validating current physical exam and selected immunizations and lab work.

6. Validation of professional liability insurance (some agencies may require a specific amount of coverage).

Transfer of Credit Policy

A maximum of 82 semester credit hours (or equivalent quarter hours) may be accepted from community colleges as transfer credit to the RN degree-completion track at Olivet. Only courses with a grade of "C-" or above are eligible for transfer consideration.

Nursing Courses for Registered Nurses

NRSB 300 — Introduction to Professional Nursing. 3 hours. This course presents an overview of concepts that formulate the framework for professional nursing practice. The historical, philosophical, and professional perspectives are presented as the geneses for the development of professional nursing. Emphasis is placed upon the theoretical basis for the science of nursing with a focus on the Neuman Model. Also included in the module are the concepts of communication; development of a philosophy; conceptual framework of nursing, professional socialization, and accountability; and the holistic approach to nursing of the individual and family.

NRSB 340 — Computers in Health Communication. 3 hours. This course provides an introduction to health communication via the use of a computer. The course focuses on the use of the computer to enhance communication between health providers, to assist nurses in obtaining health information, and to assist nurses as they develop health education materials and health presentations. The student will develop an understanding of the use of a laptop computer, word processing, e-mail, the Internet, and PowerPoint.

NRSB 345 — Transcultural Nursing. 3 hours. In this course, the development of cultural sensitivity is studied. Students design the delivery of culturally appropriate nursing care.

NRSB 355 — Health Assessment/Pathophysiology. 3 hours. The focus of this course is to strengthen physical assessment knowledge through the understanding of selected pathophysiological processes. Emphasis is placed on the concepts of cellular injury, inflammation, hypoxia, and cancer, as well as the health continuum, the nursing history, examination and interviewing techniques, and documentation.

NRSB 375 — Family Health Nursing. 3 hours. A study of the well family including changes in the family structure as well as roles and functioning that transpire across the life span. Family theories are applied using

the Neuman Model. Practicum includes home visits to young and elderly families.

NRSR 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. A research proposal will be drafted as a study group assignment.

NRSR 441 — Advanced Adult Health Nursing. 3 hours. This course focuses on a study of critical and crisis situations across the life span. Emphasis is given primarily to the individual, but the impact of crisis on the family is also discussed. Students use the Neuman Model as a guide for the nursing process. The practicum experience is based upon individual learning needs and could include experiences in critical care units across the life span, oncology units (both inpatient and outpatient settings), burn units, or emergency units.

NRSR 445 — Families in Crisis. 2 hours. This course presents group theory and crisis intervention in the management of dysfunctional families. Selected therapeutic groups are observed and group assignments completed. The practicum is based upon individual needs in broadening their experience with the therapeutic use of group intervention.

NRSR 455 — Community Health Nursing. 3 hours. Focus is on the well community as a client and use of community resources for health promotion. High risk population aggregates are studied. The roles of the school nurse and occupational health nurse are experienced. Resources studied include community agencies, clinics, and public health agencies. Practicum consists of agency visits, conducting an epidemiology study, and participation in a community disasters emulation.

NRSR 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. A practicum experience is completed to enhance learners' understanding of management and leadership roles in the healthcare setting.

NRSR 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.

Department of Social Work and Criminal Justice

Faculty

MICHAEL LAREAU (1988)

*Associate Professor of Social Work; Chair,
Department of Social Work and Criminal
Justice; Director, Social Work Program*
B.S., 1964, Illinois Wesleyan University
M.S.W., 1968, Jane Adams College of Social
Work, University of Illinois at Chicago
M.A.E., 2003, Olivet Nazarene University

JAN HOCKENSMITH (1993)

*Associate Professor of Social Work; Field
Coordinator, Social Work Program*
B.S., 1974, Olivet Nazarene University
M.S.W., 1982, University of Illinois
M.S., 1994, University of Illinois

The Department of Social Work and Criminal Justice operates within the School of Professional Studies. Its mission is to prepare students for a life of service to others through God's call into the social work and criminal justice fields. Students will study persons in interaction with the environments, diversity, social justice, and public safety. The goal is to prepare students to work as Christian members of a variety of social work and criminal justice work groups. The department offers two distinct majors: social work and criminal justice. Students may also choose a minor in either of these fields.

The Social Work major consists of 41 credit hours of social work courses, plus 17 hours of required supporting coursework.

Students are prepared for generalist, not specialist, social work practice. This means emphasis is placed on developing foundational social work skills that are needed in a wide variety of professional social work environments. Utilizing the person-in-environment (ecological) perspective, students learn about social work with individuals, families, groups, organizations, and communities. Students must formally apply for the social work major after they have completed 45 credit hours of undergraduate work. In order to be accepted into the major, an applicant must have a 2.3 cumulative grade point average or higher, provide two character references, answer six program admission questions in writing, and submit to an interview with social work program faculty members.

The social work major carries with it substantial service learning components in specific courses, as well as a required 450-hour field placement program during the student's final semester of his or her senior year at ONU. The field placement program involves professionally supervised exposure to social work practice in a variety of agency environments. Decisions about where to serve the field placement components are made by the ONU Social Work Program Field Education Coordinator in partnership with the B.S.W. student.

The B.S.W. degree prepares students for professional employment in a variety of social work settings as well as for advanced standing admission to many M.S.W. programs. The Social Work program is accredited by the Council of Social Work Education (CSWE).

The Criminal Justice major consists of 40 hours of coursework, plus 9 hours of required supporting courses. Social problems, deviant behavior, crime, and methods of social control are all emphasized in this major. The major seeks to balance theoretical concepts with practical experience. Seniors are required to successfully complete a 270-hour field placement program in one of four criminal justice fields: police, probation, corrections, or law. Students who successfully complete the criminal justice major will receive the Bachelor of Science (B.S.) degree. This degree is excellent preparation for careers in law enforcement, probation, the courts, and corrections.

Both majors within the Department of Social Work and Criminal Justice share the same purposes: 1) to increase the student's overall awareness of and sensitivity to the diversity, complexity, and sometimes hazardous nature of social life; and 2) to encourage application of Christian and professional values and ethics in serving human needs throughout society.

Social Work Major: 41 hours. B.S.W.

Required:

- SOWK 200 — Introduction to Social Work
- 213 — Human Behavior and Social Environment I
- 214 — Human Behavior and Social Environment II
- 310 — Social Work Practice I
- 311 — Social Work Practice II
- 320 — Urban/Rural Sociology

- 365 — Crisis Intervention
- 400 — Field Placement
- 401 — Field Seminar I
- 405 — Field Seminar II
- 412 — Social Work Practice III
- 420 — Social Policy Analysis

To be supported by the following:

- BIOL 169 — Survey of Anatomy/Physiology
- ECON 345 — Economics of the Public Sector
- PSYC 101 — Introduction to Psychology
- SOCY 120 — Introduction to Sociology
- 331 — Basic Research/Statistics

Recommended Additional Courses:

- SOWK 330 — Social Work with the Aging
- 360 — Child Welfare Services

Criminal Justice Major: 40 hours. B.S.

Required:

- CJUS 243 — Introduction to Criminal Justice
- 273 — Criminology
- 293 — Criminal Law
- 316 — Corrections
- 325 — Police and Society
- 331 — Basic Research and Statistics
- 360 — Criminal Procedure
- 394 — Juvenile Justice
- 400 — Field Placement I

Plus nine hours from the following courses or additional courses approved by the program coordinator for the Criminal Justice major:

- BSNS 351 — Business Law I
- CHEM 490 — Topics in Chemistry (Forensic)
- CJUS 405 — Field Placement II
- 440 — Special Topics in Criminal Justice
- 499 — Independent Study
- ENGL 315 — Business and Technical Writing
- HIST 370 — American Society/Intellectual History
- MATH 241 — Statistics
- PHIL 201 — Introduction to Philosophy
- 301 — Logic
- PSCI 344 — American Public Policy
- 447 — American Constitutional Law
- PSYC 321 — Social Psychology
- 361 — Theories of Personality
- SOCY 270 — Social Problems
- 280 — Ethnic Relations
- 315 — Drugs in Society
- 332 — Advanced Research and Statistics

SOWK 200 — Introduction to Social Work
360 — Child Welfare Services
365 — Crisis Intervention

Required Supporting Courses:

SOCY 120 — Introduction to Sociology
PSCI 101 — Introduction to Political Science
or 223 — American Government
PSYC 101 — Introduction to Psychology

Note: 22 hours of the required major courses must be upper-division. No more than nine hours of the required Criminal Justice courses may be transferred. CJUS 331 and CJUS 400 must be completed at ONU.

Social Work Minor: 19 hours

Required:

SOCY 120 — Introduction to Sociology
SOWK 200 — Introduction to Social Work
330 — Social Work with the Aging
360 — Child Welfare Services
365 — Crisis Intervention

And one of the following courses:

CJUS 243 — Introduction to Criminal Justice
SOCY 305 — Human Sexuality
315 — Drugs in Society
320 — Urban/Rural Sociology
362 — Marriage and the Family
374 — The World Food Problem

Criminal Justice Minor: 18 hours

Required:

CJUS 243 — Introduction to Criminal Justice
273 — Criminology
293 — Criminal Law
394 — Juvenile Justice

Plus six hours of upper-division Criminal Justice courses approved by the program coordinator. A maximum of nine hours may be transferred from other institutions toward the Criminal Justice minor.

Typical Courses for Students Majoring in Social Work or Criminal Justice

Courses will vary according to major concentration.

Freshman Year

Introduction to Sociology
College Writing I
Introduction to Psychology

Christian Formation
Western Civilization
Wellness or Nutrition
Anatomy and Physiology

Sophomore Year

College Writing II
Fundamentals of Communication
Studies in Literature
American Government
Social Problems
Introduction to Social Work
Human Behavior/Social Environment I, II
Introduction to Criminal Justice
Ethnic Relations
Criminal Law
Criminology

Social Work Courses

SOWK 200 — Introduction to Social Work. 4 hours.

This course offers students the opportunity to learn about Oliver'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, values, knowledge base, and skills. Students will learn about career options, the many fields of social work practice, special populations in social work, 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 social service work during the course of the semester, or about two hours per week. This work is assigned and planned by the instructor to fit each student's schedule. Prerequisite: SOCY 120.

SOWK 201 — Social Intervention Practicum. 1 hour.

This course is designed for transfer students who have not completed sufficient practicum hours in their introduction to social work courses. It is the same service learning component that those students enrolled in SOWK 200 take as part of their requirements for that course. Social Intervention Practicum is entirely experiential. It requires the student to participate in social service work for a minimum of 30 clock hours over the course of a semester, or about two hours per week. The goals of the course are to (1) enable students to participate in the actual on-site work of social services and to (2) enable students to make a more educated decision about their interest in pursuing further education in social work. Students will be exposed to diverse systems and populations where social workers are employed.

SOWK 213 — Human Behavior and the Social Environment I. 3 hours. Human Behavior and the Social Environment 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 perspective 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 is taught from a strengths perspective, rather than a deficits model. The course also examines the issues of diversity, discrimination, and oppression in human development. Prerequisites: SOCY 120, PSYC 101, and BIOL 169.

SOWK 214 — Human Behavior and Social Environment II. 3 hours. Human Behavior and the Social Environment (HBSE) II is an extension of HBSE I. HBSE II teaches ideas and theories about human development in adults and the elderly. These stages in the life span are examined from the ecological perspective, across the systems of individual, family, group, organization, and community. The course is taught from a strengths perspective, rather than a deficits model. The course also examines the issues of diversity, discrimination, and oppression in human development. Prerequisite: SOWK 213.

SOWK 310 — Social Work Practice I. 3 hours. This course is for Social Work majors only. It is about generalist social work practice with diverse individuals and families (micro-practice). It is the first in a three-course sequence of generalist social work practice courses. The first four steps of the problem-solving process with individuals and families form the core of learning in this course: engagement, assessment, planning, and implementation. The relationship of generalist social work practice with individuals and families to generalist social work practice with groups, organizations, and communities is explained. Applications of generalist social work practice include case examples and projects that emphasize interviewing, diversity, ethical behavior, social and economic justice, and recording. A 10-hour practicum in a social work practice field is required in this course. Prerequisites: SOWK 200, 213, 214. Corequisite: SOCY 331.

SOWK 311 — Social Work Practice II. 3 hours. This course is for Social Work majors only. It is about generalist social work practice with diverse groups (mezzopractice). It is the second in a three-course sequence of generalist social work practice courses. The final three steps of the problem-solving process with individuals/families and groups are part of the subject matter in this course: evaluation, termination, and follow-up. The relationship of generalist social work practice with groups to generalist social work practice with individuals/families (micro-practice) and organizations/communities (macro-practice) is explained. Applications of generalist social work practice include case examples and projects that empha-

size the core learning in this course: group process, group roles, diversity, ethical behavior, and social and economic justice. A 10-hour practicum in a social work practice field is required in this course. Prerequisites: SOWK 310, SOCY 331.

SOWK 320 — Urban/Rural Sociology. 3 hours. This course educates students about the transition from rural to urban that has taken place in the United States and is taking place throughout the world. This transition has remarkable cultural and economic implications. The course emphasizes the historical dependence between the rural and the urban environment. The relationship of the variables of population, organization, environment, and technology are emphasized. Attention is given to current urban and rural problems, especially to social and economic justice issues, housing issues, food issues, and health issues, and to their possible solutions. Prerequisite: SOCY 120 or permission of instructor.

SOWK 330 — Social Work with the Aging. 3 hours. Designed to assist students in developing the beginning knowledge and skills for effective social work practice with aging clients and their families. Specific areas covered in this course include demographics and attitudinal aspects of aging, social policy, assessment, case management, community services, health care, and long-term care issues. This course will assist the student in developing awareness of potential risk factor indicators within this population, including elder abuse and neglect, mental health, poverty, and substance abuse.

SOWK 360 — Child Welfare Services. 3 hours. This course is designed to provide students with an overview of child welfare services from a historical, theoretical, and practice perspective. Services to children and families include *support services* (such as family-based enrichment activities), *supplemental services* (such as counseling and income maintenance), and *substitute services* (such as foster care and adoption). The history, rationale, and provision of these services are examined in this course. The various viewpoints of the stakeholders in the child welfare service system are also examined. Students will learn basic child welfare competencies and how to ensure safety, permanency, and well-being for children. Prerequisite: SOWK 200 or permission of the instructor.

SOWK 365 — Crisis Intervention. 3 hours. This course is designed to provide a framework for intervention with individuals, families, groups, and communities in crisis. Theoretical and practical skills necessary for crisis assessment and resolution will be examined. Specific attention is given to women, ethnic and racial minorities, persons with disabilities, sexual orientation, mental and physical health, and life transitions. Research and evaluation in crisis-intervention settings are also presented.

SOWK 400 — Field Placement. 10 hours. This course must be taken during the senior year after all other social work courses have been successfully completed.

All students enrolling in this course are required to complete SOWK 401 in the semester prior to the planned placement. Special attention is given to placing students in areas of their interest and with agencies where professional supervision and experiences covering a broad spectrum of generalist practice are available. Agencies offering supervision by a professional possessing a Master of Social Work (MSW) degree are preferred. The Social Work Field Coordinator reserves the right to affirm or deny specific placements.

SOWK 401 — Social Work Field Seminar. 1 hour. Designed to prepare the senior social work student for the social work field placement program (SOWK 400) in the following semester. Orientation to the field placement, selection of field agencies, interviewing, professional ethics, resume-writing, and applying for field placement are all a part of this preparatory course. Students will meet biweekly for two hours. Prerequisite: Students enrolling in this course must be senior Social Work majors.

SOWK 405 — Social Work Field Seminar II. 2 hours. An integrating 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 emphasis in this course will be to integrate theory and practice. Students in this course will meet weekly for two hours.

SOWK 412 — Social Work Practice III. 3 hours. Presents an introduction to social work macro-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. 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. All major federal and state welfare programs will be reviewed. Prerequisite: SOWK 311.

SOWK 420 — Social Policy Analysis. 3 hours. This class examines the origins of the American welfare state, the making of government policy, issues in social service delivery, the voluntary and corporate sector, income maintenance, health care, mental health, housing policy, employment policy, and international perspectives. Past and present social policy will be examined with a view toward the development of future social policy. Students are presented a format for thinking critically about political and social systems as arenas for social work practice. Corequisite: SOWK 412.

Criminal Justice Courses

CJUS 243 — Introduction to Criminal Justice. 3 hours. This introductory course examines the Ameri-

can criminal justice system from the commission of a crime to the release of the offender in the community. The focus of the course will be on the three main components of the system: law enforcement, the courts, and corrections. The nature and relationships of the various criminal justice agencies will be explored in detail, as well as major theoretical concepts, models, and perspectives.

CJUS 273 — Criminology. 3 hours. The focus of this course is on the causation of crime and delinquency. Classical, biological, psychological, and sociological theories of crime causation will be explored, as well as violent, property, white-collar, organized, and public order crimes. An examination will also be made of the extent and measurement of crime, delinquency, and victimization. Prerequisite: CJUS 243.

CJUS 293 — Criminal Law. 3 hours. An examination of the historical, constitutional, and legal principles applicable to substantive criminal law. This course will focus on an analysis of the definition of criminal law, elements of the major crimes, general principles of criminal responsibility, punishment, and the conditions or circumstances that may excuse an individual from criminal liability or mitigate the punishment. Legal reasoning, research, and case analysis will also be examined as well as the limitations of the criminal law. Prerequisite: CJUS 243 or permission of instructor.

CJUS 316 — Corrections. 3 hours. This course is an examination of the people, systems, practices, policies, and problems of the correctional community, at the local, state, and federal levels. This course will include an analysis of the historical development of corrections, including community attitudes and resources, treatment programs, trends, and changes in the field, based on the philosophies of state and national governments. Various sentencing options, including the death penalty, will also be examined. Prerequisite: CJUS 243 or permission of instructor.

CJUS 325 — Police and Society. 3 hours. This course will examine the philosophy, history, and agencies of law enforcement at the local, state, and federal levels. An analysis of the role and responsibilities of law enforcement in a democratic society will be investigated, as well as such contemporary issues as corruption and brutality. Prerequisite: CJUS 243 or permission of instructor.

CJUS 331 — Basic Research and Statistics. 4 hours. Same as PSYC 331.

CJUS 360 — Criminal Procedure. 3 hours. An examination of the historical, constitutional, and legal principles applicable to criminal procedure. This course will focus on the procedural aspects of the criminal law pertaining to police powers in connection with the laws of arrest, search and seizure, the exclusionary rule, civil liberties, eavesdropping, confessions, and related decision-making factors. Analysis of such precedent cases as *Miranda v. Arizona*, *Terry v. Ohio*, and *Escobedo v. Illinois* will also be pursued. Prerequisite: CJUS 243 or permission of the instructor.

CJUS 394 — Juvenile Justice. 3 hours. This course focuses on the role of delinquent minors in the juvenile and criminal justice systems. This involves an examination of theories of juvenile delinquency and an examination of the problems of juveniles: family issues, economic issues, school issues, risk and protective factors in delinquency, juvenile rights and responsibilities, drugs, and gangs. Institutions and programs that serve juveniles will also be examined. Prerequisite: CJUS 243 or permission of instructor.

CJUS 400 — Field Placement I. 6 hours. Limited to Criminal Justice majors in the senior year. Students are required to serve 270 hours of field experience in police, probation, correctional, or other criminal justice oriented agencies. The Criminal Justice Program Coordinator must approve specific placements.

CJUS 405 — Field Placement II. 3-6 hours. This course must be taken during the senior year and is limited to Criminal Justice majors. Students will be required to serve 135–270 hours of field experience in police, probation, correctional, or other criminal justice-oriented agencies. The Criminal Justice field coordinator reserves the right to affirm or deny specific placements. This course will be taken after or in conjunction with CJUS 400. Prerequisite: senior status and permission of adviser.

CJUS 440 — Special Topics in Criminal Justice. 3 hours. Contents of this course will vary as instructors present different developments, problems, issues, and controversies in the field of criminal justice. This course will only be offered periodically. Prerequisite: CJUS 243 or permission of instructor.



School of Theology and Christian Ministry

Carl Leth, Ph.D., Dean

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

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

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

The School, in cooperation with the School of Graduate and Continuing Studies, provides a graduate program to enable students who are preparing for professional ministry or further graduate study and ministers who wish to continue their education, to engage in the advanced study of religion and ministry.

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

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

Faculty

CARL LETH (2003)

Professor of Theology; Dean, School of Theology and Christian Ministry

B.A., 1976, University of Kansas

M.Div., 1981, Nazarene Theological Seminary

Th. M., 1984, Duke Divinity School

Ph.D., 1992, Duke University

ROBERT D. SMITH (1982)

Professor of Theology

B.A., 1974; M.A., 1975, Southern Nazarene University

M.Div., 1977, Nazarene Theological Seminary

Ph.D., 1981, Baylor University

JOHN C. BOWLING (1991)

President of the University; Professor of Theology

B.A., 1971, Olivet Nazarene University

M.A., 1972, Olivet Nazarene University

M.R.E., 1973, Southwestern Baptist Theological Seminary

Ed.D., 1978, Southwestern Baptist Theological Seminary

D.Min., 1988, Southern Methodist University

Postdoctoral Study, 1990, Harvard University

ROBERT BRANSON (1992)

Professor of Biblical Literature

A.B., 1963, Southern Nazarene University

B.D., 1966, Nazarene Theological Seminary

Th.M., 1969, Midwestern Baptist Theological Seminary

Ph.D., 1976, Boston University

LARRY MURPHY (1992)

Professor of Biblical Literature

B.S., 1976, Trevecca Nazarene University

M.Div., 1981, Nazarene Theological Seminary

Th.M., 1983, Duke University

Ph.D., 1988, Southern Baptist Theological Seminary

RON DALTON (1993)

Professor of Christian Ministry

B.A., 1975, Trevecca Nazarene University

M.Div., 1979, Nazarene Theological Seminary

D.Min., 1984, Vanderbilt University

WILLIAM H. BRAY (1994)

Professor of Christian Ministry

B.A., 1974, MidAmerica Nazarene University

M.Div., 1978, Nazarene Theological Seminary

M.A., 1990, University of Colorado

D.Min., 1985, Phillips University Graduate Seminary

DAVID WINE (1995)

Associate Professor of Christian Education

B.A., 1972, Olivet Nazarene University

M.A., 1977, The Ohio State University

Doctoral Candidate, Trinity Evangelical Divinity School

MICHAEL W. BENSON (2002)

University Chaplain

B.A., 1978, Southern Nazarene University

M.Div., 1983, Nazarene Theological Seminary

D.Min., 2001, Asbury Theological Seminary

LEON BLANCHETTE (2003)

Assistant Professor of Christian Education
B.A., 1992, Trevecca Nazarene University
M.A., 1995, Trevecca Nazarene University

KEVIN MELLISH (2004)

Assistant Professor of Biblical Literature
B.A., 1990, Olivet Nazarene University
M.Div., 1995 Nazarene Theological Seminary
Ph.D. candidate, Claremont Graduate University

TIMOTHY MERCER (2004)

Associate Professor of Christian Ministry
B.A., 1971, Olivet Nazarene University
M.Div., 1975, Nazarene Theological Seminary
M.A., 1991, Asbury Theological Seminary

KEVIN LOWERY (2004)

Assistant Professor of Theology
B.A., 1987, Frostburg State University
M.Div., 1993, Asbury Theological Seminary
Ph.D., 2004, University of Notre Dame

MARK HOLCOMB (2004)

Assistant Professor of Christian Education
B.A., 1981, Olivet Nazarene University
M.R.E., 1985, Nazarene Theological Seminary

MARY PAUL (2005)

Associate Professor of Theology
B.A., 1983, Eastern Nazarene College
M.Div., 1990, Boston University
D.Min. candidate, Asbury Theological Seminary

MARK R. QUANSTROM (2005)

Associate Professor of Theology
B.A., 1977, Olivet Nazarene University
M.Div., 1982, Nazarene Theological Seminary
Ph.D., 2000, St. Louis University

Typical Program for Students Majoring in the School of Theology and Christian Ministry

Freshman Year

Sharing Our Faith
Christian Formation
Fundamentals of Christian Ministry
College Writing I
Christian Education
Wellness or Nutrition
Introduction to Fine Arts

Sophomore Year

Introduction to Philosophy
Fundamentals of Communication
Elementary Greek/Hebrew

History or Sociology
Biblical Hermeneutics
Old Testament Introduction
Preaching and Worship

Biblical Studies Major: 35 hours. B.A.

Required:

BLIT 243 — Hebrew I
244 — Hebrew II
250 — Biblical Hermeneutics
305 — Old Testament Introduction
310 — New Testament Introduction
330 — New Testament Greek

Plus nine hours of upper-division Old Testament and six hours of upper-division New Testament

Required Supporting Courses:

PHIL 201 — Introduction to Philosophy
351 — Ancient and Medieval Philosophy
THEO 310 — Christian Theology I
320 — Christian Theology II
351 — History of Christianity I

Plus BLIT 233 and 234 — Elementary Greek I, II to satisfy the general education foreign language requirement.

Biblical Studies Minor: 21 hours

Required:

BLIT 250 — Biblical Hermeneutics
305 — Old Testament Introduction
310 — New Testament Introduction

And 12 additional hours of upper division Biblical Literature approved by the Dean of the School of Theology and Christian Ministry.

Greek Minor: 14 Hours

Required:

BLIT 233 — Elementary Greek I
234 — Elementary Greek II
And six additional hours of upper division Greek

Biblical Languages Minor: 19 Hours

Required:

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

Biblical Literature Courses

BLIT 202 — Christian Scriptures I. 3 hours. An introduction to the serious study of the Old Testament as Scripture, its original historical and literary contexts, and its contemporary relevance within the Christian church. Attention is given to the history of the people of Israel, the geography, customs, thought, and languages of the Biblical world. The course is intended to cultivate an appreciation for the Old Testament, and to provide the necessary background for understanding the New Testament. Prerequisite: THEO 101.

BLIT 233 — Elementary Greek I. 4 hours. A comprehensive elementary course that includes grammar, pronunciation, reading, and translation of Koine Greek. Lecture and laboratory for individualized instruction.

BLIT 234 — Elementary Greek II. 4 hours. A continuation of BLIT 233.

BLIT 243 — Elementary Hebrew I. 4 hours. A comprehensive elementary course that includes grammar, pronunciation, reading and translation of Biblical Hebrew.

BLIT 244 — Elementary Hebrew II. 4 hours. A continuation of BLIT 243 with an emphasis on reading and exegeting the Biblical text.

BLIT 250 — Biblical Hermeneutics. 3 hours. A study of the science and art of Biblical interpretation, including a survey of the history of interpretation and an introduction to the theory, methods, and practice of Biblical exegesis. The course will include a discussion of Biblical translations. Required for all majors within the School of Theology and Christian Ministry, along with BLIT 310, this course will be taken in place of BLIT 303 as a general education requirement.

BLIT 303 — Christian Scriptures II. 3 hours. This course is a continuation of Christian Scriptures I, with the focus on the New Testament. Attention will be given to an overview of the New Testament, to serious engagement with selected passages of Scripture, and to the contemporary interpretation (including theological and moral reflection) of these texts as part of the canon of the Christian church. Prerequisite: BLIT 202.

BLIT 305 — Old Testament Introduction. 3 hours. An introductory course designed to examine the content of and methods for studying the Old Testament. This course introduces the student to critical issues in and resources for Old Testament studies and exposes the student to the various contexts (critical, religious, historical, social, etc.) in which the Old Testament texts were written. Attention is given to the history of the development of the discipline and to the issues and approaches which are currently being discussed. An overview of the content of the books of the Old Testament as well as some examination of

the major theological themes of the Old Testament are included. Prerequisite: BLIT 250.

BLIT 310 — New Testament Introduction. 3 hours. An introductory study of the New Testament. This course introduces the student to critical issues in and resources for New Testament studies, exposes the student to the various contexts (cultural, philosophical, religious, social, etc.) in which the New Testament texts were written, and gives attention to the historical backgrounds, genre, message, and significant persons of the New Testament texts. Some attention will be given to comparing major theological themes and passages of the New Testament. Includes an overview of the process of formation for the canon of the New Testament. Prerequisite: BLIT 250.

BLIT 330 — New Testament Greek Exegesis. 3 hours. A continuation of grammar study and translation with attention to developing exegetical skills in the study of the Greek New Testament. This course will focus either on a selection of New Testament passages or on a selected New Testament corpus. Prerequisite: BLIT 233, 234. May be repeated for credit as topic varies.

BLIT 339 — Readings in Greek. 1–3 hours. A course that continues to develop and refine skills in the reading and study of selected Greek texts. Selections may include texts from the New Testament, the early Church, and/or ancient philosophers. Prerequisite: BLIT 233, 234, and 330. May be repeated with a different subtitle.

BLIT 356 — Psalms and Wisdom Literature. 3 hours. A survey of Hebrew poetry and wisdom literature in English translation. A study of selected Psalms and portions of Job, Proverbs, Ecclesiastes, and Song of Solomon. Prerequisite: BLIT 305. Offered alternate years.

BLIT 379 — Old Testament Prophets I. 3 hours. A study of the background, contents, and teachings of Hosea, Amos, Isaiah, Micah, Jonah, and Obadiah. Prerequisite: BLIT 305. Offered alternate years.

BLIT 380 — Old Testament Prophets II. 3 hours. A study of the background, contents, and teachings of Jeremiah, Lamentations, Ezekiel, Daniel, Joel, Nahum, Habakkuk, Haggai, Zephaniah, Zechariah, and Malachi. Prerequisite: BLIT 305. Offered alternate years.

BLIT 465 — Pauline Epistles. 3 hours. An exegetical and theological study of a selection of epistles attributed to the Apostle Paul. Attention will be given to their historic and sociological contexts, as well as to their contribution to the general category of Pauline thought. Prerequisite: BLIT 310. Offered alternate years.

BLIT 471 — Pentateuch. 3 hours. A study of the historical background and the development of the Hebrew people as found in Genesis, Exodus, Leviticus, Numbers, and Deuteronomy. Prerequisite: BLIT 305. Offered alternate years.

BLIT 472 — Synoptic Gospels and Acts. 3 hours. An exegetical study of the synoptic gospels and the Book of Acts, with attention given to critical issues such as the synoptic problem, the historical Jesus, issues of continuity between Luke and Acts, and the development of narrative exegetical methods. Prerequisite: BLIT 310. Offered alternate years.

BLIT 474 — Johannine Literature. 3 hours. An exegetical study of the gospel and epistles of John and the Revelation in English translation. Prerequisite: BLIT 310. Offered alternate years.

BLIT 476 — Topics in Biblical Studies. 3 hours. A study of significant areas of contemporary and enduring interest in the field of Biblical studies, such as hermeneutics, the parables of Jesus, miracles, the Greco-Roman world, and theology. Courses related to specific Biblical writings may also be offered. Offered alternate years. Prerequisite: BLIT 310.

BLIT 600-699 — Graduate-Level Courses. Open to some seniors. See the coordinator of Graduate Studies in religion.

Christian Education Major: 58 hours. B.S.

Required:

CHED 115 — Christian Education
290 — Community Ministry Experience I
302 — Praxis I
303 or 304 — Praxis II or III
310 — Spiritual Formation
385 — Ministry Conference
390 — Community Ministry Experience II
490 — Summer Ministry Experience
CMIN 116 — Fund of Christian Ministry
PHIL 201 — Introduction to Philosophy
THEO 310 — Christian Theology I
320 — Christian Theology II
462 — Doctrine of Holiness
or 472 — History, Missions, and Polity
BLIT 250 — Biblical Hermeneutics
305 — Old Testament Introduction
310 — New Testament Introduction

Plus three hours of upper-division Old Testament and three hours of upper-division New Testament

Plus 12 additional hours of Christian Education.

Required Supporting Courses:

SOCY 362 — Marriage and Family
PSYC 211 — Child Development
or 212 — Adolescent/Adult Development
BLIT 233 and 234 — Elementary Greek I, II
or BLIT 243 and 244 — Hebrew I, II

Students interested in a Youth Ministry concentration should include CHED 200, CHED 370, and CHED 325 as part of the approved Christian education electives. Non-Nazarene students may substitute THEO 473 for THEO 472.

Youth Ministry Major: 70 hours. B.S.

This major has been approved by the Course of Study Advisory Committee to meet educational requirements for ordination as an elder/deacon in the Church of the Nazarene.

Required:

CHED 200 — Foundations of Youth Ministry
290 — Community Ministry Experience I
310 — Spiritual Formation
370 — Issues in Youth Ministry
385 — Ministry Conference
390 — Community Ministry Experience II
490 — Integrated Summer Ministry

Plus six hours of Christian Education selected from the following:

CHED 115 — Christian Education
301 — Principles/Methods of Christian Education
325 — Small Groups
366 — Contemporary Ministries
CMIN 116 — Fundamentals of Christian Ministry
201 — Preaching and Worship
302 — Praxis I
303 — Praxis II
or 304 — Praxis III
494 — Pastoral Care/Counseling
PHIL 201 — Introduction to Philosophy
THEO 310 — Christian Theology I
320 — Christian Theology II
351 — History of Christianity I
352 or 357 — History of Christianity II or III
462 — Doctrine of Holiness
472 — History, Mission, and Polity of the Church of the Nazarene
BLIT 250 — Biblical Hermeneutics
305 — Old Testament Introduction
310 — New Testament Introduction

Plus three upper-division hours of Old Testament and three upper-division hours of New Testament

Required Supporting Courses:

PSYC 212 — Adolescent and Adult Development
or 211 — Child Development

SOCY 362 — Marriage and Family
BLIT 233 and 234 — Elementary Greek I, II
or BLIT 243 and 244 — Hebrew I, II

Highly Recommended Supporting Course:

Three hours of upper-division Philosophy

Children's Ministry Major: 73 hours. B.S.

This major has been approved by the Course of Study Advisory Committee to meet educational requirements for ordination as an elder/deacon in the Church of the Nazarene.

Required:

CHED 115 — Christian Education
210 — Foundations of Children's Ministry
290 — Community Ministry Experience I
300 — Issues in Children's Ministry
301 — Principles and Methods of Christian Education
310 — Spiritual Formation
325 — Small Group Ministry
385 — Ministry Conference
390 — Community Ministry Experience II
490 — Integrated Summer Ministry

CMIN 116 — Fundamentals of Christian Ministry

201 — Preaching and Worship
302 — Praxis I
304 — Praxis III
494 — Pastoral Care/Counseling

PHIL 201 — Introduction to Philosophy

THEO 310 — Christian Theology I
320 — Christian Theology II
351 — History of Christianity I
352 or 357 — History of Christianity II or III
462 — Doctrine of Holiness
472 — History, Mission, and Polity of the Church of the Nazarene

BLIT 250 — Biblical Hermeneutics
305 — Old Testament Introduction
310 — New Testament Introduction

Plus three upper-division hours of Old Testament and three upper-division hours of New Testament

Required supporting courses:

PSYC 211 — Child Development
SOCY 362 — Marriage and Family
BLIT 233 and 234 — Elementary Greek I, II
or BLIT 243 and 244 — Hebrew I, II

Christian Education Minor: 17 hours

Required:

CHED 115 — Christian Education
290 — Community Ministry Experience
301 — Principles and Methods of Christian Education
310 — Spiritual Formation
385 — Ministry Conference

Plus six upper-division hours of Christian Education

Youth Ministry Minor: 17 hours

Required:

CHED 200 — Foundations of Youth Ministry
290 — Community Ministry Experience
310 — Spiritual Formation
325 — Small Groups
370 — Issues in Youth Ministry
385 — Ministry Conference

And three additional hours of Christian Education

Children's Ministry Minor: 17 hours

Required:

CHED 115 — Christian Education
210 — Foundations of Children's Ministry
290 — Community Ministry Experience I
300 — Issues in Children's Ministry
310 — Spiritual Formation
385 — Ministry Conference
301 — Principles and Methods for Christian Education
or 325 — Small-Group Ministry

Christian Education Courses

CHED 115 — Foundations of Christian Education. 3 hours. A study of the aims, methods, materials, and programs of Christian education. Agencies of the local church for educational evangelism and development of Christian character will be considered, including Sunday school, youth groups, mission society, home and extension services, weekday religious instruction, and activities in the church and community. The organization and administration of all Christian education in the local church will be considered, including present-day problems and trends.

CHED 200 — Foundations of Youth Ministry. 3 hours. An examination of the theological, developmental, sociological, and historical frameworks which shape evangelical youth ministry. Includes the reaching and teaching of youth through the local church. Students will begin the formation of a philosophy of youth ministry.

CHED 210 — Foundations of Children's Ministry. 3 hours. An examination of the theological, developmental, sociological, and historical framework which shape evangelical children and family ministries. Includes the reaching and teaching of children and their families through the local, district and general church. Administrative issues will also be discussed. Students will begin the formation of a philosophy of children and family ministry.

CHED 290 — Community Ministry Experience I. 1 hour. An integrated ministry experience, generally during the sophomore year, in harmony with the student's interest and calling. Experience must include at least 50 hours of ministry experience in a local church, parachurch organization, or appropriate ministry setting. Assessment of students includes that student's knowledge of the field, experiences in leadership, personal spiritual leadership, ministry skill preparedness, and interpersonal competencies. A mentor will provide direction and appropriate feedback.

CHED 299 — Summer Ministries in the Church of the Nazarene. 1–3 hours. This course is designed to prepare the student for practical involvement in the summer ministries program of the Church of the Nazarene. It emphasizes the nature and background of the specific ministries, cross-cultural understanding, personal growth, Biblical understandings, churchmanship, and special skills appropriate to these respective ministries.

CHED 300 — Issues in Children's Ministry. 3 hours. An exploration of the skills, strategies, challenges, and resources relevant to children and family ministry. Issues such as weekday programs, worship, storytelling techniques, discipling, outreach, counseling children and parents, retreats, bus ministry, puppet ministry, and recruiting and equipping a team of leaders will be addressed. Prerequisite: CHED 210.

CHED 301 — Principles and Methods for Christian Education. 3 hours. A study of the principles of educational theory as they relate to the teaching ministries of the Church, and a survey of practical teaching methods for use in the local church.

CHED 302 — Praxis I: The Church in Mission. 2 hours. Same as CMIN 302.

CHED 303 — Praxis II: Evangelism and Congregational Renewal. 2 hours. Same as CMIN 303.

CHED 304 — Praxis III: Cross-Cultural Ministry. 2 hours. Same as CMIN 304.

CHED 310 — Spiritual Formation. 3 hours. A course designed to enhance the personal spiritual growth of the minister. The understanding and development of issues of integrity and character and the integration of relationships with self, God, and others are explored. Attention is given to classical spiritual disciplines such as prayer, fasting, Scripture-reading, and Christian meditation.

CHED 325 — Small-Group Ministry. 3 hours. This course focuses on the birthing, feeding, and support of small groups for children, youth, and adults through the local church. Multiple types of groups will be explored, including the nurture group, the Sunday school, the serving group, the seeker group, and the recovery group. Emphasis will also be given to experience the dynamic of community through small groups.

CHED 366 — Contemporary Ministries. 3 hours. A study of various ministries that are currently being used by the Church. Such ministries as weekday programs, outreach ministries, camping, social programs, bus ministries, and campus ministries will be addressed. The course will be flexible enough to include new ministries as they develop in the life of the Church.

CHED 367—Materials and Methods for Recreation. 2 hours. Same as PHED 367. Prerequisites: CHED 115, PSYC 102, 211.

CHED 370 — Issues in Youth Ministry. 3 hours. An exploration of the skills, strategies, challenges, and resources of relevant youth ministry. Issues such as discipling, outreach, recreation, counseling youth and parents, retreats and camping, building a family friendly ministry, and recruiting and equipping a team of leaders may be examined.

CHED 377 — Music in Worship. 2 hours. Same as MUCH 377.

CHED 385 — Ministry Conference. 1 hour. Includes participation in one of the national youth workers conferences. Preconference reading and group work occur during and after the event.

CHED 390 — Community Ministry Experience II. 1 hour. An integrated ministry experience, generally during the junior year, in harmony with the student's interest and calling. Experience must include at least 50 hours of ministry experience in a local church, parachurch organization, or appropriate ministry setting. Assessment of students includes the student's knowledge of the field, experiences in leadership, personal spiritual leadership, ministry skill preparedness, and interpersonal competencies. A mentor will provide direction and appropriate feedback.

CHED 452 — The Minister as Leader and Administrator. 3 hours. Same as CMIN 452.

CHED 489 — Problems in Christian Education. 1–2 hours. Individual study of a practical problem in Christian education. The student must decide upon a prob-

lem, study it, and propose its solution. The major requirement is a written report of the student's research. Open to majors only.

CHED 490 — Integrated Summer Ministry Experience. 3 hours. An integrated ministry experience usually during the summer in harmony with the student's calling. The experience will include at least 150 hours of ministry experience. Attention will be given to the student's personal maturation, development of interpersonal competencies, and sharpening of professional skills for leadership facilitated by the instructor and mentored by the field supervisor.

CHED 494 — Pastoral Care and Counseling. 3 hours. Same as CMIN 494.

Religion Major: 71 hours. B.S.

This major has been approved by the Course of Study Advisory Committee to meet the education requirements for ordination as an elder in the Church of the Nazarene.

Required:

BLIT 250 — Biblical Hermeneutics
305 — Old Testament Introduction
310 — New Testament Introduction

Plus three hours of upper-division Old Testament and three hours of upper-division New Testament, excluding BLIT 303.

CMIN 101 — Sharing our Faith
116 — Fundamentals of Christian Ministry
201 — Preaching and Worship
302 — The Church in Mission
303 — Evangelism and Church Renewal
or 304 — Cross-Cultural Ministry
401 — Advanced Homiletics
452 — Minister as Leader and Administrator
494 — Pastoral Care/Counseling
496 — Field Training

PHIL 201 — Introduction to Philosophy, and three hours of elective in Philosophy

THEO 310 — Christian Theology I
320 — Christian Theology II
351 — History of Christianity I
352 — History of Christianity II
or 357 — History of Christianity III
462 — Doctrine of Holiness
472 — History, Missions, and Polity of the Church of the Nazarene

CHED 310 — Spiritual Formation

And three additional hours of Christian Education

Required Supporting Courses:

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

Highly Recommended Courses:

MUCH 377 — Music in Worship
THEO 410 — Topics in Christian Theology

Three additional hours of Philosophy
Three additional hours of Biblical Literature

Religious Studies Major: 42 hours. B.A.

BLIT 250 — Biblical Hermeneutics
305 — Old Testament Introduction
310 — New Testament Introduction

Plus three hours of upper-division Old Testament and three hours of upper-division New Testament, excluding BLIT 303

THEO 310 — Christian Theology I
320 — Christian Theology II
351 — History of Christianity I
352 or 357 — History of Christianity II or III
PHIL 201 — Introduction to Philosophy

Plus 12 additional upper-division hours from the School of Theology and Christian Ministry

Philosophy and Religion Major: 45 hours. B.A.

BLIT 250 — Biblical Hermeneutics
305 — Old Testament Introduction
310 — New Testament Introduction
THEO 310 — Christian Theology I
320 — Christian Theology II
351 — History of Christianity I
352 or 357 — History of Christianity II or III
or PHIL 325 — World Religions
PHIL 201 — Introduction to Philosophy

And 12 upper division hours of electives in philosophy or theology

Plus nine additional upper division hours in Theology, Biblical Literature, or additional Philosophy

Religion Minor: 18 hours

Required:

BLIT 250 — Biblical Hermeneutics
305 — Old Testament Introduction
310 — New Testament Introduction
THEO 351, 352, or 357 — History of Christianity

And six additional upper division hours from the School of Theology and Christian Ministry, including three hours of Biblical Literature.

Philosophy Minor: 15 hours

Required:

Philosophy — 15 hours from the courses offered

Cross-Cultural Ministries Minor: 19 hours

Required:

CMIN 101 — Sharing our Faith
116 — Fundamentals of Christian Ministry
302 — Church in Mission
304 — Cross-Cultural Ministry

Plus two hours selected from the following:

CMIN 290 — Cross-Cultural Ministry Experience
390 — Cross-Cultural Field Experience
399 — Cross-Cultural Ministry — CAUSE

And nine hours selected from the following:

PHIL 325 — World Religions
SOCY 364 — Anthropology
THEO 462 — Doctrine of Holiness
Christian Education elective (three hours)

To be supported by the following:

Nine hours selected from the following:
HIST 379 — The Developing World
LIT 300 — Literature of Western World
308 — Third World Literature
315 — Multiethnic Literature
PSCI 221 — International Relations
SOCY 280 — Ethnic Relations
374 — World Food Problem
COMM 349 — Intercultural Communication

Highly Recommended:

THEO 472 — History, Missions, and Polity of the Church of the Nazarene
CMIN 380 — Introduction to Missionary Service

Recommended:

MATH 103 and completion of a foreign language through the elementary I and II levels. Students completing PHIL 325, SOCY 364, and THEO 462 may reduce the required supporting courses to six hours.

Theology Courses

THEO 101 — Christian Formation. 3 hours. This course is designed to explore issues of the church, holy and ethical living, church/faith development, spiritual disciplines and church practices, and distinction between vocation and occupation. This course will not only prioritize areas of the church, spiritual formation, and theological ethics, but will also prepare the way for engagement with Scripture.

THEO 310 — Christian Theology I. 3 hours. An introduction to theological thinking and the classical teachings of the Church regarding the Christian faith. This will include an exploration of the development, meaning and relevance of doctrinal authority, doctrine of God, creation, the Trinity, and the work and person of Jesus Christ (especially of the Wesleyan tradition), classical and contemporary modes of thought, and the meaning of theological thinking for the student and the Church. Prerequisite: PHIL 201.

THEO 320 — Christian Theology II. 3 hours. An introduction to theological thinking and the classical teachings of the Church regarding the Christian faith. This will include an exploration of the development, meaning and relevance of the work and person of Jesus Christ, the person and work of the Holy Spirit (especially the Wesleyan understanding of sanctification), the Church, sacraments and eschatology (especially as they relate to the Wesleyan understanding of sin and salvation). This course will focus its attention on the witness of Scripture, the historic testimony of the Church (especially of the Wesleyan tradition), classical and contemporary modes of thought, and the meaning of theological thinking for the student and the Church. Prerequisite: THEO 310.

THEO 330 — Introduction to Christian Ethics. 3 hours. Same as PHIL 330.

THEO 351 — History of Christianity I. 3 hours. A survey of the history of Christianity during the Patristic, Medieval, and Reformation periods.

THEO 352 — History of Christianity II. 3 hours. A survey of the history of Christianity following the Reformation period. Emphasis will be placed upon modernity, the Wesleyan tradition, American religious history, and contemporary Christianity.

THEO 357 — History of Christianity III. 3 hours. An examination of the movements, persons, and ideas that shaped religious history in America.

THEO 404 — Christian Faith. 3 hours. This course assists the students in moving toward thinking critically about matters of Christian faith/theology and in understanding that Christian faith is lived out and originates from living within specific denominational and theological traditions. Given our context, the coursework will focus on the Wesleyan-holiness theo-

logical tradition. Included will be the critical reflection both on doctrinal matters and on matters of the church and Christian life/practice. Prerequisite: BLIT 303.

THEO 410 — Topics in Christian Theology. 3 hours. A concentrated study of the work of one or more theologians, or of a particular theological issue or movement, or the theology of a particular era. Special attention will be given in this course to the meaning and implications of the person and work of Jesus Christ. This course may be repeated with a different subtitle. Prerequisites: PHIL 201 and one course in Christian Theology (THEO 310 or 320); or permission of the instructor.

THEO 462 — Doctrine of Holiness. 3 hours. An inquiry into the meaning and implications of the doctrine of holiness and, in particular, of the doctrine of entire sanctification or Christian perfection. This course will focus its attention on the witness of Scripture, the historic testimony of the Church (especially of the Wesleyan tradition), classical and contemporary modes of thought, and the meaning of this doctrine for the life of the student and the Church. To be taken the senior year, unless special permission is granted by the instructor. Prerequisite: THEO 310, or permission of the instructor.

THEO 472 — History, Missions, and Polity of the Church of the Nazarene. 3 hours. This course covers three related topics: (1) a selective historical study of the world regions of the Church of the Nazarene, with primary emphasis upon the U.S. regions; (2) a review of the World Mission division and a discussion of internationalization and its implications; and (3) a concentrated examination of the *Manual of the Church of the Nazarene*, with focus on the government of the Church at its various administrative levels and consideration of the denomination's distinctive identity.

THEO 473 — Christian Institutions. 3 hours. A study of the history, polity, and missions program of a particular denomination. The student, in consultation with the professor, will reflect the denomination that will be the focus of the study. May, with permission, substitute for THEO 472.

THEO 489 — Individual Reading and Research in Christian Theology. 1–4 hours. Independent reading and research on a topic agreed upon by the instructor and of special interest to the student. Normally, such study involves a set of short papers and/or culminates in a research paper of substantial length. Prerequisite: THEO 310 or permission of the instructor.

Christian Ministry Courses

CMIN 101 — Sharing Our Faith. 1 hour. This class seeks to equip and encourage the student to share faith in Christ with other individuals in various situa-

tions. It will explore the motives, personal inhibitions, and methods for sharing faith in Christ with others.

CMIN 116 — Fundamentals of Christian Ministry. 3 hours. A course designed to acquaint the student with the foundation and avenues for fulfilling the special call to service and to introduce Olivet's ministerial training objectives. Required of all freshmen in the ministerial training program.

CMIN 201 — Preaching and Worship. 3 hours. A study of sermon construction and delivery. The class will explore the methods of text selection, development of the sermonic idea, the varieties and function of homiletic forms, and methods of delivery. Each student will preach one or more times in class with peers' and the professor's evaluations. The nature and function of worship in the congregation and the minister's role in worship leadership will also be explored. Prerequisite: BLIT 250.

CMIN 290 — Cross-Cultural Ministry Experience. 1–2 hours. A supervised, semester-long ministry experience of at least 50 hours per credit hour of ministry in a local church, an approved parachurch organization, or other appropriate ministry setting. The experience is to take place in a ministry setting that is culturally divergent from the student's own cultural background. A mentor will be assigned to the student who will assist the student in finding a specific ministry position, provide direction to the student, and offer appropriate assessment. Assessment will be based on the following criteria: the student's preparedness for ministry; spiritual leadership; interpersonal skills; and developing awareness of, respect for, and flexibility in the face of cultural differences. Prerequisites: CMIN 101, CMIN 116. Pass/Fail grading.

CMIN 302 — PRAXIS I: The Church in Mission. 2 hours. A study of the mission and ministry of the Church as it relates to ecclesiology. The study will concern itself with both the global (world) and particular (congregational) missions and concerns of the Church, but the emphasis will be upon congregational issues. This will include an introduction to practical theology. A careful introduction to modern church growth research and method is also to be included.

CMIN 303 — PRAXIS II: Evangelism and Church Renewal. 2 hours. A study of the forms and function of different means of congregational renewal. Included is the formation or reclamation of a congregation's vision or dream, lay ministry, revivalism, and contemporary approaches to evangelism. Prerequisite: CMIN 302.

CMIN 304 — PRAXIS III: Cross-Cultural Ministry. 2 hours. A study of the theory and practice of crosscultural evangelism within both the contexts of a single culture (specific mission field) and multiple cultures (urban ministry, et al.). The study will include ways of reformulating and demonstrating the message of the gospel in culturally specific ways, and the concept

of world mission as a global enterprise. Prerequisite: CMIN 302.

CMIN 380 — Introduction to Missionary Service. 1 hour. A 16-hour, weekend seminar introducing prospective missionary candidates to missionary service in the Church of the Nazarene. The course is conducted by personnel from the Church of the Nazarene's World Mission division one weekend a year, beginning Thursday evening through Sunday morning. Topics covered include the stages of becoming a missionary, missionary life, and cross-cultural orientation. Pass/Fail grading.

CMIN 390 — Cross-Cultural Field Experience. 2–3 hours. Credit is given for participation in a group short-term (2–8 weeks), cross-cultural ministry program under the auspices of Olivet Nazarene University, the Church of the Nazarene's World Mission, or another missionary organization. A minimum of 80 hours of actual ministry time is required for two credits; 120 hours of ministry for three credits.

CMIN 401 — Advanced Homiletics. 3 hours. This course addresses homiletics within the larger context of classic Christian worship. Emphasis is given to preaching the various literary genres of Scripture, which also include the wider variety and function of homiletical forms (designs). Students preach original sermons in class and outside of class. Prerequisite: CMIN 201.

CMIN 452 — The Minister as Leader and Administrator. 3 hours. A comprehensive study of the organization and activities of the local church and the pastor's leadership in these concerns. Class work will include such topics as understanding small-group dynamics, problem-solving, planning (including long-range planning), discipling other leaders (lay and staff), budgeting, accounting, raising funds, property management, leadership styles and skills, followership, conflict resolution techniques, fostering and maintaining relations with the denomination and especially the district, and personal ethics and financial budgeting. Recommended prerequisites: CMIN 302 and either 303 or 304.

CMIN 494 — Pastoral Care and Counseling. 3 hours. An introductory study to pastoral ministry to individuals and small groups. Attention will be given to human development, spiritual formation, personality disorders, crisis intervention, counseling principles and techniques, premarital and marital counseling tools and techniques, and pastoral visitation agendas and techniques. Prerequisite: One course in Psychology or permission of the instructor.

CMIN 496 — Field Training and Service. 1–6 hours. Prerequisites: Senior standing, approval by the Committee on Ministerial Training and the completion of academic portion of the ministerial program.

Philosophy Courses

PHIL 201 — Introduction to Philosophy. 3 hours. A survey of traditional topics and systems of philosophy.

PHIL 301 — Logic. 3 hours. An analysis of the logical use of language. The emphasis is placed upon integrity, clarity, and precision in argument.

PHIL 325 — World Religions. 3 hours. A study of the religions of the world. The course may survey the major religions or discuss selected ones.

PHIL 330 — Introduction to Christian Ethics. 3 hours. Students will be introduced to Christian ethics from its theological, philosophical and historical perspectives. Special attention will be given to the elements of Christian moral deliberation and to the application of Christian ethics to contemporary issues.

PHIL 351 — Ancient and Medieval Philosophy. 3 hours. An historical survey of the principal ideas of ancient and medieval philosophers. Prerequisite: PHIL 201.

PHIL 352 — Modern Philosophy. 3 hours. An historical survey of the principal ideas of philosophers of the Renaissance through the present. Prerequisite: PHIL 201.

PHIL 422 — History of Political Philosophy. 3 hours. Same as PSCI 422. Prerequisite: PHIL 201.

PHIL 451 — Philosophy of Religion. 3 hours. An inquiry into the nature of religious phenomena, the philosophical significance of the idea and reality of God, the relationship of faith to reason, and the meaning of religious language through readings in and discussions of the writings of philosophers who have made unusually important contributions to the field. Prerequisite: PHIL 201 or permission of the instructor.

PHIL 460 — Postmodern Philosophy. 3 hours. An inquiry into the principle ideas of Postmodern Philosophy. Same as PSCI 460.

PHIL 489 — Individual Reading and Research in Philosophy. 1–4 hours. Independent reading and research on a topic agreed upon by the instructor and of special interest to the student. Normally, such study involves a set of short papers and/or culminates in a research paper of substantial length.

PHIL 499 — Topics in Philosophy 1–4 hours. A specialized analysis of a traditional topic, a philosopher, or a movement or problem involving individualized research and philosophical dialogue. Prerequisite: PHIL 201.



General Studies

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.

General Studies Courses

The following courses are offered without reference to any department:

GNST 101 — Essentials of Learning. 3 hours. A course of basic instructional guidance designed for students who do not meet regular admissions criteria. Students in this course form a support group while acquiring study skills and traits of good students like self-motivation and time management. Academic counseling is provided to assist the student in progressing toward success in college.

GNST 105 — Learning Success Strategies. 3 hours. This course is an in-depth exposure to the principles of learning how to learn by using an interdisciplinary approach to the development of academic skills. Topics include learning theory, learning styles, organizational skills, motivation, accountability, and applied learning behaviors for learning across the curriculum. Students will evaluate their own academic performance and develop a personal academic success plan for improving their academic standing.

Military Science

The purpose of the Army Reserve Officers Training Corps program is to commission the future officer leadership of the United States Army and to motivate young people to be better citizens. Cadets simultaneously earn their baccalaureate degree and a commission as a second lieutenant in the U.S. Army, Army Reserve, or Army National Guard.

The Rolling Thunder Battalion is a cooperative effort to which the Army, Olivet Nazarene University, and Wheaton College have mutually agreed on as a means of providing junior officer leadership in the interest of national security.

The Rolling Thunder Battalion cadre provide leadership training and practical experience designed to develop the traits essential to achieving a high degree of success in military as well as civilian pursuits.

The military science curriculum consists of two two-year courses. First, the Basic Course consists of eight semester hours taken during freshman and sophomore years. Students who are unable to complete the on-campus Basic Course may attend the Army's Leader Training Course, an intensive 28-day summer camp (in lieu thereof) between their sophomore and junior years. The professor of military science may also waive all or part of the

Basic Course requirement based on prior military experience or Junior ROTC experience.

Once students have satisfactorily completed the Basic Course, they may apply for enrollment in the Advanced Course. If selected for enrollment in the Advanced Course, the student signs a contract with the United States government in which he or she agrees to complete the course of instruction, attend the advanced summer camp, and accept a commission in the reserve or active components of the U.S. Army for a period as specified by the Secretary of the Army. The Advanced Course requires four complete semester courses, plus attendance at the National Advanced Leadership Course, a 32-day advanced training camp at Fort Lewis, Washington, during the summer following the junior year. Students must also satisfactorily complete an approved military history course. Students must be U.S. citizens to contract into the Advanced Course.

Army ROTC offers two-, three-, and four-year scholarships that pay tuition and fees up to \$20,000 a year. Students can apply at any time from their senior year in high school to the second semester of their sophomore year in college. All scholarship students also earn a \$250–\$400 monthly stipend while in school, and an annual allowance of \$900 for books and miscellaneous fees. In addition, qualified nonscholarship cadets are eligible for a tuition reduction if participating in ROTC.

Military Science Courses

MSCI 022 — Military Science Leadership Lab. 0 hours. Practical application of military skills taught in MSCI basic and advanced courses. Hands-on training in basic soldier skills, squad and platoon tactics, weapons, communications, and organizational leadership. Corequisite for MSCI 121/122, 221/222, 331/332, 441/442.

MSCI 121 — Introduction to Leadership. 2 hours. This course is an introduction to fundamental components of service as an officer in the U.S. Army. These initial lessons form the building blocks of progressive lessons in values, fitness, leadership, and officership. This course also addresses life skills, including fitness, communications theory and practice (written and oral), interpersonal relationships, and the ethics of Christian service. Emphasis on hands-on learning also includes blocks of instruction on map-reading, orienteering, marksmanship, and rappelling, as well as weekly leadership laboratories, one weekend field trip, and physical training. Upon completion of this semester, the cadets should be prepared to receive more

complex leadership instruction. Corequisite: MSCI 022.

MSCI 122 — Leadership and Decision Making. 2 hours. Builds upon the fundamentals introduced in the previous semester by focusing on leadership theory and decision-making. Life skills lessons in this semester include problem-solving, critical thinking, leadership theory, followership, group interaction, goal-setting, and feedback mechanisms. Upon completion of this semester, cadets should be prepared to advance to more complex leadership instruction concerning the dynamics of organizations. Additionally, they will be increasingly required to demonstrate knowledge of leadership fundamentals and communications (written and oral). Again, hands-on learning also includes blocks of instruction on map-reading, orienteering, marksmanship, and rappelling, as well as weekly leadership laboratories, one weekend field trip, and physical training. Corequisite: MSCI 022.

MSCI 221 — Leadership and Problem-Solving. 2 hours. This course builds on the fundamentals introduced in the first-year curriculum. Using practical exercise, cadets must increasingly apply communications and leadership skills to solve increasingly complex problems. The course concludes with a major leadership and problem-solving case study that draws on virtually all of the classroom instruction received in the first three semesters of the Basic Course. The course also includes one weekend field trip, weekly leadership laboratories, and physical training. Upon completion of this semester, cadets should be well grounded in the fundamental principals of leadership, and be prepared to intensify the practical application of their studies during the Advanced Course. Corequisite: MSCI 022.

MSCI 222 — Small Unit Leadership and Tactics. 2 hours. Basic Course capstone course focuses principally on officership, providing an extensive examination of the unique purpose, roles, and obligations of commissioned officers. It includes a detailed look at the origin of our institutional values and their practical application in decision-making and leadership. Introduces fundamentals and principles of small unit tactics. Upon completion of this semester, cadets should possess a fundamental understanding of both leadership and officership, demonstrate the ability to apply this understanding in real-world situations, and be excited about the aspect of shouldering the responsibility of a commissioned officer in the U.S. Army. Includes one weekend field trip, weekly leadership laboratories, and physical training. Corequisite: MSCI 022.

MSCI 225 — Leader's Training Course. 4 hours. An alternative to the Basic Course above, this course offers a possibility for students who have not considered ROTC until late in their sophomore year an opportunity for a scholarship and entry into the Advanced Course. The sole purpose for attending is to qualify for the Advanced Course. Students contract prior to attending, and, therefore, must be American citizens

to attend. This is a 28-day summer training course conducted at Fort Knox, Kentucky, designed to teach the fundamentals of soldiering and leadership and to enhance personal confidence using practical, hands-on exercises, including land navigation, rifle marksmanship, first aid, individual and unit tactics, obstacle courses, and rappelling. Military pay approximately \$750.

MSCI 331 — Tactical Leadership Development I. 4 hours. Focus of instruction is on leadership competencies using small unit operations as the primary mode of instruction. Cadets assume leadership positions within the Rolling Thunder Battalion, and actually apply the theory they have learned in the Basic Course by planning and executing small unit training. The semester begins with instruction in the Leadership Development Process (LDP) used throughout the academic year and at the National Advanced Leadership Camp (NALC) to assess and develop leadership. Cadets will focus on troop-leading procedures, motivational theory, small unit training, operations orders, and risk assessment. Course includes weekly leadership lab, one weekend field trip, and physical training. Prerequisite: Basic Course credit; corequisite: MSCI 022.

MSCI 332 — Tactical Leadership Development II. 4 hours. A continuation of MSCI 331 emphasizing doctrinal leadership and tactical operations at the small unit level. It includes opportunities to plan and conduct individual and collective skill training for offensive operations to gain leadership and tactical experience. This critical semester synthesizes the various components of training, leadership, and team-building taught over the last three years, and prepares cadets for their summer experience at NALC. Course includes weekly leadership lab, one weekend field trip, and physical 85 training. Prerequisite: MSCI 331; corequisite: MSCI 022.

MSCI 335 — National Advanced Leadership Camp (NALC). 4 hours. Approximately 3,500 cadets nationwide will attend NALC at Fort Lewis, Washington, each year. An Advanced Course requirement, NALC provides an opportunity to live and work with other cadets from around the country for 32 days. NALC is a performance-based environment in which cadets can exercise their leadership skills in a variety of field and garrison activities, and cadre can assess leadership potential. Military pay approximately \$1,100. Prerequisite: MSCI 332. (Optional four hours credit).

MSCI 336 — Nurse Summer Training Program. 2 hours. Advanced three-week practicum for leadership development in nursing. Nurses will train at one of several Army hospitals throughout the United States and Europe. Approximately \$700 in military pay, with transportation, room, and board provided. Optional for Army ROTC Advanced Course Nursing students. May qualify as NURS 480-489 with joint approval by the chair, Department of Nursing and the Army ROTC Nursing coordinator. Prerequisites: MSCI 331 and 332.

MSCI 441 — Junior Officer Leadership I. 4 hours.

Focusing on leadership, management, and ethics, MSCI 441 begins the final transition from cadet to lieutenant. The course focuses cadets, early in the year, on attaining apprentice-level knowledge and proficiency in several critical areas they will need to operate effectively as Army officers, including coordinating activities with staffs, counseling theory and practice within the "Army Context," training management, and ethics. Cadets will continue to sharpen these skills as they perform their roles as cadet officers in the Rolling Thunder Battalion and after commissioning. At the end of this semester, cadets should possess the fundamental skills, attributes, and abilities to operate as competent leaders in the cadet battalion and confidently communicate to subordinate cadets their preparedness to shoulder the responsibilities entrusted to them. Course includes weekly leadership lab, one weekend field trip, and physical training. Prerequisite: MSCI 332; corequisite: MSCI 022.

MSCI 442 — Junior Officer Leadership II. 4 hours.

A continuation of MSCI 441, MSCI 442 completes the transition from cadet to lieutenant. As a follow-up to the ethics instruction in MSCI 441, the course starts with a foundation in the legal aspects of decision-making and leadership. The next modules reinforce previous instruction on the organization of the Army, introduce how to organize for operations from the tactical to strategic level, and introduce administrative and logistical management issues that focus on the fundamentals of soldier and unit-level support. The final module that introduces new information focuses on the often confusing process of changing duty stations and reporting to a new unit. Upon completion of this semester, the cadets will be prepared to shoulder the responsibility of being a commissioned officer in the U.S. Army. Course includes weekly leadership lab, one weekend field trip, and physical training. Prerequisite: MSCI 441; corequisite: MSCI 022.

MSCI 443 — American Military History. 3 hours.

Introduces cadets to American military history using principles of warfare, threads of continuity, battle analysis, and oral biographies. This course is required for commissioning. Prerequisite: Contracted cadet in sophomore, junior, or senior standing, or approval of instructor.

Pre-Professional Programs

Pre-Medicine

A student pursuing a pre-professional program in medicine (allopathic osteopathic, podiatric, etc.) will be advised to take a number of courses in Biology, Chemistry, Mathematics, and Physics.

Most successful Pre-medicine majors take either a Biology or Chemistry major, or a double major of Chemistry and Biology.

Although it is possible to gain entry into a medical school with a major from outside the sciences, it is necessary for a student to emphasize the sciences very strongly. The liberal arts foundation at Olivet is a definite asset to medical studies. Premedical students are normally advised by a faculty member in their major field of study.

Pre-Dentistry

A major in Biology or Chemistry should be supported by a minor in the field not chosen as a major (Biology or Chemistry). The student will be advised by a faculty member in the Department of Biology.

Pre-Veterinarian

A major in Biology is preferred, supported by a strong minor in Chemistry. The student is advised to work into his or her summer schedule some courses in animal science. The student will also need some practical experience working for a veterinarian. The student will be advised by a faculty member in the Department of Biology.

Pre-Pharmacy

Normally, a student interested in Pre-Pharmacy would complete a bachelor's degree with a major in Chemistry and/or Biology. Following the student's first two years, he or she should work closely with a faculty adviser from one of these departments to communicate directly with the pharmacy school of his or her choice. This is to assure completion of appropriate coursework that may be required for admission into that particular school's program.

Pre-Optometry

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

Pre-Physician Assistant

A Biology major with a strong Chemistry minor is recommended. A student planning to apply to this program is advised to write the schools he or she is interested in attending for graduate work in order to learn about specific requirements. The student will be advised by a faculty member in the Department of Biology.

Pre-Physical Therapy

A fully certified program in physical therapy is customarily offered at the graduate level. At the undergraduate level at Olivet, a person interested in physical therapy would major in Exercise Science, Biological Science, or Psychology. In addition, completion of the following courses is strongly recommended. These are most often required for admission to the graduate schools:

- EXSS 147 — Introduction to Athletic Training
 - 360 — Physiology of Exercise
 - 370 — Adaptive and Corrective Physical Education
 - 472 — Kinesiology
- BIOL 246 — Human Anatomy and Physiology I
 - 247 — Human Anatomy and Physiology II
 - 361 — Comparative Anatomy
 - 455 — Physiology
- PSYC 101 — Introduction to Psychology
 - 211 — Child Developmental Psychology
 - 345 — Physiological Psychology
- CHEM 103 — General Chemistry I
 - 104 — General Chemistry II
- PHYS 121/122 — College Physics I, II
 - or PHYS 201/202 — Physics I, II
- MATH 147 — Calculus I
- COMM 105 — Fundamentals of Communication

Council for Christian Colleges and Universities Programs (CCCC)

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 life-style. Plans for these semesters off campus should be begun during the freshman and sophomore years. Students register for these programs through the normal registration process, and credit is assigned by the Registrar according to the specific material covered in each program.

Programs available to Olivet students include the American Studies Program, the Latin American Studies Program, the Russian Studies Program, the Middle East Studies Program, the Los Angeles Film Study Center, the Oxford Summer Programme, the Oxford Scholars' Semester, the China Studies Program, the Australia Studies Centre, the Uganda Studies Program, the Contemporary Music Center, the Summer Institute of Journalism, and the International Business Institute. Additional information is provided in the *Catalog* in the sections describing the Department of English, the Department of Communication, the Department of Business, and the Department of History and Political Science.

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.

Australia Studies Centre (ASC)

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

China Studies Program

Students interested in China will have the opportunity to engage in this intriguing country from the inside. The semester will include study of standard Chinese language, geography and history, religion and culture, and China's modern development. Participants will travel throughout China to such places as Beijing, Shanghai, Xi'an, and the Guangzhou/Hong Kong region. They will have ample opportunity to interact with Chinese faculty and students on the campus of the host university and with students of English whom they will assist as conversation partners. As with our other semester programs, the Council recommends 16 semester credit hours for participants in the China Studies Program.

Contemporary Music Center: Artist Track and Executive Track

The Contemporary Music Center (CMC) 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 course work, labs, directed study, and a practicum. Students earn 16 semester hours of credit.

Latin American Studies Program (LASP)

The Latin American Studies Program is based in San Jose, Costa Rica. It is comprised of Spanish language study, Latin history and culture, scientific study in the rainforest, or topics in international business. The program involves living with a Costa Rican family, participating in community activities, and travel through neighboring Central American countries. This program is administered by the Department of Modern Languages. Credit may be applied toward majors in Business, Environmental Science, History, Modern Languages, Political Science, Public Policy, or Social Science, or toward general education credit for other majors.

Los Angeles Film Studies Center

The Council for Christian Colleges and Universities Los Angeles Film Studies Center operates in Burbank, California. It is comprised of classroom work in the role and place of Christians in the arts, and a half-time policy or production-level internship in a film-related business or agency. The goal of the program is to place graduates in policy-level positions in the film industry. The program is administered by the Department of Communication.



Middle East Studies Program

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

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. Contact the chair of the Department of English for further information.

Oxford Summer Program

The Oxford Summer Program (OSP) is a three week program of the Council for Christian Colleges and Universities and Wycliffe Hall, Oxford. The program is designed for students wishing to earn two-five credits and gain a more comprehensive understanding of the relationship between Christianity and culture and who wish to do specialized work under expert Oxford academics in the areas of history, religious studies, English, history of science. Contact the chair of the Department of English for further information.

Russian Studies Program

The Russian Studies Program is conducted in three major cities of Russia: Moscow, Nizhni Novgorod, and St. Petersburg. It is composed of beginning or intermediate Russian language study, history and culture of Russia, and modern Russian society. Contact with Russian university students, Russian families, and English-speaking teachers enhances the cultural exchange opportunities in this program. This program is administered by the Department of History and Political Science. Credits may apply to majors in History, Political Science, Public Policy, and Social Sciences, or toward general education credit for other majors.

Summer Institute of Journalism (SIJ)

Council campuses are invited to choose two student journalists to apply for this four-week, all-expenses-paid experience in Washington, D.C. Fifteen students are selected to participate in the Institute, which lasts from mid-May to mid-June. The Institute blends classroom experience with hands-on work and provides excellent opportunity to learn through lectures and panels with leading journalists who share a strong Christian commitment. Students also participate in seminars taught by communications professors from Council member institutions, take part in field trips and complete workshop projects for hometown newspapers. SIJ provides valuable insight and training in gathering and writing news in the most important news market in the world. The Institute develops students as Christian journalists—exhibiting both professionalism and legal/ethical integrity. Students earn four semester hours of credit.

Uganda Studies Program (USP)

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.

Other Endorsed Programs

AuSable Institute

Olivet Nazarene University is a participating college with AuSable Institute, located in Northern Michigan. AuSable offers courses and programs in environmental stewardship for college students from evangelical Christian colleges. Field courses in biology, chemistry, and geology are offered, emphasizing ecological awareness and knowledge. AuSable offers fellowships and grants, and provides opportunities for discussion of current environmental issues from a Christian perspective. Contact the Olivet campus representative in the Department of Biological Sciences.

Focus on the Family Institute

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

Romanian Studies Program

The Romanian Studies Program is based in the historic town of Sighisoara in Transylvania. Students study Romanian language, Eastern European history, science, music and art appreciation, and religious and social dimensions of a society emerging from authoritarianism. They participate in a variety of service learning projects in connection with Nazarene Compassionate Ministries and with local schools, orphanages, hospitals, and a downtown business technology center. The program also offers Social Work majors the opportunity to do field placement. It is administered by the Department of History and Political Science, and is open to all majors.



Chapter 8

School of Graduate and Continuing Studies

Carol Maxson, Ed.D., Dean

Recognizing that learning continues throughout life, Olivet Nazarene University serves adults interested in pursuing graduate and undergraduate professional studies.

The School of Graduate and Continuing Studies attempts to fulfill the following general objectives:

- To provide for intellectual, spiritual, and personal growth through quality degree programs that integrate education, values, and faith.
- To offer educational degree programs to adult students who appreciate the religious and ethical teachings of the University and whose occupations, family responsibilities, personal preferences, and/or geographical location do not permit them to live in residence on the campus.
- To provide an atmosphere that will stimulate intellectual curiosity and constructive critical thinking through the exploration of the ideas inherent in the liberal arts, professional traditions, and the Christian faith.

Most of the programs are offered in special packages in which the degree may be earned in about two years by enrolling in classes which meet once a week, or in some programs, through classes which meet for one week, two or three times a year. In addition, most programs integrate study-group activities.

Detailed information is published in the *School of Graduate and Continuing Studies Bulletin*, which is available in the school's office at the Heritage Plaza in Bourbonnais, or at the Chicago Regional Center in Rolling Meadows.

In addition to programs meeting on campus in Bourbonnais, Olivet has authorization to offer the following degree programs throughout the greater Chicago area: Master of Business Administration, Master of Arts in Education, and the undergraduate degree-completion programs in Management and Nursing. Classes are held in Chicago's northwest and south suburbs, downtown Chicago, Champaign, and other locations in Illinois.

Olivet Campus: (815) 939-5291

Rolling Meadows Office: (847) 590-0675

Graduate Programs

The School of Graduate and Continuing Studies offers courses leading to nine master's degrees:

- (1) Master of Arts with majors in Religion and Professional Counseling; (2) Master of Arts in Education with majors in Curriculum and Instruction, English Education, and School Improvement Leadership; (3) Master of Arts in Teaching, with majors in Elementary and Secondary Education; (4) Master of Business Administration; (5) Master of Education (distance delivery); (6) Master of Library Information Specialist; (7) Master of Organizational Leadership; (8) Master of Practical Ministries; and (9) Master of Science in Nursing.

Baccalaureate Degree-Completion Programs

In order to meet the needs of working adults, Olivet Nazarene University offers a number of degree-completion programs as alternatives to the usual residential degree program. The degree-completion options have several features that are designed to make them ideal programs for adults with other responsibilities:

1. Classes are at locations that are convenient to students' residences or work.
2. Classes usually meet once a week, or in extended sessions at a time compatible with students' work schedules.
3. Course content is geared toward practical application in the everyday life and occupation of a student.
4. 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.
5. Students participate in and contribute to every class session using a variety of methods meaningful and appropriate to the adult learner.
6. Student/faculty class contract hours vary based on the objectives and intended outcomes of each course.
7. Adult cooperative learning strategies are utilized.

Cooperative Arrangement With The Salvation Army

A cooperative arrangement has been worked out between Olivet Nazarene University and The Salvation Army Central Territory in Des Plaines, Illinois, which enables Salvation Army Officers to earn the Bachelor of Science degree in Practical Ministries and/or the Master in Practical Ministries degree from Olivet.

Associate of Arts Degree in Business

An Associate of Arts degree in Business program is available through the School of Graduate and Continuing Studies. Detailed information is available in the *Bulletin* published by the School of Graduate and Continuing Studies

Chapter 9

Directory of Personnel

Board of Trustees

TED R. LEE <i>Chairman</i> Camby, Indiana	FRED HALL Canton, Michigan	PHILIP C. ROGERS Middletown, Ind.
STEPHEN T. ANTHONY <i>Vice Chairman</i> Fenton, Michigan	FRED HARDY Park Forest, Illinois	DAVID G. ROLAND Marion, Indiana
MARK HOESTETLER <i>Secretary</i> Portage, Indiana	TRACY HOSKINS Valparaiso, Indiana	RALPH SCHERER Racine, Wisconsin
JOHN C. BOWLING <i>University President</i> Bourbonnais, IL	CRAWFORD HOWE Peoria, Illinois	DUANE SCHMIDT Valparaiso, Indiana
J. DAVID ALDERSON Ottawa, Illinois	PERRY JAYNES Danville, Illinois	JAMES SCHWEIGERT Saint Johns, Michigan
JOHN ALEXANDER Potomac, Illinois	DOUG C. JONES Spencer, Indiana	KAREN SCOTT Lafayette, Indiana
D. RANDY BERKNER Madison, Wisconsin	LARRY LACHER Roxana, Illinois	JOHN SEAMAN Grand Ledge, Mich.
DAN BOONE Bourbonnais, Illinois	CLAYTON LEWIS New Castle, Indiana	JOHN SHERWOOD Pekin, Illinois
DAVID BRANTLEY Alanson, Michigan	GREG MASON Pekin, Illinois	WILLIAM SHOTTS Pittsfield, Illinois
WAYNE BROWN Traverse City, Mich.	JACK McCORMICK Manteno, Illinois	TIMOTHY SMITH Sparta, Michigan
ARLENE CHENOWETH Fenton, Michigan	CYNDI McDONALD Laporte, Indiana	GENE SNOWDEN Huntington, Indiana
MICHAEL CURTIS Rantoul, Illinois	GARRETT MILLS Bedford, Indiana	JAMES SPRUCE Chatham, Illinois
BRIAN DELBRIDGE Avon, Indiana	BRUCE MITTEN Madison, Wisconsin	STEVE STOREY Terre Haute, Indiana
MAC DELBRIDGE Lansing, Michigan	GARRY PATE Sellersburg, Indiana	DONALD WILLIAMSON Ft. Wayne, Indiana
JOHN Q. DICKEY Beverly Hills, Mich.	FRED PRINCE W. Bloomfield, Mich.	BRIAN WILSON Bourbonnais, Illinois
KEVIN C. DUNLOP Huntington, Indiana	MIKE PYLE Danville, Indiana	DARRELL WINEINGER Jasper, Indiana
DAVID W. GARNER Washington, Illinois	MARK QUANSTROM Belleville, Illinois	E.L. WISEHART Indianapolis, Indiana
	GARY REISS Grand Haven, Mich.	LEE WOOLERY Valparaiso, Indiana
	JILL RICE Traverse City, Mich.	GREG YATES Bourbonnais, Illinois

University Administrative Officers

JOHN C. BOWLING (1991)

President

B.A., 1971, Olivet Nazarene University
M.A., 1972, Olivet Nazarene University
M.R.E., 1973, Southwestern Baptist Theological Seminary
Ed.D., 1978, Southwestern Baptist Theological Seminary
D.Min., 1988, Southern Methodist University
Postdoctoral Study, 1990, Harvard University

GARY W. STREIT (1973)

Vice President for Academic Affairs and Dean of the University

B.A., 1967, Trevecca Nazarene University
M.S., 1973, University of Tennessee
Ph.D., 1982, University of Illinois

DOUGLAS E. PERRY (1975)

Vice President for Finance

B.A., 1968, Olivet Nazarene University
M.B.A., 1986, University of Illinois
Certified Public Accountant

BRIAN ALLEN (1982)

Vice President for Institutional Advancement

B.S., 1982, Olivet Nazarene University

WALTER W. WEBB (1988)

Vice President for Student Development

B.A., 1986, Olivet Nazarene University
M.A., 1989, Olivet Nazarene University

Administrative Faculty

JIM D. KNIGHT (1975)

Registrar and Associate Dean of Instruction

B.A., 1966, Trevecca Nazarene University
M.S., 1973, University of Tennessee

KATHRYN BOYENS (1980)

Director of Benner Library and Learning Resource Center

B.A., 1969, University of Illinois
M.A., 1979, Illinois State University
M.S., 1983, University of Illinois

MARY ANDERSON (1986)

Director of Career Services

B.M.Ed., 1972, Millikin University
M.A.E., 1987, Olivet Nazarene University

FRAN REED (1989)

Dean, School of Professional Studies

B.S., 1973, Olivet Nazarene University
M.A.E., 1982, Governors State University
Ph.D., 1995, University of Illinois

SUE RATTIN (1990)

Director of Learning Development

B.A., 1970, Olivet Nazarene University
M.A., 1976, Pacific Lutheran University
Ph.D., 2001, University of Illinois

NOEL WHITIS (1993)

Director of Media and Technical Support

B.A., 1967, Olivet Nazarene University
M.Ed., 1972, University of Toledo

JEFF SCHIMMELPFENNIG (1996)

Director of Athletics

B.S., 1986, Olivet Nazarene University
M.B.A., 1991, Olivet Nazarene University

BROCK SCHROEDER (1996)

Dean of Administrative Services

B.A., 1991, Olivet Nazarene University
M.A.T., 1999, Olivet Nazarene University
Ph.D. Candidate, Walden University

BRIAN D. PARKER (1999)

Director of Admissions

B.S., 1999, Olivet Nazarene University
M.A., 2003, University of Chicago

KAREN LEA (1999)

Dean, School of Education

B.A., 1984, Northwest Nazarene University
M.A.E., 1990, United States International University
Ph.D., 1999, Walden University

CONNIE S. MURPHY (2000)

Assistant Director of Learning Development

B.A., 1978, Fairmont State College
M.A.E., 2000, Olivet Nazarene University

MICHAEL W. BENSON (2002)

University Chaplain

B.A., 1978, Southern Nazarene University
M.Div., 1983, Nazarene Theological Seminary
D.Min., 2001, Asbury Theological Seminary

GREGG CHENOWETH (2002)

Dean, College of Arts and Sciences

B.A., 1990, Olivet Nazarene University
M.A., 1993, Northern Illinois University
Ph.D., 2003, Wayne State University

CARL LETH (2003)

Dean, School of Theology and Christian Ministry

B.A., 1976, University of Kansas
M.Div., 1981, Nazarene Theological Seminary
Th.M., 1984, Duke Divinity School
Ph.D., 1992 Duke University

School of Graduate and Continuing Studies

CAROL MAXSON (1997)

Dean, School of Graduate and Continuing Studies

B.A., 1988, Olivet Nazarene University
M.A.E., 1990, Olivet Nazarene University
Ed.D., 2000, Nova Southeastern University

LISA EVOY-UNGER (1996)
Coordinator of Programs in Nursing, School of Graduate and Continuing Studies
 B.S.N., 1982, Lewis University
 M.S.N., 1988, Lewis University
 Ed.D, 2001, Nova Southeastern University

JOAN DEAN (2000)
Chaplain, School of Graduate and Continuing Studies
 B.A., 1970, Vennard College
 M.R.E., 1975, Western Evangelical Seminary

E. WILLIAM SUMMERS (2003)
Director of Graduate Programs in Education
 B.A., 1966, Olivet Nazarene University
 M.S., 1968, Indiana State University
 C.A.S., 1985, Illinois State University
 Ed.D., 1999, Northern Illinois University

VIOLET WILKES (2003)
Coordinator of Curriculum and Assessment
 B.S., 1976, St. Mary-of-the-Woods
 M.A., 1978, Bradley University
 M.S., 1990, Rush University
 Ed.D. Candidate, Nova Southeastern University

JAMES D. UPCHURCH (2004)
Director of Academic Services
 B.S., 1971, Olivet Nazarene University
 M.A., 1975, Saint Xavier University
 C.A.S., 1979, Northern Illinois University
 Ed.D., 2000, Loyola University Chicago

LARRY HUFFMAN (2004)
Director of Business Programs/School of Graduate and Continuing Studies
 B.S., 1969, Western Illinois University
 M.S., 1971, Western Illinois University
 Ph.D., 1974, University of Illinois

LINDA ROBINSON (2004)
Assistant Professor, School of Graduate and Continuing Studies
 B.A., 1971, Olivet Nazarene University
 M.A.E., 1999, Olivet Nazarene University
 Ed.D., 2003, Trevecca Nazarene University

Professional Librarians

KATHRYN BOYENS (1980)
Associate Professor of Library Science; Library Director
 B.A., 1969, University of Illinois
 M.A., 1979, Illinois State University
 M.S., 1983, University of Illinois

MARY ADA DILLINGER (1990)
Associate Professor of Library Science; Catalog Librarian
 B.A., 1968, Olivet Nazarene University
 M.L.S., 1979, University of Hawaii
 C.A.S., 1992, University of Illinois

CRAIGHTON HIPPENHAMMER (1991)
Associate Professor of Library Science; Access Services/Information Technology Librarian
 B.A., 1968, California State University
 M.L.S., 1974, University of Oregon
 M.F.A., 1994, Columbia College

DIANE FOX (1998)
Associate Professor of Library Science; Reference Librarian
 B.S., 1970, Western Illinois University
 M.A., 1988, Governors State University
 M.S., 1997, University of Illinois

JASMINE VAUGHAN (2003)
Assistant Professor of Library Science; Instructional Services Librarian
 B.S., 1996, Valparaiso University
 M.L.S., 1999, Indiana University

Faculty Members

This alphabetical listing of members of the faculty gives reference to the department in which they teach, where a more complete listing of their positions and degrees is shown.

Brian Allen, *Institutional Advancement*
 Lynda Allen, *Business*
 Gerald Anderson, *Music*
 Mary Anderson, *Career Services*
 Catherine Anstrom, *Family/Consumer Science*
 Douglas Armstrong, *Chemistry*
 David Atkinson, *Mathematics*
 Karen Ball, *Music*
 Catherine Bareiss, *Computer Science*
 Jonathan Bartling, *Education*
 Bonnie Beardsley, *Nursing*
 Rebecca Belcher, *English*
 Jeffery Bell, *Music*
 Michael Benson, *Religion*
 Mark Bishop, *Communication*
 Leon Blanchette, *Religion*
 Ray E. Bower, *Psychology*
 John C. Bowling, *Religion*
 Kathryn Boyens, *Library*
 Darcel Brady, *Education*
 Robert Branson, *Biblical Literature*
 William Bray, *Religion*
 Stephen Brown, *Mathematics*
 Deborah Bruley, *Nursing*
 Charles Carrigan, *Geology, Chemistry*
 Gregg Chenoweth, *Communication*
 Jerald Cohagan, *Communication*
 Richard Colling, *Biology*
 Donald Daake, *Business*
 Martha Dalton, *Music*
 Ron Dalton, *Religion*
 Linda Davison, *Nursing*

Joan Dean, *Graduate/Continuing Studies*
 William Dean, *History*
 Mary Ada Dillinger, *Library*
 Paul Dillinger, *Nursing*
 Scott Dombrowski, *Art*
 Susan Draine, *Nursing*
 Lisa Evoy-Unger, *Nursing*
 Larry Ferren, *Chemistry*
 Juliene Forrestal, *English*
 Diane Fox, *Library*
 Elisabeth Gassin, *Psychology*
 Heather Gibbs, *Family/Consumer Sciences*
 Dwight Ginn, *Biology*
 Ralph Goodwin, *Business*
 Daniel Green, *Mathematics*
 Linda Greenstreet, *Nursing*
 Tiffany Greer, *Nursing*
 William Greiner, *Art*
 Tracy Hall, *Exercise/Sports Science*
 Willa Harper, *Chemistry*
 Dale Hathaway, *Mathematics*
 Craighton Hippenhammer, *Library*
 Janice Hockensmith, *Social Work*
 Ralph Hodge, *Exercise/Sports Science*
 Mark Holcomb, *Religion*
 Mark Howard, *Mathematics*
 Larry Huffman, *Business, Graduate Studies*
 Brian Hyma, *Exercise/Sports Science*
 David Johnson, *English*
 Elliot Johnson, *Exercise/Sports Science*
 Randal Johnson, *Biology*
 Jim Knight, *Registrar*
 Thomas Knowles, *Education*
 Karen Knudson, *English*
 Gary Koch, *Psychology*
 Paul Koch, *Economics*
 Rodney Korthals, *Engineering*
 Michael LaReau, *Social Work*
 Karen Lea, *Education*
 Carl Leth, *Religion*
 Gregory Long, *Biology*
 Stephen Lowe, *History*
 Kevin Lowery, *Religion*
 Barbara Martinez, *Spanish*
 Jay Martinson, *Communication*
 Carol Maxson, *Graduate/Continuing Studies*
 Shirlee A. McGuire, *English*
 Neal McMullian, *Music*
 Kevin Mellish, *Religion*
 Timothy Mercer, *Religion*
 Mike Morgan, *Engineering*
 Kashama Mulamba, *English*
 Connie Murphy, *Learning Development*
 Larry Murphy, *Biblical Literature*
 Timothy Nelson, *Music*
 Ivor Newsham, *Physics*
 Gary Newsome, *Exercise/Sports Science*
 Kent Olney, *Sociology*
 Dale Oswalt, *Education*
 Brian Parker, *Admissions*
 Elizabeth Patrick-Trippel, *Communication*

Brenda Patterson, *Exercise/Sports Science*
 Mary Paul, *Religion*
 Douglas E. Perry, *Finance*
 Douglas Porter, *Exercise/Sports Science*
 Mark R. Quanstrom, *Religion*
 Susan Rattin, *Learning Development*
 Max Reams, *Geological Sciences*
 Don Reddick, *Music*
 Fran Reed, *Education*
 Nathaniel Reiss, *Modern Languages*
 Glen Rewerts, *Business*
 Diane Richardson, *Family/Consumer Science*
 Ritchie Richardson, *Exercise/Sports Science*
 Linda Robinson, *Education, Graduate Studies*
 Jeff Schimmelpfennig, *Exercise/Sports Science*
 Brock Schroeder, *Geology*
 Joseph Schroeder, *Engineering*
 Gerald Slowik, *Art*
 L. Chelise Kinzinger Slowik, *Art*
 Robert Smith, *Religion*
 Ryan Spittal, *Business, Graduate/Continuing Studies*
 Sara Spruce, *Education*
 Gary W. Streit, *Academic Affairs*
 Marla Streit, *Education*
 William Summers, *Education, Graduate Studies*
 Rebecca Taylor, *Psychology*
 Vicki Trylong, *Modern Languages*
 Rosalie Tuttle, *Nursing*
 Stan Tuttle, *Education*
 James Upchurch, *Graduate/Continuing Studies*
 Larry D. Vail, *Computer Science*
 David Van Heemst, *Political Science*
 Jasmine Vaughan, *Library*
 Carolyn C. Walker, *Education*
 Walter W. Webb, *Student Development*
 Judith Whitis, *English*
 Noel Whitis, *Media and Technology*
 Violet Wilkes, *Graduate/Continuing Studies*
 Brenda Williams, *Exercise/Sports Science*
 Mark Williams, *Accounting*
 Sue Williams, *English*
 David Wine, *Religion*
 Margaret Winter, *Nursing*
 Neal Woodruff, *Music*
 Robert Wright, *Biology*

Faculty Emeriti

LESLIE PARROTT (1975–1991)
President Emeritus
 B.A., M.A., Ph.D., D.D.
 WILLIS E. SNOWBARGER (1949–1986)
Vice President for Academic Affairs Emeritus
Professor of History Emeritus
 B.A., M.A., Ph.D., LL.D.
 WILLIAM D. BEANEY (1961–1991)
Associate Professor of Biology Emeritus
 B.S., M.S.

- WILLIAM BELL (1970–2003)
Professor of Psychology Emeritus
 B.A., M.A., Ph.D.
- HARVEY A. COLLINS (1953–1991)
Associate Professor of Art Emeritus
 B.F.A., M.F.A.
- WILLIAM W. DEAN (1972–1990)
Professor of Theology Emeritus
 B.A., M.Div., Ph.D.
- D. GEORGE DUNBAR (1969–1999)
Professor of Music Emeritus
 B.S., M.Mus., D.M.A.
- C. WILLIAM ELLWANGER (1977–1995)
Professor of Religion Emeritus
 Th.B., B.D., D.Miss.
- WILLIAM FOOTE (1968–1995)
Associate Professor of English Emeritus
 B.A., B.D., M.A.
- JACK W. FURBEE (1970–1989)
Professor of Education Emeritus
 B.A., M.A., Ed.D.
- FRANKLIN GARTON (1979–2005)
Associate Professor of Psychology
 B.A., M.A., M.A.E.
- VERNON T. GROVES (1955–1977)
Professor of Education Emeritus
 B.S., M.A., Ph.D.
- JOHN E. HANSON (1961–2000)
Professor of Chemistry Emeritus
 B.A., Ph.D.
- ROBERT E. HAYES (1970–1993)
Professor of Food Science Emeritus
 B.S., M.S., Ph.D.
- JANICE HOLMES (1984–2001)
Associate Professor of Nursing Emerita
 B.S.N., M.S.
- HARLOW E. HOPKINS (1954–1996)
Professor of Music Emeritus
 B.S., M.Mus.Ed., D.Mus.
- BILL J. ISAACS (1961–1993)
Associate Professor of History Emeritus
 B.A., M.A.
- GUNNELL JORDAN (1966–1982)
Assistant Professor of English Emerita
 B.A., M.A.
- BILLIE J. MATHENY (1964–1980)
Professor of Education Emerita
 B.A., M.S., Ph.D.
- MARJORIE MAYO MOORE (1964–1984)
Associate Professor of Education Emerita
 B.S., M.S.
- RAY H. MOORE (1965–1983)
Associate Professor of Media Services Emeritus
 B.Mus., M.A., D.Mus.
- JOSEPH F. NIELSON (1969–1996)
Professor of Sociology Emeritus
 B.A., M.A., Ph.D.
- JOE M. NOBLE (1976–1998)
Associate Professor of Music Emeritus
 B.A., M.A.
- LOTTIE I. PHILLIPS (1965–1989)
Associate Professor of English Emerita
 B.A., M.A.
- PHYLLIS REEDER (1979–2003)
Professor of Nursing Emerita
 B.S., M.S.N., Ph.D.
- ESTHER ROBERTS (1947–1981)
Assistant Professor of Business Administration Emerita
 B.S., M.A.
- C. W. WARD (1958–1980)
Associate Professor of Physical Education Emeritus
 B.S., M.Ed., Dir. P.E.
- HARRY R. WESTFALL (1967–1986)
Professor of Education Emeritus
 B.A., M.A., B.D., M.S.Ed., Ph.D.
- MINNIE WILLS (1971–1991)
Associate Professor of Spanish Emerita
 B.A., M.A.
- WILLIAM WOODRUFF (1968–1991)
Associate Professor of Biblical Literature Emeritus
 B.A., M.Div., M.R.E., M.Th.
- NORMA WOOD (1995–2005)
Professor of Nursing Emerita
 B.S., M.Div., M.A., Ph.D.

Degree and Enrollment Statistics

Degrees Granted (July 1-June 30)

	2000	2001	2002	2003	2004
Associate of Arts	0	0	0	12	23
Bachelor of Arts	132	136	157	167	153
Bachelor of Business Administration	0	0	3	20	12
Bachelor of Science	206	213	227	210	235
Bachelor of Applied Science	10	9	15	11	6
Master of Arts	15	8	12	18	17
Master of Arts in Education	130	86	88	109	104
Master of Church Management	2	0	4	1	2
Master of Business Administration	80	81	56	36	84
Master of Education	0	0	310	342	405
Master of Science in Nursing	0	0	0	15	3
Master of Pastoral Counseling	4	3	0	1	2
Master of Practical Ministry	0	0	1	0	0
Master of Arts in Teaching	19	23	36	42	44
	598	559	909	984	1090

Fall Enrollment Statistics

	2000	2001	2002	2003	2004
College Level					
Freshmen	617	693	722	729	819
Sophomores	337	362	430	474	480
Juniors	326	340	376	440	469
Seniors	376	370	394	420	465
Other Undergraduates	28	29	31	16	18
Adult Studies, Undergraduate	208	278	286	353	391
Graduate	985	1,289	1,634	1,887	1731
Total Enrolled	2,877	3,361	3,873	4,319	4373
Equivalent full-time students	2,180	2,454	2,716	3,024	3208

Graduation Rates of First-Time-Freshmen

Freshman Class	Number	Graduated within 4 years	Graduated within 5 years	Graduated within 6 years
1993	425	173 = 41%	212 = 50%	218 = 51%
1994	374	170 = 45%	213 = 57%	218 = 58%
1995	389	149 = 38%	194 = 50%	199 = 51%
1996	405	141 = 35%	195 = 48%	205 = 51%
1997	426	170 = 40%	228 = 54%	230 = 54%
1998	428	159 = 37%	218 = 51%	227 = 54%

Index

- Academic Regulations* 66
Accounting 144
Accounts, Adjustment of 48
Accreditation 18
Administrative Officers 211
Admission Requirements 34
 From High School 35
 By G.E.D. Examination 37
 Transfer Students 39
 To Teacher Education 136
 To Nursing Major 177, 181
Adult Studies 209
Advanced Placement 41
American College Test 36
American Studies Program 203
Applied Music 118
Art 82
Artist Lecture Series 33
Assistantships 75
Athletic Organizations 31
Athletic Training 165
Attendance Requirements 68
Auditing a Course 70
Automobiles, Use of 29
- Bachelor's Degree Programs*
 B.A., B.S. 24
Biblical Literature 190
Biological Sciences 91
Board of Trustees 210
Broadcasting 152
Buildings and Grounds 16
Business Administration 145
- Calendar, University* 220
Campus Facilities 16
Campus Life, Philosophy 28
Career Planning 27
Change of Courses 48, 67
Chapel/Convocations 32
Chemistry 125
Children's Ministry 193
Choirs 31
Christian Education 192
Christian Ministry 197
Church History 196
Church Music 116
Classification of Students 68
CLEP Test 41
Clinical Laboratory Science 26
Clubs, Departmental 30
Commercial Graphics 83
Communication 151
Computer Science 157
Council for Christian Colleges and Universities
 Courses 203
Council, Student 30
Counseling, Psychology 87
Counseling Service 27
Courses of Instruction 79
Course Numbering System 80
Criminal Justice 182
- Degrees Granted* 215
Degrees Offered 24
- Department Honors* 74
Departments of Study 7
Dietetics 171
Dropping a Course 67
- Early Childhood* 134
Earth and Space Sciences 127
Economics 146
Education 132
Eligibility, Athletic 31
Eligibility, Financial Aid 72
Eligibility, Scholastic 71
Employment, Student 67
Engineering 160
English 97
Enrollment Statistics 215
Entrance Requirements 34
Environmental Science 131
Essentials of Learning 37
Examinations
 Entrance 36
 Proficiency 77
Exercise/Sports Science 163
Expenses, General 45
- Faculty* 212
Faith, Statement of 13
Family and Consumer Sciences 170
Fashion Merchandising 172
Fees, Special and Lab 45
Fees, Music 45
Film Studies 152
Financial Aid 49
Financial Aid Code 50
Financial Information 43
Finance, Business 146
Fine Arts 86
Foreign Languages 99
Foundation, ONU 55
French 100
Freshman Orientation 27
- General Education Requirements* 20
General Science 128
General Studies Major 199
General Studies Courses 200
Geochemistry 130
Geological Sciences 124
Grading System 69
Graduate School 207
Graduation with Honors 75
Graduation Requirements 19
 General Requirements 19
 Bachelor of Arts 20
 Bachelor of Science 20
Grants-in-Aid 63
Greek 190
- History of the University* 14
History 103
Home Schooled 36
Honors Courses 74
Honors, Graduation With 75
Honor Societies 75
Honor Points 70

Hospitality 173
Housing and Environmental Design 173

Incompletes 69
Independent Study 74
Ineligibility 71
Information Systems 158
Insurance, Student 48
Interdisciplinary Major 199
International Students 39

Journalism 153

Law, Pre- 26
Learning Development Center 73
Lecture Series 33
Library 17
Literature, English 101
Loan Funds 64
Location of Campus 16

Majors, Minors Offered 24
Management 145
Marketing 146
Mass Communication 152
Master of Arts in Education 208
Master of Arts in Psychology 208
Master of Arts in Religion 208
Master of Arts in Teaching 208
Master of Business Administration 208
Master of Practical Ministries 208
Mathematics 111
Medical, Pre 202
Medical Technology see Clinical Laboratory Science
Mission Statement 11
Modern Languages 97
Motor Vehicles, Use of 29
MSCI 200
Music Department 113
Music, Church 116
Music Education 116
Music Literature and History 122
Music Performance 117
Musical Organizations 123
Music, Student Regulations 114
Music Theory 117

Nursing 176

Objectives, Institutional 13
Organizations, Student 30
Orientation for New Students 27

Payment, Methods of 46
Personnel Directory 210
Pharmacy, Pre- 202
Phi Delta Lambda Honor Society 75
Philosophy 195
Photography 83
Physical Education 164
Physical Science 131
Physics 163
Political Science 103
Preprofessional Study Programs 26, 202
Probation 71
Proficiency Examinations 77
Programs of Study 24
Psychology 87
Public Policy 106
Public Relations 146
Publications, Student 30

Radio and Television 153
Readmission 40
Registration Procedure 66
Religion 188
Religious Activities Organizations 30
Religious Education 192
Repeating Courses 70
Residence Associations 30
Residence Requirements 76
Room and Board 46
Rules of Conduct 29

Salvation Army 209
Satisfactory Scholastic Progress 71
Scholarship Requirements 51
Scholarships and Student Aid 51
Senior Awards 76
Social Sciences 105
Sociology, Social Work 182
Spanish 99
Special Topics 74
Sports 31
Sports Management 166
Student Activities 30
Student Council 30
Student Life 27
Student Responsibility 76
Student Teaching 137
Summer School 77
Superior Students, Privileges
Open to 74

Teaching Certificates 138
Teacher Placement 138
Teaching, Preparation for 137
Theatre 152
Theology 188
Transcripts 78
Transfer Students 39
Tuition, Fees 45

Unclassified Students 36

Veterans Assistance 65

Withdrawals 48
Work Study 65

Youth Ministry 192

Zoology 93



OLIVET NAZARENE UNIVERSITY

EST. 1907

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. A campus map is in the back of the *Catalog*.

The telephone number of the University switchboard is **(815) 939-5011 or 1-800-648-1463**. Through the Centrex system, our operator will redirect calls for any office. Calls may also be dialed directly to offices by using the numbers listed below. Administration offices are in Burke Administration Building or as noted below.

Olivet Nazarene University may be found on the World Wide Web at www.olivet.edu.

Inquiries to the University may be directed to the following:

PRESIDENT 939-5221

General interests of the University

VICE PRESIDENT FOR ACADEMIC AFFAIRS, DEAN OF THE UNIVERSITY 939-5213

Undergraduate curriculum, instructional programs and graduate programs

ASSOCIATE DEAN OF INSTRUCTION 939-5201

Student academic problems, class schedules, orientation

REGISTRAR 939-5201

Registration for classes, graduation requirements, transcripts, grades

DIRECTOR OF ADMISSIONS 939-5203 Admissions Center

Admission of freshmen and transfer students, requests for catalogs, applications for admission, and other information

DEAN OF THE SCHOOL OF GRADUATE AND CONTINUING STUDIES 939-5291 Heritage Plaza

Master's degree programs, degree completion for adults

DIRECTOR OF FINANCIAL AID 939-5249 Miller Business Center

Applications and information on grants, loans, scholarships

CHAPLAIN TO THE UNIVERSITY 939-5236 Ludwig Center

Counseling, spiritual life activities, chapel programs

STUDENT ACCOUNTS 939-5245 Miller Business Center

Payment and arrangements of University student accounts

VICE PRESIDENT FOR FINANCE 939-5240 Miller Business Center

Business of the University, purchasing, employment, staff positions

VICE PRESIDENT FOR STUDENT DEVELOPMENT 939-5333 Ludwig Center

Campus policies, residence halls, room assignment information

DIRECTOR OF COMMUNITY LIFE 939-5230 Ludwig Center

Campus activity calendar, Ludwig Center schedule

VICE PRESIDENT FOR INSTITUTIONAL ADVANCEMENT 939-5255

Requests for services of the University such as musical groups, guest speakers, etc., to churches, districts, organizations

DIRECTOR OF UNIVERSITY RELATIONS 939-5296

Community relations, events

DIRECTOR OF MARKETING COMMUNICATIONS 939-5064

Publications, photography, Web site

DIRECTOR OF PUBLIC INFORMATION 939-5197

News, *The Olivetian*, Web site

DIRECTOR OF ALUMNI RELATIONS 939-5258

Address updates, alumni news, information on where to find alumni, alumni events

COUNSELING AND CAREER CENTER 939-5243

Counseling, student employment, and career planning

LUDWIG CENTER RECEPTION/INFORMATION DESK 939-5207

SHINE.FM/WONU 939-5330

ALL OTHER OFFICES 939-5011 (24-hour service)

Fall Semester, 2005

August 29
August 30
August 31
September 18–21
September 23
October 10–11
October 26
October 28–30
November 11
November 18
November 22
November 28
December 16, 19, & 20

Orientation for Freshmen/Transfers
Registration Day
Wednesday, 7:30 a.m., classes begin
Fall Revival
Final Day to drop Block I courses
Fall Break
Mid-Semester (Block II courses begin)
Homecoming
Final day to drop semester-length courses
Final day to drop Block II courses
Thanksgiving Holiday begins at 5:00 p.m.
Classes Resume at 7:30 a.m.
Final Examinations—Friday, Monday, and Tuesday

Fall Semester 2006

August 28
August 29
August 30
September 17–20
September 22
October 9–10
October 25
November 10–12
November 10
November 17
November 21
November 27
December 15, 18, & 19

Spring Semester, 2006

January 9
January 10
February 3
February 5–8
February 17
March 3
March 13
March 31
April 7
April 14–17
April 17
May 1–4
May 5
May 6

Registration Day and New Student Orientation
Tuesday, 7:30 a.m. classes begin
Final day to drop Block III courses
Winter Revival
Winter Break
Spring Recess begins at 5:00 p.m.
Block IV begins; classes resume at 7:30 a.m.
Final day to drop semester-length courses
Final day to drop Block IV courses
Easter Break
Monday only classes will meet
Final examinations—Monday through Thursday
Friday, Baccalaureate Service
Saturday, 9:30 a.m., Commencement Convocation

Spring Semester 2007

January 8
January 9
February 2
February 4–7
February 16
March 2
March 12
March 30
April 5
April 6–9
April 9
April 30–May 3
May 4
May 5

2005

JULY						
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31						

AUGUST						
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2006

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2007

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Notes

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