

2009

# Olivet Nazarene University Annual Catalog 2009-2010

Olivet Nazarene University  
*Olivet Nazarene University*

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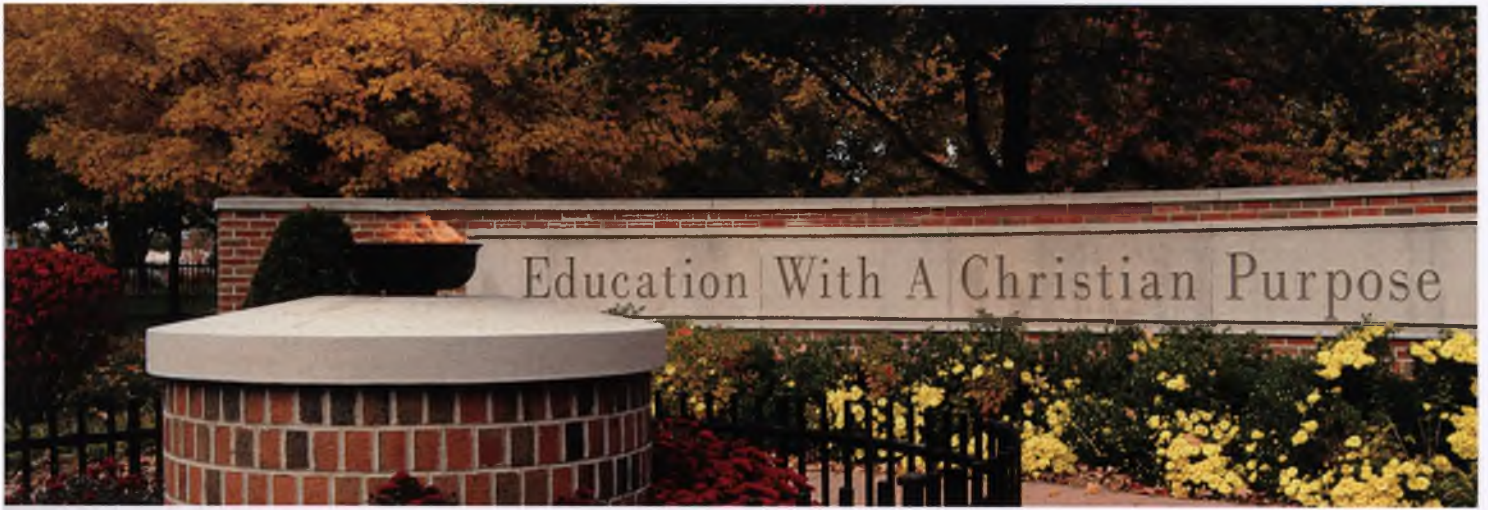
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# 2009-2010 Catalog

**Olivet Nazarene University**

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Dr. John C. Bowling, President



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# Index to Chapters of Information

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1. ***Education With a Christian Purpose***  
Olivet's goals, beliefs, principles, history, campus description
2. ***Design for Educational Excellence***  
Degree programs, basic requirements, majors, accreditation
3. ***University Life***  
Student activities, organizations, residence hall policies
4. ***Admission Requirements and Procedures***  
How to apply for admission as a new or transfer student
5. ***Financial Information***  
Financing your education: costs, scholarships, grants, loans
6. ***Academic Regulations***  
Registering for classes, scholastic and graduation requirements
7. ***Undergraduate Programs of Study***  
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.
8. ***Course Descriptions*** — Traditional Undergraduate
9. ***School of Graduate and Continuing Studies***  
Doctorate and Master's degrees, degree-completion programs, and associate degree.
10. ***Course Descriptions*** — School of Graduate and Continuing Studies
11. ***Directory of Personnel***  
People who govern, administer, and teach at Olivet. Trustees, administration, faculty members. Degree and enrollment report.

## List of Departments and Studies

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

### **College of Arts and Sciences**

Department of Art and Digital Media  
Department of Behavioral Sciences  
Department of Biological Sciences  
Department of English and Modern Languages  
Department of 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 General Studies  
Department of Military Science  
Department of Nursing  
Department of Social Work and Criminal Justice

### **School of Theology and Christian Ministry**

### **School of Graduate and Continuing Studies**

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# This Catalog: Your Guide to Olivet

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Chapters 1-8 of this *Catalog* serve as your guide to the traditional undergraduate courses of study, activities, and opportunities at Olivet Nazarene University. For information concerning graduate and adult degree completion programs, refer to Chapters 9 and 10.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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# Make Olivet Your First Choice!

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

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

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

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

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

Olivet students have access to state-of-the-art technology. Numerous computer labs provide each Olivet student access to the Internet; ONUnet, the Olivet fiber optic network; and all classroom applications. Multiple SMART classrooms exist across campus. Every student room on campus is wired with two network ports, allowing students to do electronic research from their residence hall rooms 24 hours a day. Olivet also has its own cable TV system with 41 stations, including three University channels, in each room.

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

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

## Chapter 1

# 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 Objectives

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



### General Education Dimension

To provide general education experiences so that an educated person may

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

### Academic-Professional Dimension

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

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

### Socio-Christian Dimension

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

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

## History of the University

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

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

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

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

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

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

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

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

## Location and Transportation Facilities

Olivet Nazarene University is located in the Village of Bourbonnais, Illinois, 50 minutes south of Chicago's Loop. The campus is situated on U.S. 45 and 52 and state Route 102, and is near state Route 50 and Interstate 57. Kankakee County is served by Amtrak Rail Passenger Service and Greyhound Lines (bus). In addition, the Metra rail service is available just 25 minutes away in University Park, and takes riders throughout Northeastern Illinois, including downtown Chicago. 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 of earning part of their expenses in the many business firms of Kankakee County. The nearness of the school to Chicago lends the cultural advantages of the large city, and classes make field trips to many points of interest.

## Campus and Facilities

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

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

Residence halls, in addition to Chapman, are Williams Hall (1951), Nesbitt Hall (1959), Hills Hall (1962), McClain Hall (1967) and 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, the Grand Apartments and Olde Oak Apartments will serve as housing adjacent to the campus.

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

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

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

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

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

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

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

The WONU Broadcast and Learning Center (Shine89.FM) and Fortin Villa property in Bourbonnais were added as campus facilities in 2004 and 2005.

The Chicago Regional Center in Rolling Meadows, IL has been leased since 2005 to provide office and classroom facilities for the School of Graduate and Continuing Studies. Additionally the Heritage Plaza office complex in Bourbonnais was leased to house the School of Graduate and Continuing Studies in 2006.

## Benner Library and Learning Resource Center

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

In addition to a collection of over 170,000 books, the library also houses over 350,000 other items in various formats (videotapes, compact discs, maps, microfilm, etc.), subscribes to almost 1,000 print journals, and provides access to over 15,000 full-text electronic journals. As a participant in the Federal Depository program, the library receives U.S. government documents on a selective basis. Photocopiers, printers, microfilm reader-printers, and fax services are available for a nominal fee.

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

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

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

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



## **Chapter 2**

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# **Design for Educational Excellence**

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Olivet Nazarene University is committed to academic excellence. The University is accredited to offer associate, baccalaureate, master's, and doctorate degrees by the Higher Learning Commission 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 Athletic Training Education. The baccalaureate degree program in Business is 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, 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 sustained program of self-study in the belief that improvement is a continuous process. Its faculty is competent for the duties assigned. An effort is made to bring a genuine academic challenge to every student. This is done with the conviction that the impact of Christian lives can be increased by excellence of scholarship, logical thought, and effectiveness in communication. The University seeks through its curriculum, co-curricular activities, and campus citizenship to assure the priority of academic discipline and achievement.

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

## **Semester Calendar and Credit Hours**

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

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

## **Graduation Requirements, 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. The student must file an application for the degree with the Registrar six months prior to the expected date of graduation.
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. In certain fields of study, the students are required to select from among several courses according to their interests or plans for future study.

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

## General Education Requirements: Bachelor's Degrees

### Group 1. Christian Living

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

THEO 101 — Christian Formation	3
* BLIT 202 — Christian Scriptures I	3
** BLIT 303 — Christian Scriptures II	3
*** THEO 404 — Christian Faith	3
<b>Total</b>	<b>12</b>

### Group 2. Communication

An educated person committed to a life of stewardship and service should be able to think, write, and speak clearly and effectively. Writing, speaking, reading, and listening skills are basic to effective communication. Reading provides a range of viewpoints and in-depth information. Careful listening to authors and speakers prevents miscommunication. Writing and speaking are the primary channels of expression. The quality of communication is connected to thinking because writing and speaking patterns parallel individual thinking processes. Therefore, the educated person must have developed the analytical and syncretical skills of critical thinking. Teachers become role models and create settings where students have to reflect on their own thought processes.

This critical thinking is best taught if connected to specific writing and speaking formats.

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

### Placement in College Writing will be based on English ACT score:

ACT English score	Writing Placement
20–36:	ENGL 109
16–19:	ENGL 108
1–15:	***** GNST 093

### Group 3. Cultural Understanding

An educated person committed to a life of stewardship and service should be exposed to various aspects of cultural understanding as well as an understanding of diverse cultures. It is no longer possible to conduct our lives without reference to the diverse world within which we live. A crucial difference between the educated and the uneducated person is the extent to which one's life experience is viewed in wider contexts. The curriculum may include options for exposure to various cultures in terms of language, geography, history, sociology, psychology, political science, economics, art, music, literature, and religion. Moreover, a non-Western culture should be part of the cultural experience. Foreign language skills are important for those working in a global community. International students on campus, a variety of courses, and overseas experiences by faculty and some students all are a part of education for cultural understanding. The interrelatedness of living in a global community necessitates exposure to diverse cultures.

FINA 101 — Introduction to Fine Arts	3
HIST 200 — Western Civilization	3
LIT 205 — Studies in Literature	3
One course selected from	3
ECON 110 — Principles of Economics	
PSCI 101 — Introduction to Political Science	
PSCI 223 — American Government	
PSYC 101 — Introduction to Psychology	
SOCY 120 — Introduction to Sociology	
International Culture, to be met by one of the following:	0-8

## Design for Educational Excellence

Completion of a two-semester sequence of foreign language study.

Required for all Bachelor of Arts degrees.

Intensive foreign language through participation in one of the study abroad programs sponsored by Council for Christian Colleges and Universities.

Waiver of language requirement for students who have successfully passed four years of the same foreign language in high school.

Completion of a foreign travel study course that has been approved by the General Education Committee and the ONU faculty for this requirement

Completion of two international culture courses selected from the following, with at least one course chosen outside the department of the student's major.

ART 375 — History of Non-Western Art

CHED 306 — Cross-Cultural Ministry

COMM 349 — Intercultural Communication

ECON 308 — Comparative Economic Systems

FACS 335 — The World Food Problem

GEOL 340 — Global Natural Resources

HIST 379 — The Developing World

LIT 300 — Literature of the Western World

LIT 308 — Literature of Non-Western/Third World Cultures

LIT 315 — Multiethnic Literature

MULT 301 — World Musics

PHIL 325 — World Religions

PHIL 444 — Islamic Studies

PSYC 323 — Human Diversity

SOCY 280 — Ethnic Relations

SOCY 364 — Cultural Anthropology

SOCY 366 — Global Issues

SPAN 110 — Spanish for Specific Professions

SSCI 302 — World Regional Geography

<b>Total</b>	<b>12-20</b>
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### 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	*****
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PHSC 102 — General Physical Science or any physical science laboratory course from the areas of Chemistry, Geology, or Physics	3-5
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BIOL 201 — General Biological Science or any other biological science laboratory course	3-4
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<b>Total</b>	<b>9-13</b>
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### Placement in Mathematics will be based on ACT Math score:

ACT Math score	Math requirement
19–36:	MATH 103 or higher math course
14–18: *****	GNST 095 and MATH 103 or higher
1–13: *****	Basic Algebra course or passing equivalent placement exam; GNST 095; MATH 103 or higher

### Group 5. Personal Health

An educated person committed to a life of stewardship and service should develop a lifestyle that promotes personal health. Personal health encompasses those attitudes and practices that improve one's physical and mental well-being. Students should be guided in the acquisition of lifelong habits relating to good nutrition, physical exercise, and the management of stress. Furthermore, students should learn interpersonal skills that serve to promote the health of others, including family and community as well as the world at large.

PHED 190 — Wellness or FACS 126 — Nutrition, Health, and Fitness, including a fitness laboratory component. ROTC and varsity sports participants register for 2 hours without the fitness lab component. 3

**Total 3**

**Grand Total 45–58 hours**

### NOTES:

- \*BLIT 305 substitutes for BLIT 202 for all majors in the School of Theology and Christian Ministry.
- \*\*BLIT 250 and BLIT 310 substitute for BLIT 303 for all majors in the School of Theology and Christian Ministry.
- \*\*\*THEO 310 substitutes for THEO 404 for all majors in the School of Theology and Christian Ministry.
- \*\*\*\*A student may not enroll in ENGL 209/210 until having passed ENGL 108/109 with a grade of "C-" or above. Each department specifies the College Writing II course to be taken by its majors. Engineering and Computer Engineering majors satisfy the College Writing II requirement with ENGN 335 Technical Communication and Experimental Design. Students with an ACT Composite of 30 or higher are exempt from ENGL 109.
- \*\*\*\*\*Courses numbered below 100 do not count toward degree requirements, although placement will be required based on ACT scores.
- \*\*\*\*\*MATH 111 does not meet the mathematics requirement unless MATH 112 is also satisfactorily completed.

## Specialization for Bachelor's Degree Programs

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

The University reserves the right to drop a major or minor field for lack of sufficient enrollment to guarantee a class size of 10 or more in upper-division courses of that field. There are certain instances where particular combinations of majors and minors, or requirements for certification for positions of employment for graduates, may require a student to complete more than 128 semester hours.

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

## Honors Program

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

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

This 18-credit plan has two phases. First, participants take one Honors course per semester for the initial two years. They are populated only by Honors students, and led by a faculty cohort of four. These 12 credits are substitutes – not additions – for the following general education courses, unavailable for CLEP credit: COMM 105 - Fundamentals of Communication, ENGL 209/210 - College Writing II, THEO 101 - Christian Formation, and PHED 190 - Wellness. The courses are interdisciplinary and team-taught to cultivate prowess in intellectual integration.

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

Second, participants earn six credits during the final two years for a substantial, faculty-mentored research project. (It may be "performance" for relevant disciplines such as Music, Theater, Art, etc.). The first semester of the junior year is devoted to the construction of a research proposal, then two semesters are spent conducting the work. The final senior-level semester is dedicated to the preparation and presentation of results at a campus Research Symposium and/or a regional Honors event through the National Collegiate Honors Council. If appropriate, the faculty-student project may be featured in a professional venue. Funds are provided to support this process.

Throughout these four years, students will also participate annually in an on- or off-campus service organization, serving progressively from attendance to project leadership, and if suitable, officer status. Meanwhile, students attend one cultural event per year, supplemental to course content.

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

## General Education Requirements: Associate of Applied Science Degrees

### Group 1. Christian Living

THEO 101 — Christian Formation	3
BLIT 202 — Christian Scriptures I or BLIT 303 — Christian Scriptures II	3
<b>Total</b>	<b>6</b>

### Group 2. Communication

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

### Group 3. Cultural Understanding

FINA 101 — Introduction to Fine Arts	3
LIT 205 — Studies in Literature	3
One course selected from	3
ECON 110 — Principles of Economics	
HIST 200 — Western Civilization	
PSCI 101 — Introduction to Political Science	
PSCI 223 — American Government	
PSYC 101 — Introduction to Psychology	
SOCY 120 — Introduction to Sociology	
<b>Total</b>	<b>9</b>

### Group 4. Natural Sciences and Mathematics

MATH 103 — Math for Liberal Arts or MATH 117 — Finite Math with Business Applications	3
PHSC 102 — General Physical Science or BIOL 201 — General Biological Science	3
<b>Total</b>	<b>6</b>

### Group 5. Personal Health

PHED 190 — Wellness or FACS 126 — Nutrition, Health, and Fitness, Including a fitness laboratory component. ROTC and varsity sports participants register for 2 hours without the fitness lab component.	3
<b>Total</b>	<b>3</b>

**Grand Total** **33-34 hours**

## Preparation for Graduate Study and Preprofessional Study Programs

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

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

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

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

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## Pre-Medicine

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A student pursuing a pre-professional program in medicine (allopathic osteopathic, podiatric, etc.) will be advised to take a number of courses in Biology, Chemistry, Mathematics, and Physics. Most successful Pre-medicine majors take either a Biology or Chemistry major, or a double major of Chemistry and Biology.

Although it is possible to gain entry into a medical school with a major from outside the sciences, it is necessary for a student to emphasize the sciences very strongly. The liberal arts foundation at Olivet is a definite asset to medical studies. Premedical students are normally advised by a faculty member in their major field of study.

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## Pre-Dentistry

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A major in Biology or Chemistry should be supported by a minor in the field not chosen as a major (Biology or Chemistry). The student will be advised by a faculty member in the Department of Biology.

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## Pre-Veterinarian

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A major in Biology is preferred, supported by a strong minor in Chemistry. The student is advised to work into his or her summer schedule some courses in animal science. The student will also need some practical experience working for a veterinarian. The student will be advised by a faculty member in the Department of Biology.

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## Pre-Physician Assistant

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A Biology major with a strong Chemistry minor is recommended. A student planning to apply to this program is advised to write the schools he or she is interested in attending for graduate work in order to learn about specific requirements. The student will be advised by a faculty member in the Department of Biology.

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## Pre-Optometry

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A Biology or Chemistry major is recommended. Physics should also be included in the program at Olivet, along with Mathematics.

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## Pre-Pharmacy

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Normally, a student interested in Pre-Pharmacy would complete a bachelor's degree with a major in Chemistry and/or Biology. Following student's first two years, he or she should work closely with a faculty adviser from one of these departments to communicate directly with the pharmacy school of his or her choice. This is to assure completion of appropriate coursework that may be required for admission into that particular school's program.

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## Pre-Physical Therapy

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A fully certified program in physical therapy is customarily offered at the graduate level. At the undergraduate level at Olivet, a person interested in physical therapy would major in Exercise Science, Biological Science, or Psychology. In addition, completion of the following courses is strongly recommended. These are most often required for admission to the graduate schools:

EXSS 147 - Introduction to Athletic Training

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

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## Pre-Law

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Law schools generally suggest undergraduate majors in history, political science, English, business, music, engineering, religion, and more. Pre-law students should take specific recommended courses that train them in analytical thinking, such as calculus, philosophy, literature, history, or political theory. For help in choosing appropriate courses, and in the admission process for law school, see Dr. Bill Dean, the pre-law advisor.



## Council for Christian Colleges and Universities Programs (CCCU)

Olivet Nazarene University is a member of the Council for Christian Colleges and Universities, which is comprised of more than 105 Christ-centered, accredited four-year liberal arts colleges and universities, each committed to academic excellence and to the integration of the Christian faith with learning and living. All Council study programs are open to Olivet students who qualify. Each of the programs are administered by appropriate departments of the University, and coordinated through the Council offices in Washington, D.C.

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

Programs available to Olivet students include the American Studies Program, the Latin American Studies Program, the 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, and the International Business Institute.

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### American Studies Program

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

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### Australia Studies Centre

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The ASC offers students a semester at the Wesley Institute in Sydney, Australia, where they can explore their artistic talents through Wesley Institute's outstanding Division of Ministry and the Arts. Faculty trained and working in the professional performing arts scene in Sydney will guide students in their thinking through the Christian's role in culture, whether classical or pop culture. The ASC utilizes a combination of classroom training at the Wesley Institute and experiential learning in the beautiful Australian context. Home stays, service learning and travel around Australia are important components of the ASC. Students will examine the many faces of Australia. They will observe its beautiful landscape, live in the cosmopolitan melting pot of Sydney, serve the poor of Sydney's multicultural ghettos, engage the political capital Canberra and its power players, and come to know the traditions of Aborigines. ASC students participate in the core experiential course and choose the remainder of their credits from Wesley Institute's arts and ministry courses. ASC students receive up to 16 hours of credit.

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### China Studies Program

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Students interested in China will have the opportunity to engage in this intriguing country from the inside. The semester will include study of standard Chinese language, geography and history, religion and culture, and China's modern development. Participants will travel throughout China to such places as Beijing, Shanghai, Xi'an, and the Guangzhou/

Hong Kong region. They will have ample opportunity to interact with Chinese faculty and students on the campus of the host university and with students of English whom they will assist as conversation partners. As with our other semester programs, the Council recommends 16 semester credit hours for participants in the China Studies Program.

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### Contemporary Music Center Program

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

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### Latin American Studies Program

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The Latin American Studies Program is based in San Jose, Costa Rica. It is comprised of Spanish language study, Latin history and culture, scientific study in the rainforest, or topics in international business. The program involves living with a Costa Rican family, participating in community activities, and travel through neighboring Central American countries. This program is administered by the Department of Modern Languages. Credit may be applied toward majors in Business, Environmental Science, History, Modern Languages, Political Science, Public Policy, or Social Science, or toward general education credit for other majors.

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### Los Angeles Film Studies Center

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The Council for Christian Colleges and Universities Los Angeles Film Studies Center operates in Burbank, California. It is comprised of classroom work in the role and place of Christians in the arts, and a half-

time policy or production-level internship in a film-related business or agency. The goal of the program is to place graduates in policy-level positions in the film industry. The program is administered by the Department of Communication.

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### Middle East Studies Program

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The Middle East Studies Program is based in 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.

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### Oxford Scholars' Semester

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The Scholars' Semester in Oxford allows a student, as a member of Wycliffe Hall and a visiting student at Oxford University, to do intensive scholarship in this historic seat of learning. Working with academic tutors, students hone their skills and delve into the areas that interest them most. Students broaden their thinking and earn 16 credits by living and learning in this major crossroads of the academic world. Contact the chair of the Department of English for further information.

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### Russian Studies Program

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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.

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### Uganda Studies Program

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

choose from an approved selection of courses from the UCU Honours College to earn up to 16 hours of credit.

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### Washington Journalism Center

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The Washington Journalism Center (WJC) is a semester-long study program in Washington, DC, created for students interested in the field of journalism. While in Washington students will take classes focusing on the history and future of the media and how it relates to the public as well as to their personal writing skills. These classes – Foundations for Media Involvement; Reporting in Washington; and Washington, News and Public Discourse – combined with an internship at a top news publication will help students learn to integrate their faith in a journalism career. Students will also participate in service learning opportunities as well as live with families in home stays as part of the WJC experience. For further information, contact the Department of Communication at Olivet.

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### Other Sponsored/Recognized Programs

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#### AuSable Institute

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Olivet Nazarene University is a participating college with AuSable Institute, located in Northern Michigan. AuSable offers courses and programs in environmental stewardship for college students from evangelical Christian colleges. Field courses in biology, chemistry, and geology are offered, emphasizing ecological awareness and knowledge. AuSable offers fellowships and grants, and provides opportunities for discussion of current environmental issues from a Christian perspective. Contact the ONU campus representative in the Department of Biological Sciences.

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#### EduVenture

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EduVenture integrates strenuous outdoor activity — jungle trekking, mountain climbing, horseback riding — with courses in intercultural communications, field based anthropology and spiritual formation. Students are involved in community development programs in developing world circumstances in Mexico. Contact the Department of History and Political Science for additional information.

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#### Focus on the Family Institute

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The Focus on the Family Institute provides a semester of study in Colorado Springs, CO. 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.

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### International Business Institute (IBI)

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

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

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

Additional details are included with the Department of Business information in Chapter 7.

Administration, Master of Organizational Leadership, Master of Ministry, and Master of Practical Ministries.

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

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### Romanian Studies Program

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The Romanian Studies Program is based in the historic town of Sighisoara in Transylvania. Students study Romanian language, Eastern European history, science, music and art appreciation, religious and social dimensions of a society emerging from authoritarianism. They participate in a variety of service learning projects in connection with Nazarene Compassionate Ministries and with local schools, orphanages, hospitals, and a downtown business technology center. The program also offers Social Work majors the opportunity to do field placement. It is administered by the Department of History and Political Science, and is open to all majors.

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### Equador — Nazarene International Language Institute

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

## Graduate and Continuing Studies

The School of Graduate and Continuing Studies offers programs leading to a doctorate degree and several master's degrees. Studies include Nursing, Education, Religion, Professional Counseling, History/Political Theory, and Business. These programs are described in Chapter 9 of the *Catalog*.

Degrees offered include the Doctor of Education, Master of Arts, Master of Arts in Education, Master of Arts in Teaching, Master of Education, Master of Science in Nursing, Master of Business

## Chapter 3

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# University Life

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

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

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

## Orientation for New Students

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

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

## Resident Campus Philosophy

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

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

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

Generally, our regulations fall within three broad categories:

1. Some regulations reflect God's moral law.
2. Some regulations reflect the civil law.
3. Some regulations involve judgments and prudence about the effects of certain practices.

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

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

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

## Residence Hall Living

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

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

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

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

## Motor Vehicles

All motor vehicles owned or operated by students are to display an official University vehicle 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: Acting on Aids, American Marketing Association, American Society of Mechanical Engineers, Astronomy Club, Biophilic (Biology Club), Capitol Hill Gang, CMS (Christian Music Society), Computer Club, Diakonia (Social Work), Dialog (The Theology Club), Engineering Club, Equestrian Club, FCA (Fellowship of Christian Athletes), Green Room, International Club, IJM (International Justice Mission), Kappa Delta Pi (National Education Honor Society), Kappa Omicron Nu, Kappa Sigma Chapter of Sigma Theta Tau (International Nursing Honors Society), Lambda Pi Eta Theta Beta (Communication Dept. Honor Society), MERC (Multi-Ethnic Relations Club), MuKappa (National Chapter for Missionary Kids and Military Families serving internationally), Math Club, National Science Teachers Association (NSTA), NSA (Nursing Students), Off-Campus Olivetians, OGS (Olivet Geological Society), Phi Alpha Theta (History Club), Proclamation Gospel Choir, Pro-Life Olivetians, Psi Chi (Honors) Psychology Club, SEA (Student Education Association), The Seventh Reel (ONU Film Club), SIFE (Students in Free Enterprise), Sigma Tau Delta (English Honor Society,) Student Dietetic Association (SDA), SUFACS (Student Unit of Family and Consumer Sciences), Student Athletic Trainers Club, The Academy, The X Factor, WONU (Shine.FM) 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. In addition to these, *The Olivetian*, a quarterly, is published by the University administration to communicate with students, parents, alumni, prospective students, and friends of the University.

**Residence Associations** — Women's Residential Life (WRL) and Men's Residential Life (MRL) are designed to assist in meeting the various needs of students in residence. They endeavor to foster Christian fellowship, promote the fundamentals of etiquette, and carry on a continuous program of residence hall life improvement. Among some of the activities sponsored by these organizations are: coronation of homecoming queen, mentoring relationships, seminars, and various inter-residence hall activities. The WRL and MRL councils consist of an elected 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 the Chaplain's Office and the Vice President of Spiritual Life, students are provided with opportunities to worship and serve in the local Bourbonnais area and beyond.

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

**Intercollegiate Athletics** — Olivet is a member of the National Association of Intercollegiate Athletics (NAIA) and the National Christian College Athletic Association (NCCAA), and participates in intercollegiate athletic competition in the Chicagoland Collegiate Athletic Conference. Intercollegiate sports for men include baseball, basketball, cross country, football, golf, soccer, tennis, 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, the students find unique opportunities for witnessing for Christ. In order to be eligible for intercollegiate athletic competition, students must adhere to the standards adopted by the NAIA, including the following:

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

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

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

Participation in intramural activities contributes to the physical, mental, social, and spiritual health of the individual. Bodily exercise, decision-making through thinking, group participation, and using good sportsmanship are building blocks for good health. A student must be enrolled in a minimum of 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 Tuesday, Wednesday, and Thursday. During special emphasis weeks, required chapels will extend to other days. Students will be assigned to Tuesday/Wednesday, Tuesday/Thursday, or Wednesday/Thursday schedule of attendance each semester.

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

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

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

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

### Penalty for Excessive Absences:

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



## Chapter 4

# Admission Policies and Procedures

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

Admission is based on the composite picture afforded by the student’s transcripts and standardized test scores, and is granted to qualified students in conjunction with a supplementary Entrance Interview. 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; any additional prerequisite requirements for such programs are indicated in this catalog under their respective listings. Olivet Nazarene University policy prohibits discrimination on the basis of race, sex, age, color, creed, national origin or ethnic origin, marital status, or disability in the recruitment and admission of students and in the operation of all college programs, activities, and services. Any concerns regarding discrimination on the basis of any of the foregoing protected categories should be addressed to the Vice President of Academic Affairs, Burke Administration Building, (815) 939-5213.

## Two Aspects of Admission to Olivet

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

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

## Personal Preparation for Admission

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

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

The person who is accepted as a student at Olivet should understand the purpose and philosophy of the University, and must agree to adhere to the rules of conduct. Policies and practices of conduct are outlined in Chapter 3, “University Life,” and also in the University Life Handbook.

## High-School Preparation

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

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

The high school work should include a major in English, an additional major and one minor in fields of foreign language, mathematics, natural science, or social science. A major is three units of work; a minor is two units. Required preparation for a Nursing student includes one year of high school biology and one year of high school chemistry. In certain cases where the applicant ranks in the upper half of the high school graduating class, specific major and minor requirements may be waived. Subjects acceptable in these fields include:

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

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

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

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

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

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

## Admission Tests

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

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

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

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

## Homeschooled Student Admission

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

## Unclassified Students

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

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

Unclassified students must affirm their acceptance of the ideals of the University. See the section on "Unclassified Students" in chapter 6, "Academic Regulations," for more information.

## Early Admission

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

## General Educational Development Examination (GED)

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

## Essentials of Learning Program

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

The Essentials of Learning Program emphasizes effective study skills 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.

## Admissions Process for Freshmen

1. Complete the Application for Admission. The application is available at the Office of Admissions or at [www.olivet.edu](http://www.olivet.edu). Detailed instructions are included on the form. Applications may be submitted online, by mail, or by fax in the last semester of the junior year or in the senior year. The deadline for filing an application for admission is May 15 for the fall semester, and January 1 for the spring semester.
2. Request that the high school send a transcript of at least six semesters of work to Olivet Nazarene University, along with a recommendation from the guidance office or principal. A transcript request form is included in the admissions packet to be given to the high school. A request must also be made that the high school send the final transcript after the student has graduated from high school.
3. Arrange with the high school guidance office to take the American College Test (ACT) when convenient. This is usually taken in the spring of the junior year or during the senior year. Scores from the Scholastic Aptitude Test (SAT) may be considered toward your admission and for scholarship evaluation purposes, but the ACT must be taken prior to enrollment.
4. Upon receipt of the completed application, transcripts, and test scores, action will be taken by the Office of Admissions. Notification of acceptance, contingent upon actual graduation from high school and receipt of the final transcript, will be sent to the student by mail as soon as possible.

## Admission Policies and Procedures

5. With notification of admission, a health questionnaire and immunization form will be sent for completion. These must be filed with the University before registering for classes. They are kept in the Health Office for reference by the University nurse and physician.
6. Submit the enrollment deposit of \$500. This deposit ensures a student's place in the incoming freshman class, and serves as a priority indicator for both class registration and campus housing. See Chapter 3 on University Life for residence hall living requirements. Campus housing cannot be assigned until this deposit is submitted and the student is accepted for admission. The deposit is refundable up to May 1, if the student chooses not to enroll at Olivet. Rooms are assigned through the Office of Student Development.
7. Apply for financial aid as early as possible in the year of enrolling in college. The Free Application for Federal Student Aid (FAFSA) is generally available in December for the following school year. See Chapter 5, "Financial Information," for additional details.
8. New students and their parents are invited to the campus for a mandatory orientation period during the summer preceding fall enrollment at Olivet, or at the beginning of the spring semester for spring enrollment. These sessions provide a more extensive introduction to the University, a chance to meet fellow students, and an opportunity to select courses and housing. Invitations will be sent by the Office of Admissions to accepted students who have completed all the above steps in the admissions process. The orientation may include some additional diagnostic testing. Freshmen are admitted to classes only after completing the freshman testing and orientation program.

## Admissions Process for Transfer Students

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

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

1. Students on disciplinary probation are not accepted at Olivet Nazarene University.
2. Courses accepted for transfer must be comparable to those taught at Olivet and/or must be recognized by the Registrar as generally being applicable toward a baccalaureate degree.
3. A maximum of 68 semester hours will be accepted from two-year colleges as transfer credit at Olivet. Olivet Nazarene University is a participant in the Illinois Articulation Initiative (IAI), a statewide agreement that allows transfer of completed Illinois-transferable general education core curriculum between participating institutions. For further information about general education requirements for transfer students, consult with Olivet's Office of the Registrar.
4. Grades of F will not be accepted as transfer credit, but will be calculated in the grade point average for determining admission status, initial financial aid eligibility and initial athletic eligibility. After one term of attendance, only grades of courses that were accepted in transfer will apply toward the cumulative grade point average used in determining academic standing, graduation, graduation honors, financial aid, and athletic eligibility. For additional information regarding academic standing, financial aid eligibility, and athletic eligibility, refer to Chapter 6, "Academic Regulations."
5. A maximum of 15 hours of correspondence coursework may be applied toward a degree at Olivet.
6. The cumulative grade point average from all previous institutions will be considered in determining admission status, initial financial aid eligibility, and initial athletic eligibility. Students who have attained a minimum cumulative grade point average according to the following schedule may be admitted in satisfactory academic standing; students who fall below the above minimum standards are not making satisfactory progress and, if admitted, would be on academic probation.

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

## Admissions Process for International Students

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

1. The prospective student must complete and return a written international student application form for Olivet.
2. The prospective student must have all official transcripts sent directly from each school attended to satisfy the University that the applicant has successfully completed a course of study equivalent to that required of a US-educated applicant seeking admission at the same level. Official transcripts submitted directly from the student may be accepted at the discretion of the admission counselor if received in an envelope sealed by the school. All records submitted must be official transcripts certified by the appropriate school official and should list the subject taken, grades earned, or examination results in each subject, as well as all certificates or diplomas. These documents must be accompanied by an official English translation and an "Educational Credential Evaluators Report" secured at the applicant's expense if the transcripts are from a school outside the U.S.

3. The University requires that the prospective student demonstrates possession of adequate English language proficiency to pursue a course of study on a full-time basis. A minimum score of 500 on the paper-based test, 173 on the computer-based test, or 61 on the internet-based test is required on the Test of English as a Foreign Language (TOEFL) of all new undergraduate international students. A minimum score of 550 on the paper-based test, 213 on the computer-based test, or 79 on the internet-based test is required for graduate international students. If English was the medium of instruction throughout formal education, a TOEFL score may not be needed. Moreover, all students accepted for admission whose native language is not English are required to take a standardized English proficiency test upon arrival at the University. Students will be placed in appropriate English classes according to the results of the test. Instructional materials are available in the Learning Development and Assistance Center for those students needing supplemental work in grammar, vocabulary, reading, and pronunciation. Students with more than 48 academic semester units from U.S. colleges/universities taken just prior to attending Olivet may be able to waive their TOEFL requirement for admission.
4. The prospective student is required to provide a notarized affidavit of financial support along with a current bank statement to confirm that he/she will be able to provide for his/her expenses (tuition and fees, books, living costs, etc.) at the University without resorting to unauthorized employment.
5. It is the responsibility of an international student on an F-1 visa to maintain full-time status.

Questions concerning this topic should be referred to International Student Admissions in the Office of Admissions.

1. The applicant must take a physical examination and present medical history records. In addition, the student is required to purchase a college health insurance policy or provide proof of adequate coverage. The international student should also provide the name and address of a friend or relative in the United States who is empowered and willing to make decisions on behalf of the student in case of an emergency.
2. The applicant may not proceed any further in the application process unless the above conditions are met and the student's I-20 form is signed by the appropriate school authority. All questions concerning admission and status of international students seeking admittance into the School of Graduate and Continuing Studies should be referred to the Director of Admissions and Student Services.

## Readmission

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

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

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

## Campus Visits and Interviews

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

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

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

## Orientation for New Students

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

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

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

## Waivers and Advanced Placement by Examination

The General tests of the College Level Examination Program (CLEP) may be used to establish credit for students who score at or above the 60th percentile on selected CLEP tests. Credit and/or advanced placement may also be established by attaining scores of 3, 4, or 5 on selected Advanced

## Admission Policies and Procedures

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 \$85 per CLEP test and \$35 per institutionally developed test. In addition, a fee of \$50 per hour of credit is charged to students receiving credit via these proficiency exams. The following tests are given during ONU summer orientations:

TESTS	CREDITS POSSIBLE	REQUIRED SCORE	ONU EQUIVALENT OR REQUIREMENT
ONU English Writing Sample	3 hours	8	ENGL 109
CLEP Humanities	3–6 hours	52	FINA 101 and LIT 205
CLEP Mathematics	3 hours	60	Mathematics General Education Requirement
CLEP Natural Sciences	3-6 hours	52/57	Lab science requirement(s) – score of 57 needed for both lab requirements
CLEP Social Science and History	3–6 hours	54/59	3 hours for SSCI 100 (54) and 3 hours for HIST 200 (59)

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

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

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

## **Chapter 5**

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# **Financial Information**

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

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

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

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

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

## **Financing the University**

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

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

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

### **Current Cash Gifts and Securities**

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

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

### **Scholarship Gifts**

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

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

### **The ONU Foundation**

The ONU Foundation is an endowment fund established from donations made by many individuals over several decades. The assets of more than \$22 million are earning interest and dividends which are awarded in scholarships to qualifying Olivet students. Many of these scholarships are named for individuals and families. Applications are received from continuing Olivet students annually, and awards are made based on financial need, academic achievement, and other criteria stated in the scholarship funds.

### **Bequests, Gift Annuities, and Life Income Agreements**

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



## General Expenses

The following is an itemized estimate of the cost of a regular course for one semester in the 2009–2010 school year:

1. General Fee	\$420
(Required for all students enrolled for seven hours or more. This covers student activities, facilities, student services, and student government.)	
2. Tuition Charges for 12–18 Hours	\$11,375
(For a student taking a full load of 18 hours, this is equivalent to a tuition charge of \$576 per hour. For more than 18 hours, the charge is \$576 per additional hour. For students taking a part-time load of less than 12 hours in a given semester, the tuition charge is \$865 per hour.)	
Applied Music Tuition Additional	
Private:	\$135
(piano, voice, organ, and orchestral instruments for one lesson per week, per semester)	
Class:	\$70
(piano, voice, and orchestral instruments per course)	
3. Room and Board (14 meals per week) average cost	
21 meals per week is \$175 more per semester	\$3,200
10 meals per week is \$125 less per semester	
<b>Total Tuition, Fees, Room and Board (semester)</b>	<b>\$14,995</b>
<b>Total Tuition, Fees, Room and Board for a School Year (two semesters)</b>	<b>\$29,990</b>

## Special Fees

Background Check	\$50
Change in Registration After the Second Week	\$10
Credit Per Hour Resulting from Audit, CLEP, and Proficiency	\$50
Graduation Fee	\$75
ID Card Replacement Charge	\$10
International Student Insurance (per semester, Subject to Change)	est. \$600
Key Deposit for Room	\$5
Late Health Forms (required by Illinois state law)	\$20
Late Registration (one day late)	\$20
Second Day and After, Per-Day Additional	\$5
Liability Insurance for Nurses, Per Year	\$30
Lockers, Per Semester	\$5
Returned Check Fee	\$20
Student Teaching, Per Semester Hour	\$25
Tests and Examinations: ACT, Proficiency, Per Test	\$35
CLEP, Per Test	\$85
Tuition Deposit	\$200

## Methods of Payment

1. A student is required to pay an enrollment deposit of \$200 when applying for admission. The enrollment deposit is applied to the student's account and will be refunded if the application for admission is not approved or if a refund is requested before May 1.
2. All charges are due and payable at the time of registration at the beginning of each semester or term. Checks should be made payable to Olivet Nazarene University. It is helpful if the student ID number is on the check. An itemized statement will be sent to the student's home address unless the student directs otherwise.
3. Where financial aid has been awarded, the percentage of down payment and payment of balance is calculated after deducting such awards. College work-study is not deducted, since it must be earned by hourly work. Acceptable methods of payment are as follows:
  - a. Payment in full.
  - b. 33 percent down when registration is finalized, 33 percent within 30 days, and the balance within 60 days following registration. Interest will be charged according to the statements below.
  - 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.

## Financial Information

4. Any financial arrangements between the University and its students will be binding only if such agreement is in printed or written form. Any arrangements concerning finances should be made with the Office of Student Accounts only.
5. A 1.5 percent interest charge is added each monthly billing period to the balance at the beginning of the billing period, less any payments during the month. The cutoff for each billing period is usually around the 25th of the month, but may vary. Interest on the unpaid balance will be charged from the day of registration. (If the balance is to be paid by a federal or state grant, interest will be reversed when the federal or state grant check is received at Olivet.) No one may participate in graduation, no degree will be conferred, nor credits transferred, until all accounts are paid in full. When clearing a student account for graduation or to receive a transcript, payment must be made by cashier's check, certified check, credit card, or personal money order if immediate clearance is needed. If payment is made by personal check, a waiting period of 15 days is necessary for the check to clear the bank. Any student who has become delinquent through failure to make payment or proper arrangements may be disenrolled until such matters are satisfactorily taken care of with the Office of Student Accounts.
6. Books and supplies must be paid for at the bookstore. The University accepts Visa, MasterCard, and Discover Card.
7. For further information concerning payment of student accounts, contact the Office of Student Accounts in Miller Business Center, (815) 939-5245.

## Room and Board

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

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

## Student Insurance Coverage

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

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

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

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

## Withdrawals and Course Drops

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

1. Registration, general, and other special fees: Pro-rata refund for the first 60 percent of the semester. No refund of these fees after 60 percent of the semester is completed.
2. Room: Pro-rata adjustment/refund on the unused portion as of the end of the week in which the student moves off campus.
3. Board: Pro-rata adjustment/refund on the unused portion as of the end of the week in which the student withdraws from the meal plan.
4. Tuition: If a student withdraws or drops his or her course load below 12 hours during the semester, or drops an overload, he or she will receive a pro-rata refund for the first 60 percent of the semester. No refund of tuition will be made after 60 percent of the semester is completed.

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# Student Financial Aid

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

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

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

Need-based student aid is designed to provide monetary assistance to students who, without financial aid, would be unable to pursue a college degree. Educational institutions do not have unlimited funds to provide access and choice, and to ensure retention and academic success for all students facing economic barriers to post-secondary education. Because of the limitation of funds, and given the social value of awarding aid based on need, the demonstrated financial need has become the primary criterion in the awarding of financial aid.

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

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

## Key Assumptions Underlying Need-Based Student Aid

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

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

## 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). Both of the FAFSA applications can be completed online at: <http://www.fafsa.ed.gov>.

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

A student's initial eligibility for assistance rests largely on the basis of a satisfactory grade point average together with an analysis of the financial need. Future eligibility will also be affected by his or her academic standing and financial need. Refer to Chapter 6 on "Academic Regulations" for additional information on good standing, retention, eligibility, and satisfactory progress for financial aid.

A federal processor authorized by the federal government is utilized to determine the federal financial need from the FAFSA 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 most 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 FAFSA should be filed in the year the student plans to enroll. *This form must be completed annually.* Since the FAFSA requires IRS information from the immediate past year, the form may be filed no earlier than January 1, but should be filed as early thereafter as possible.

Applications received by March 1 will receive priority consideration for federal campus based funds. If requested, verification materials, including tax returns with schedules, and other required forms must be submitted before any federal funds will be applied to a student's account. Applications for financial aid will be accepted after the above date. However, funding may be limited for these applicants.

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

A student aid report will be sent to the student in about four weeks from the date it was received by the federal processor. This report should be reviewed by the family and submitted directly to the Olivet Office of Financial Aid with any necessary corrections. The school aid code for Olivet is 001741.

## Scholarships

Scholarships for students in Olivet's traditional undergraduate programs are awards offered on the basis of academic ability, special talents, or the personal interest of donors. These awards carry no obligation for repayment. **All Olivet scholarships require full-time enrollment each semester in which they are received. In addition, a student must remain in good academic standing and make satisfactory academic progress, as described in the Academic Regulations chapter of this catalog, to receive any ONU funding. Students on academic probation or academic suspension are not considered to be in good academic standing.**

A number of scholarship awards are made available each year by Olivet Nazarene University. The 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 departmental scholarships, athletic scholarships, or any other scholarship or grant program that involves institutional or ONU Foundation funds.

### Academic Scholarships:

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

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

## Scholarship Regulations

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

**Transfer Student Scholarships:** Transfer students are awarded scholarships on the basis of previous college academic performance. Transfer students should send college transcripts to the Office of Admissions. Academic scholarships and GPA for transfer students are reviewed at the beginning of each academic year.

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

**The ONU Nazarene Scholarship:** A student attending a Nazarene church is eligible for an additional \$1,000 per year (\$500 per semester) for each term the student is enrolled full-time.

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

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

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

## Student Financial Aid

**Church-Sponsored Scholarships:** Many congregations of the Church of the Nazarene encourage young persons from their congregation to enroll at Olivet Nazarene University by offering general aid to all who enroll. The ONU Office of Financial Aid will initially award the Nazarene Church Scholarship in the amount of \$250 per semester. It is the student's responsibility to check with their home church to see if they participate in this program. If the church does not participate, the student can inform the ONU Office of Financial Aid, and they will delete the award from the student's file. Since the amount and terms of these awards vary, the conditions should be investigated with the pastor of the local church, followed by the notification of the ONU Office of Financial Aid.

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

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

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

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

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

## Grants-in-Aid

**Federal Pell Grants** 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 filed online at: <http://www.fafsa.ed.gov>. Pell grant awards normally range from \$976 to \$5,350 per year.

**Federal Academic Competitiveness Grant:** Awarded to Pell Grant recipients during their first and second academic years who are U.S. citizens, have completed a rigorous program of study in high school (as determined by their state), and enrolled full-time. Second year recipients must have a minimum 3.0 cumulative GPA at the end of their first academic year to receive the award.

**Federal National Science and Mathematics Access to Retain Talent (SMART) Grant:** Awarded to Pell Grant recipients during their first and second academic years who are U.S. citizens, in their third or fourth academic year in a four-year program, enrolled full-time and pursuing a major in mathematics, science (including physical, life, and computer sciences), technology, engineering, or a critical foreign language, such as Arabic, Chinese, Korean, Japanese and Russian. Students must have a minimum 3.0 cumulative GPA to be eligible.

**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 \$600 per year.

**Illinois Student Assistance Commission Monetary Award Program (MAP):** The state of Illinois provides financial assistance to all residents of the state who show a need for college assistance. This grant may cover tuition and fees only. The current maximum yearly award is \$4,968. The FAFSA form used to apply for federal aid applies to the Illinois state assistance as well. The award amounts are contingent upon legislative action and funding each year.

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

## Loan Funds

**Perkins Loans:** Olivet Nazarene University participates in this student loan program sponsored by the U.S. Department of Education. A maximum of \$15,000 in four years of undergraduate study may be awarded in these loans. A FAFSA must be submitted annually for evaluation of need. 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 \$5,500 per year, with no more than \$3,500 of that amount subsidized. Loans at the sophomore level (30–59 credit hours completed) are limited to \$6,500, with no more than \$4,500 of that amount subsidized. Loans in the junior and senior years (60 or more credit hours completed) may be up to \$7,500 per year, with no more than \$5,500 of that amount subsidized. Neither the subsidized, unsubsidized, or a combination of the two may exceed these yearly limits for dependent students.

Independent students may borrow at increased limits under the *unsubsidized* Stafford Loan program. Qualified graduate students may borrow up to \$8,500 per year under the Stafford Loan program (with an additional \$12,000 under the unsubsidized Stafford Loan program). Aggregate limits for independent and graduate students vary. More detailed information may be obtained from the ONU Office of Financial Aid.

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

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

## Student Employment

ONU recommends that students save \$2,000 during the summer months for the following academic year. This will reduce the amount needed by the family. If a student cannot reach this goal, they should plan to increase the amount needed by the family to cover the additional balance, through the use of PLUS Loans, Alternative Loans, or payment plans.

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

Part-time employment is available primarily for those who need to earn expense money for personal needs. Types of jobs include secretaries, office workers, janitors, food service workers, 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. Awards are \$1,000 per year. However, an eligible student could earn up to a maximum of \$2,000 (gross) per academic year. This would require an average of 10 hours of work per week.

## Veterans Benefits

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



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# Olivet Nazarene University

## Foundation Grants

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ONU Foundation grants are made possible through the generous giving of donors who care about Olivet Nazarene University students. These grants are based on a student's demonstrated financial need and academic performance at Olivet Nazarene University. Unless otherwise specified, all Foundation grants will be awarded to students who have completed one year of full-time coursework at Olivet — a minimum of 24 credit hours. Awards typically range in value from \$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 March 1. Late applications will not be considered for awards. Awards are made for the full academic year in the spring preceding the start of the school year. One-half of the award will be paid each semester in which the student is enrolled on a full-time basis — a minimum of 12 credit hours per semester. Recipients must be in good academic standing and have a cumulative GPA of at least 2.0 to be eligible. An ONU Foundation grant is a gift that does not have to be repaid. However, students who are beneficiaries of these grants are encouraged to respond in future years by making similar gifts to the Olivet Nazarene University Foundation so that other students may also benefit.

*Albrecht, Robert and Lois, Scholarship:* awarded annually to children of pastors or international students.

*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.

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

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

*Bankston, Donald and Michael, Scholarship:* awarded to students who are studying Music.

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

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

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

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

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

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

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

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

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

*Brandenberg, William, Scholarship:* for Nursing students.

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

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

*Buker Family Scholarship:* awarded to students who are preparing for the ministry or a career in Education.

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

*Business/Economics Scholarship:* for students majoring in Business.

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

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

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

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

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

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

*Class of 1962 Scholarship:* awarded to worthy and needy junior or senior, with priority to descendants of the Class of 1962 or minorities.

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

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

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

*Collins, Dr. Harvey, Scholarship:* available to Art major of junior standing for use in senior year; requires 3.0 overall GPA and 3.5 art GPA; student 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.

## Olivet Nazarene University Foundation Grants

*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.

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

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

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

*Dickey, Dr. John Q., Sr., Scholarship:* awarded to children of pastors from the Eastern Michigan District.

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

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

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

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

*Dishon, Clarence and Nora, Scholarship:* awarded to students who are preparing for pastoral ministry.

*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.

*Dykhoush Family Scholarship:* awarded to worthy and needy students with preference for students from families engaged in full-time ministry in inner cities or missionary work.

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

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

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

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

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

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

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

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

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

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

*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 fulltime 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., Scholarship:* available to students majoring in elementary education.

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

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

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

*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.

## Olivet Nazarene University Foundation Grants

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

*Hopkins, 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).

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

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

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

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

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

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

*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.

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

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

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

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

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

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

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

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

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

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

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

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

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

*Lee, C. Ross and Grace, Memorial Scholarship:* available to students preparing for fulltime ministry.

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

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

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

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

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

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

*Marangu, John and Leah, Scholarship:* awarded to international students.

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

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

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

*McCoy, Kenneth and Doris Sparrow Scholarship:* available to worthy and needy Premedical or Nursing students with first preference to women students; given in memory of Russel J. Duriex, Class of 1937.

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

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

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

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

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

*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 to worthy or needy junior or senior ministerial student.

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

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

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

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

*Mulder, David A., Scholarship:* awarded to students who are preparing for the ministry, with preference for those who are entering the field of compassionate ministries.

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

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

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

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

*Nash, Dr. and Mrs. Forrest W., Scholarship:* awarded to students who are preparing for full-time ministry.

*Neal, Ada, Scholarship:* available to Nursing students.

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

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

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

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

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

*Patterson, Vaughan L., Scholarship:* available to a Kankakee County, Illinois, resident student; preference given to a Bradley-Bourbonnais Community High School graduate; in loving memory of Wanda M. Starasinich, mother of Mr. Patterson.

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

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

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

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

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

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

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

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

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

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

*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. Otis:* available to students pursuing the religion ordination track, with a preference for those majoring in Christian education, youth ministry, or children's ministry.

*Schaafsma, Terry and Dianne, Scholarship:* available to Athletic Training students.

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

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

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

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

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

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

*Sloan, Robert and Janet, Family, Scholarship:* awarded to students who are children of missionaries.

## Olivet Nazarene University Foundation Grants

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

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

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

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

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

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

*Starr, Donald and Vada, Scholarship:* awarded to students who are majoring in education.

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

*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.

*Unger, Stephanie (Yates), Scholarship:* award to a senior Music Education major who demonstrates musical excellence.

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

*Vaughan, David A., Endowed Scholarship:* available to Nursing students.

*Wagoner, Heather, Scholarship:* awarded to a resident assistant.

*Ward, C.W. "Butch", Scholarship:* awarded to student athletes preparing for a career in coaching.

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

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

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

*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.

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

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

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

Adamson, Dorothy Lewis  
 Alumni Scholarship  
 Anonymous Endowment  
 Aukes, Harry  
 Austin, Sylvia L.  
 Barnhart, Wilma  
 Beringer, Clayton and Ada  
 Beckman, Arthur  
 Bell, Donald H. and Faith N.  
 Better Day  
 Bredholt, R.D. and Lydia  
 Brodien, Edward and Elaine

# Olivet Nazarene University Foundation Grants

Buchholz, Sylvia May  
 Byrne, Mary Ann  
 Cheeseman, John  
 Chenoweth, Robert R. and Arlene J.  
 Choate, Elizabeth  
 Clark, Blanche S.  
 Clendenen, Rev. and Mrs. Carl B., Sr.  
 Cooper, Aubrey E. and Margaret A.  
 Cox, William A. and Anna R.  
 Culp Family  
 Davis, Lela M.  
 Dill, Helen and John  
 Douglas, Fred E.  
 Eilander, Grace  
 Farmer, Howard and Adda  
 Felesena Family  
 Floyd, Gary and Bonnie  
 Foor, Dennis W.  
 Ford, Francis Ruth  
 Fowler, Emmet G.  
 Friends of Olivet Nazarene University  
 Frost, Emma  
 Fulk, Dr. Paul F. and Brenda G.  
 Garton, Franklin Defoe and Thelma Irene  
 Giroux, Martha Craig  
 Glenn, Alice M.  
 Green, William and Mabel  
 Grill, Candace  
 Gustavsen, Donald N. and Irene  
 Gustin, Lester and Susan  
 Hardy, William H. and Emily E.S., Jr.  
 Hess, Dennis and Georgia  
 Hill, Edith V.  
 Holland, Nelda, D.  
 Howe, Laurence H.  
 Huffman, Larry K. and Dana T.  
 Jarvis, James E. and Elsie S.  
 Johnson, Oscar and Bertha  
 Jones, Ira  
 Julius, Clarence E. and Ruth M.  
 Kariolich, Margaret J.  
 Kelley, Frank and Elizabeth  
 Kelley, Seldon Dee, Sr.  
 Keys, Gerald L. Sr. and Celeste F.  
 Kietzke, Hilmer and Virginia  
 Kleinert, Fritz and Olivera  
 Langdon, Cindy  
 Latimer, Anna  
 Leichty, Elvin and Marjorie  
 Lemna, Mr. and Mrs. William F.  
 Lind, Dr. Richard T.

Long, Wesley C.  
 Lundry, Russell  
 Marquart, Linford A.  
 Marroletti, L. Jean  
 Martinson, Milton and Myrna  
 McCormick, James and Pauline  
 McCreary, Glen  
 McHie, Richard H. and V. Aline  
 Miller, Cecil and Grace  
 Mingus, James E. and Judy M.  
 Minor, Malvin and Christine  
 Mongerson, Harold and Gladys  
 Moore, Robert and Dottie  
 Munson, Della  
 Murdaugh, George W.  
 Nutt, Selden and Mozelle  
 O'Bryant, Alan and Clinton  
 ONU Foundation Board of Directors  
 ONU Scholarship  
 Orpheus Memorial Scholarship  
 Perry, Dr. Ralph E.  
 Phillips, Marjorie L. McCoy and Harold E.  
 Reader, Paul H. and Delores A.  
 Reeves, Emily  
 Reynolds, Phil  
 Rice, Paul  
 Richards, Francis Edward and Minnie  
 Ringgenberg, Raymond R. and Mabel G.  
 Ritthaler, Virginia M.  
 Roat, Lydia Hendricker  
 Robbins, Forrest D. and Venice  
 Roth, Sharon  
 Shaw, George R. and Gertrude  
 Shipman, Sidney P. and Viola  
 Smith, Charles Hastings  
 Springer, Frank E. and Rose M.  
 Stanley, Harry T. and Vera M.  
 Suits, Eva Irene  
 Sullivan, Mary  
 Taplin, Harry  
 Thomas, Dr. Weldon L. and Juanita M.  
 Tucker, L.C. and Phyllis J.  
 Shite, Frederick and Mildred  
 White, Frederick and Mildred  
 Whitehead, R.B. and Elma  
 Williams, Lula  
 Yates, Jim and Ruth  
 Yotter Endowed  
 Zimmerman, Iris Eileen

These scholarships are provided for students who meet criteria established by the local church and the ONU Foundation:

**Olivet Nazarene University Foundation Grants**

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, Grace Harbor Church of the Nazarene  
Indianapolis, Indiana, Westside Church of the Nazarene  
Kalamazoo, Michigan, First 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  
Mackey, Michigan, 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  
Portland, Michigan, Church of the Nazarene  
Saginaw, Michigan, First Church of the Nazarene  
St. Joseph, Michigan, First Church of the Nazarene  
Westbrook, Indiana, Grace Pointe Church of the Nazarene

## Chapter 6

# Academic Regulations

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

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

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

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

## Registration

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

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

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

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

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

### ***Semester Class Load in Relation to Grade Point Average:***

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

## 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 +/- 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,

## Academic Regulations

"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 1.00 grade point average in any given semester, or for failure to pass at least 50 percent of the credits registered at the end of the initial drop/add period (second week of the semester).

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

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

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.

## Academic Regulations

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

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

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

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

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

<i>Degree Program</i>	<i>Full-Time Student</i>	<i>Half-Time Student</i>
Associate Degree	3 years	6 years
Baccalaureate Degree	6 years	12 years
Master's Degree	3-4½ years	6-9 years

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

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

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

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

4. Cumulative hours must be satisfactorily completed according to the following schedule

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

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

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

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.

Students with disabilities who have been admitted to the University are eligible for reasonable accommodations including tutors, notetakers, and extended time on exams. Arrangements for accommodations are made by contacting the Director of the Learning Development and Assistance Center.

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

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

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

Assistantships are valued from \$500–\$800 for the year. All appointments are for one semester, and are conditioned on satisfactory service.

Appointments are made by the Vice President for Academic Affairs on the recommendation of the department head. Application should be made to the Vice President for Academic Affairs by March 1 preceding the school year in which the appointment is to become effective.

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

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

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

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

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

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

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

## General Requirements for Graduation

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

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

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

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

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

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

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

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

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

## Proficiency Examinations

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

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

## **Academic Regulations**

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

# Undergraduate Programs of Study

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

**Associate of Arts (AA)** – Offered through the School of Graduate and Continuing Studies, this program in business can apply toward degree-completion programs offered at Olivet.

**Associate of Applied Science (AAS)** – Offered for professional programs in business, computer science, exercise/sports science, and family/consumer science. Programs offer curricula that can either lead to career opportunities or apply toward BS degree at Olivet.

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

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

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

**Bachelor of Business Administration (BBA)** – Offered through the School of Graduate and Continuing Studies for working adults.

# 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 — Graduates only
- 900 — Doctoral students only

The traditional undergraduate courses of study in the University are grouped in four colleges/schools, which are listed alphabetically within this chapter. Departments and areas of study are also listed alphabetically within each college/school. In addition, the School of Graduate and Continuing Studies programs and courses are described in chapters 9 and 10.

In the succeeding pages, the faculty of each department are listed, with the department chair listed first and other faculty members listed by year of appointment at Olivet Nazarene University. They are also listed alphabetically in the index at the back of the *Catalog*.

## College of Arts and Sciences

- Department of Art and Digital Media
- Department of Behavioral Sciences
- Department of Biological Sciences
- Department of English and Modern Languages
- Department of 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 General Studies
- Department of Military Science
- Department of Nursing
- Department of Social Work and Criminal Justice

## School of Theology and Christian Ministry

### School of Graduate and Continuing Studies

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

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# College of Arts and Sciences

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## **Janna McLean, Ph.D., Dean**

The College of Arts and Sciences represents Olivet Nazarene University's ongoing commitment to the disciplines of study generally associated with a classic liberal arts approach to learning. Embedded in the college's eight department 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

SCOTT DOMBROWSKI (2004)

*Associate Professor of Art*

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

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

PATRICK KIRK (2007)

*Associate Professor of Art*

B.A., 1978, Loras College

M.F.A., 2002, Iowa State University

GARY THOMAS (2007)

*Associate Professor of Art*

B.F.A., 1997, Ball State University

M.F.A., 2000, Southern Illinois University

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 newly renovated dark room and the Brandenburg Art Gallery, where works of students, as well as regional artists, are exhibited. The Digital Media Center in Benner Library provides facilities for digital photography, digital graphics, and digital production and includes state-of-the-art computer graphics labs.

The Department of Art and Digital Media prepares students to become professionals, 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.

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### **Art Major, B.A.**

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#### **36 hours**

#### **Required:**

ART 101 - Fundamentals of Drawing

123 - Design Studio I

125 - 3-Dimensional Design

172 - Introduction to Photography

200 - Introduction to Graphics

201 - Ceramics: Hand Construction

or 302 - Ceramics: Wheel Construction

206 - Figure Studies

233 - Basic Oil Painting

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

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### **Art Major, B.S.**

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#### **60 hours**

#### **Required Core Courses:**

ART 101 - Fundamentals of Drawing

123 - Design Studio I

125 - 3-Dimensional Design

172 - Introduction to Photography

200 - Introduction to Graphics

201 - Ceramics: Hand Construction

or 302 - Ceramics: Wheel Construction

206 - Figure Studies

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

And three additional hours of art history

**B. Painting Concentration**

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

And three additional hours of art history

**C. Digital Media: Photography Concentration**

ART 270 - Basic Darkroom Techniques  
274 - Introduction of Photojournalism  
275 - Photoshop  
376 - Studio Photography  
379 - Advanced Darkroom Techniques  
380 - Photographic Art History  
472 - Photography Seminar  
476 - Advanced Photography

And three additional hours of art electives

**D. Digital Media: Graphics Concentration**

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

And three additional hours of art electives

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

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**45 hours**

**Required:**

ART 101 - Fundamentals of Drawing  
123 - Design Studio I  
125 - 3-Dimensional Design

172 - Introduction to Photography  
200 - Introduction to Graphics  
201 - Ceramics: Hand Construction  
206 - Figure Studies  
233 - Basic Oil Painting  
275 - Photoshop  
281 - History of Western Art I  
or 282 - History of Western Art II  
302 - Ceramics: Wheel Construction  
334 - Beginning Watercolor  
375 - History of Non-Western Art  
495 - Senior Career Preparation

**And one course from the following:**

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

**Plus EDUC 214 - Early Adolescent Development, EDUC 387 - Teaching Art in Elementary Schools, and the required professional education and general education courses as prescribed by the School of Education for all teacher education candidates.**

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**Art Studio Minor**

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**27 hours**

**Required:**

ART 101 - Fundamentals of Drawing  
123 - Design Studio I  
125 - 3-Dimensional Design  
206 - Figure Studies  
281 - History of Western Art I  
or 282 History of Western Art II

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

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**Art Teaching Minor**

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**24 hours**

**Required:**

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

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

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

## Typical Courses for Students Majoring in Art

### Freshman Year

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

### Sophomore Year

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

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

## Department of Behavioral Sciences

### Faculty

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)

*Professor of Psychology*

B.S., 1988, University of California  
M.S., 1990, Purdue University  
Ph.D., 1995, University of Wisconsin

REBECCA TAYLOR (2004)

*Associate Professor of Psychology*

B.S., 1988, Olivet Nazarene University  
M.A., 1998, Olivet Nazarene University  
Ph.D. 2007, Capella University

CHARLES PERABEAU (2005)

*Assistant Professor of Sociology*

B.S., 1994, Olivet Nazarene University  
M.A., 1998, Loyola University  
M.Phil., 2001, Drew University  
Ph.D. candidate, Drew University

KRISTIAN VEIT (2007)

*Assistant Professor of Psychology*

B.A., 1998, University of Nebraska  
M.A., 2003, Northern Illinois University  
Ph.D., 2006, Northern Illinois University

DALE SMITH (2008)

*Assistant Professor of Psychology*

B.S., 2001, Olivet Nazarene University  
M.S., 2006, Auburn University  
Ph.D., 2008, Auburn University

The Department of Behavioral Sciences offers programs of study in psychology and sociology. Students may choose to major or minor in either of these disciplines. The Department's mission is to instruct students, by both word and example, so that they might become competent behavioral scientists or consumers of behavioral science, critical thinkers, and compassionate servants of Jesus Christ. The behavioral sciences seek to broaden one's understanding of human behavior and then interpret that behavior to both the individual and society. Department faculty operate from the Christian perspective that God has created human beings and is intimately interested in their development and patterns of behavior.

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

Sociology offers a B.A. degree consisting of 37 credit hours. Emphasis is placed on understanding the classical and historical foundations of sociology, including the major topics and methods used by sociologists. Patterns of social behavior, community life, and traditional social institutions - such as family and religion - are core elements of the sociology program. The major allows some flexibility in the choice of courses and culminates with a senior research project. Graduates with a degree in sociology are typically prepared to enter graduate school (pursuing advanced degrees in a variety of related social science disciplines) or to seek entry-level employment in a number of social and institutional settings.

Both programs of study within the Department of Behavioral Sciences - psychology and sociology - share the same purposes: (1) to enhance student awareness and understanding of human behavior, including its causes and consequences; (2) to increase knowledge of the scientific methods used by behavioral scientists when measuring human behavior

and obtaining data; and (3) to encourage application of Christian principles when studying and serving humans in our world.

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### **Psychology Major, B.A.**

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#### **32-33 hours**

##### **Required:**

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

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

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

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### **Psychology Major, B.S.**

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#### **44-45 hours**

##### **Required:**

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

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

332 - Advanced Research & Statistics  
433 - Quantitative Research

##### **And 5 courses selected from the following:**

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

##### **And 2 other upper-division psychology courses**

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### **Sociology Major, B.A.**

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#### **37 hours**

##### **Required:**

SOCY 120 - Introduction to Sociology  
270 - Social Problems  
280 - Ethnic Relations  
331 - Basic Research/Statistics  
332 - Advanced Research/Statistics  
351 - Sociology of the Family  
483 - Social Theory  
489 - Senior Research

##### **And 12 hours selected from the following:**

SOCY - Upper-division Sociology Elective(s), or sociology courses that are included in an approved study program, such as the American Studies Program, China Studies Program, Russian Studies Program, Focus on the Family Institute, etc., may be applied toward the 12 hours.

ECON 308 - Comparative Economics  
345 - Economics in the Public Sector  
FACS 360 - Parenting  
HIST 325 - Sports in American Society  
348 - The US in the Cold War  
430 - American Social/Intellectual History  
PSCI 223 - American Government  
344 - American Public Policy  
SSCI 315 - Federal Seminar

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### **Psychology Minor**

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#### **21 hours**

##### **Required:**

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

Nine hours of upper division Psychology courses selected from:

PSYC 321 - Social Psychology  
331 - Basic Research/ Statistics  
345 - Physiological Psychology  
346 - Cognitive Psychology  
361 - Theories of Personality  
362 - Psychological Testing  
461 - Counseling Process and Technique  
468 - Abnormal Psychology

Plus three additional hours of upper division Psychology courses.

## 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 nine hours of psychology, selected from the following:

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

## Sociology Minor

### 18 hours

#### Required:

SOCY 120 - Introduction to Sociology  
 270 - Social Problems  
 or 280 - Ethnic Relations  
 351 - Sociology of the Family  
 483 - Social Theory

And six additional hours from upper-division Sociology courses, SSC1 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

## 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

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

AGGIE POSTHUMUS (2005)  
*Assistant Professor of Biology*

B.S., 1982, University of Florida  
 M.Ed., 1988, University of Florida

LEO FINKENBINDER (2007)  
*Visiting Professor of Biology*

B.S., 1963, Northwestern Oklahoma State University  
 M.S., 1968, Oklahoma State University  
 Ph.D., 1981, University of Oklahoma

MICHAEL PYLE (2008)  
*Professor of Biology*

B.A., 1974, Indiana University  
 M.D., 1978, Indiana University School of Medicine

JANNA MCLEAN (2009)  
*Dean of College of Arts and Sciences; Professor of Biology*

B.A., 1983, Hope College  
 Ph.D., 1990, Carnegie Mellon University

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

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

All majors in the Department of Biological Sciences at Olivet take a sequence of courses designed to convey the body of knowledge which is essential to the undergraduate training of biologists regardless of their ultimate specialization. Students may earn either the Bachelor of Arts or Bachelor of Science degree with majors offered in Biology, Zoology, and Environmental Science. Students interested in pre-professional programs

such as pre-medicine, pre-dentistry, pre-veterinarian, pre-pharmacy, pre-optometry, pre-physician assistant, pre-physical therapy, etc., should consult with advisers in the Department of Biological Sciences. In addition, students may prepare to teach science in public schools by completing the Science Education major described in this section and in the School of Education section of this Catalog.

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

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## Biology Major, B.A.

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### 36 hours

#### Required:

BIOL 125 - Biology I  
 126 - Biology II  
 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 and  
 247 - Human Anatomy and Physiology II  
 or 361 - Comparative Anatomy and  
 455 - Physiology  
 330 - Pathophysiology  
 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

#### Recommended Supporting Courses:

CHEM 311 - Organic Chemistry  
 MATH 131 - College Algebra/Trigonometry  
 Physics (one year)

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## Biology Major, B.S.

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### 48 hours

#### 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

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## Zoology Major, B.S.

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### 48 hours

#### 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 - Field Experience  
 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

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

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**55-61 hours**

**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 and Historical Geology  
330 - Hydrogeology  
360 - Geographic Information Systems and  
Global Positioning Systems  
385 - Environmental Geochemistry

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

BIOL 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 and Earth Hazards  
362 - Sedimentology and Stratigraphy  
366 - Structural Geology and Field Methods  
395 - Applied Geophysics  
ENGN 261 - Static/Mechanics  
262 - Dynamics  
380 - Thermodynamics  
420 - Fluid Mechanics

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

**Required Supporting Courses:**

MATH 147 - Calculus I  
148 - Calculus II  
241 - Statistics  
Physics (1 year)

**Recommended Supporting Courses:**

ECON 110 - Principles of Economics  
PSCI 223 - American Government

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

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**58-67 hours**

**Required:**

BIOL 125 - Biology I  
126 - Biology II  
370 - Ecology  
CHEM 103 - General Chemistry I  
104 - General Chemistry II  
GEOL 105 - Physical and Historical Geology  
130 - Astronomy  
PHYS 121 - College Physics I  
or 201 - General Physics I  
122 - College Physics II  
or 202 - General Physics II  
MATH 131 - College Algebra/Trigonometry  
or 147 - Calculus I

**Plus the following recommended supporting courses:**

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

**Plus one of the following concentrations:**

**A. Biology Concentration**

BIOL 320 - Genetics  
352 - Advanced Botany  
356 - Microbiology  
360 - Invertebrate Zoology  
361 - Comparative Anatomy  
455 - Physiology  
GEOL 309 - Intro to Weather and Climate

**B. Chemistry Concentration**

CHEM 301 - Quantitative Analysis  
311 - Organic Chemistry I  
312 - Organic Chemistry II  
320 - Inorganic Chemistry  
or 385 - Environmental Geochemistry  
495 - Seminar in Chemistry  
GEOL 309 - Intro to Weather and Climate

**Recommended Supporting Courses:**

MATH 147 - Calculus I  
148 - Calculus II

**C. Earth/Space Concentration**

GEOL 300 - Paleontology  
302 - Earth Materials  
310 - The Earth's Weather  
346 - Tools of Astronomy  
360 - Geographic Information Systems and  
Global Positioning Systems  
362 - Sedimentology/Stratigraphy  
or 321 - Geomorphology and Earth Hazards  
or 366 - Structural Geology and Field Methods

**Recommended Supporting Courses:**

MATH 147 - Calculus I  
148 - Calculus II

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

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**Biology Minor**

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**20 hours**

**Required:**

BIOL 125 - Biology I  
126 - Biology II

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

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**Biology Teaching Minor**

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**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

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**Zoology Minor**

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**20 hours**

**Required:**

BIOL 125 - Biology I  
126 - Biology II

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

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**Typical courses for Students Majoring in Biology**

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**Freshman Year**

Biology I, II  
General Chemistry I, II  
College Writing I  
Christian Formation  
Introduction to Fine Arts  
Mathematics

**Sophomore Year**

College Writing II  
Genetics  
Ecology  
Biochemistry  
Organic Chemistry  
General Psychology

**Department of English and Modern  
Languages**

**Faculty**

SUE E. WILLIAMS (1987)

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

B.A., 1969, Olivet Nazarene University

M.A.E., 1987, Olivet Nazarene University

Ph.D., 1996, 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

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)

*Associate Professor of English*

B.A., 1991, Olivet Nazarene University

M.A., 1999, University of Richmond  
Purdue University

DAVID B. JOHNSON (2002)

*Associate Professor of English*

B.A., 1995, Olivet Nazarene University

M.A., 2000, Southern Illinois University  
Northern Illinois University

NATHANIEL REISS (2005)

*Instructor of Spanish*

B.A., 2004, Mount Vernon Nazarene University

M.A., 2009, Illinois State University

ANDREW GIBBS (2006)

*Instructor of English*

B.A., 2001, Olivet Nazarene University

M.A., 2009, Governors State University

WILFREDO CANALES (2007)

*Associate Professor of Spanish*

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

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

Nova Southeastern University

ELIZABETH SCHURMAN (2007)

*Assistant Professor of English*

B.A., 2003, Olivet Nazarene University

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

JOHN CHANG (2008)

*Assistant Professor of English*

B.A., 1988, Christ's College, Taiwan

B.A., 1990, Covenant College

M.A., 1992, Covenant Theological Seminary

M.A., 1993, Wayne State College

M.Phil., 2001, University of Aberdeen, Scotland

D.A., 2007, Idaho State University

KRISTY INGRAM (2008)

*Instructor of English*

B.A., 2001, Olivet Nazarene University

M.A., 2005, Governors State University

NANCY BONILLA (2009)

*Instructor of Spanish*

B.A., 1996, Olivet Nazarene University

M.A., 2007, Illinois State University

The Department of English and Modern Languages shares the University's commitment to the integration of Christian faith with scholarship. Its mission is to teach students to communicate effectively, to recognize and appreciate the interplay between language and culture, to interact critically with a wide range of texts, and to apply these skills in their lives of service to God and humanity.

Programs in English develop students' understanding and appreciation of literary works in a variety of genres; familiarize them with the concepts and analysis of language; enable them to convey effective written, oral, and visual messages to diverse audiences; and strengthen their critical skills.

Programs in Spanish and French engage students in communication, including the skills of listening comprehension, speaking, reading, and writing within its cultural context. Students make connections with other disciplines and compare diverse viewpoints while utilizing the target language. The program fosters opportunities to interact with native speakers in a variety of settings, including a study abroad component.

Departmental programs combine liberal arts with professional preparation for a variety of careers, including education, business and marketing, public relations, translation, ministry, law, and social work. These programs also enrich majors and minors in other academic fields.

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## English Major, B.A.

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### 41 hours

#### Required:

ENGL 202 - Introduction to Creative Writing

301 - Understanding Language

303 - Descriptive English Grammar

306 - Advanced Writing

315 - Business/Technical Writing

330 - Visual Literacy

477 - Senior Seminar

LIT 220 - British Literature

240 - World Literature

or 308 - Third World Literature

255 - American Literature

318 - Shakespeare

325 - Literary Theory

400 - The Novel

414 - Special Topics in Literature

450 - Seminar in World/British/American Literatures

#### Recommended Supporting Courses:

ART 200 - Intro to Graphics

BSNS 170 - Computer Applications

COMM 102 - Performance Studies

364 - Dramatic Literature/History

ENGL 120 - Introduction to Theatre

141 - Introduction to Journalism

199/399 - Travel: England

PHIL 201 - Introduction to Philosophy

A minor or second major is recommended

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## English Teaching Major, B.S.

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### 40 hours

#### Required:

ENGL 202 - Introduction to Creative Writing

301 - Understanding Language



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  
240 - World Literature  
255 - American Literature  
315 - Multiethnic Literature  
318 - Shakespeare  
325 - Literary Theory  
400 - The Novel

**Required supporting courses:**

Elementary I, II Foreign Language

**Plus 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  
141 - Introduction to Journalism  
199/399 - Travel to England  
PHIL 201 - Introduction to Philosophy

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### English Teaching Minor

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**25 hours**

**Required:**

COMM 105 - Fundamentals of Communication  
ENGL 209/210 - College Writing II  
202 - Introduction to Creative Writing  
303 - Descriptive English Grammar  
320 - Reading Processes and Skills  
321 - Teaching Reading Through Young Adult Literature  
LIT 205 - Studies in Literature  
255 - Survey of American Literature  
315 - Multicultural Literature

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### English Minor

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**17-18 hours**

**Required:**

ENGL 209 - College Writing II  
303 - Descriptive English Grammar  
306 - Advanced Writing  
or 315 - Business/Technical Writing

**Plus two of the following courses:**

LIT 205 - Studies in Literature  
220 - British Literature  
230 - Literature of Western World  
255 - American Literature  
308 - Non-Western Literature  
315 - Multiethnic Literature

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

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### Literature Minor

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**17-18 hours**

**Four courses selected from the following:**

LIT 205 - Studies in Literature  
220 - British Literature  
230 - Literature of Western World  
255 - American Literature  
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

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### Writing Minor

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**16 hours**

**Required:**

ENGL 209 or 210 - College Writing II  
306 - Advanced Writing  
315 - Business/Technical Writing  
450 - Professional Portfolio Proposal

**Plus either the Creative Writing track including:**

ENGL 202 - Introduction to Creative Writing  
329 - Writing Fiction and Poetry

**OR the Professional Writing Track including six hours selected from:**

ENGL 141 - Introduction to Journalism  
303 - Descriptive English Grammar  
346 - Magazine and Feature Article Writing  
COMM 243 - Beat Journalism  
272 - Writing for Radio and Audio Media  
280 - Writing for Television and Video  
295 - Investigative Reporting  
345 - Online Journalism

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### English as a Second Language Minor

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**18 hours**

**Required:**

ENGL 301 - Understanding Language  
     303 - Descriptive English Grammar  
 ESL 350 - Theoretical Foundations of Teaching ESL  
     360 - Methods and Materials of Teaching ESL  
     370 - Assessment of the Bilingual Student  
     380 - Cross-Cultural Studies for Teaching Limited-English Proficient Students

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### English as a Second Language Teaching Minor

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**20 hours**

**Required:**

ENGL 301 - Understanding Language  
     303 - Descriptive English Grammar  
 ESL 350 - Theoretical Foundations of Teaching ESL  
     360 - Methods and Materials of Teaching ESL  
     370 - Assessment of the Bilingual Student  
     380 - Cross-Cultural Studies for Teaching Limited-English Proficient Students  
     390 - Practicum

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### Typical Courses for a Student Majoring in English

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**Freshman Year**

College Writing I  
 Fundamentals of Communication  
 Christian Formation  
 Foreign Language I, II  
 Introduction to Fine Arts  
 American Literature  
 Western Civilization

**Sophomore Year**

Laboratory Science  
 Wellness or Nutrition  
 College Writing II  
 British Literature  
 Christian Scriptures I  
 Creative Writing  
 Mathematics  
 Visual Literacy

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### Spanish Major, B.A.

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**35 hours**

**Required:**

SPAN 211 - Intermediate Spanish I  
     212 - Intermediate Spanish II  
     284 - Spanish Phonetics  
     321 - Spanish Culture & Civilization  
     322 - Latin American Culture & Civilization  
     341 - Advanced Spanish Conversation  
     345 - Advanced Spanish Composition  
     361 or 362 - Spanish Literature  
     450 - Introduction to Interpretation/Translation  
     495 - Senior Seminar  
     498 - Study Abroad (8 hours)

*At least six consecutive weeks of study are required in a country where Spanish is the primary language. Students must submit a plan of study to be approved in advance by the department.*

**Required Supporting Courses (select two of the following):**

COMM 349 - Intercultural Communication  
 ENGL 303 - Understanding Language  
 LIT 315 - Multiethnic Literature  
 HIST 379 - The Developing World: Latin America

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### Spanish Teaching Major, B.S.

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**35 hours**

**Required:**

SPAN 211 - Intermediate Spanish I  
     212 - Intermediate Spanish II  
     284 - Spanish Phonetics  
     321 - Spanish Culture & Civilization  
     322 - Latin American Culture & Civilization  
     341 - Advanced Spanish Conversation  
     345 - Advanced Spanish Composition  
     361 or 362 - Spanish Literature  
     450 - Introduction to Interpretation/Translation  
     495 - Senior Seminar  
     498 - Study Abroad (8 hours)

*At least six consecutive weeks of study are required in a country where Spanish is the primary language. Students must submit a plan of study to be approved in advance by the department.*

**Required Supporting Courses (select two of the following):**

COMM 349 - Intercultural Communication  
 ENGL 301 - Understanding Language  
 HIST 379 - The Developing World: Latin America  
 LIT 315 - Multiethnic Literature

**Plus completion of the required professional education courses and general education courses as noted in the School of Education information.**

## Spanish Minor

### 20 hours

#### Required:

SPAN 111 - Elementary Spanish I  
 112 - Elementary Spanish II  
 211 - Intermediate Spanish I  
 212 - Intermediate Spanish II  
 321 - Spanish Culture and Civilization  
 or 322 - Latin American Culture and Civilization  
 341 - Advanced Spanish Conversation  
 or 345 - Advanced Spanish Composition

## French Minor

### 18 hours

#### Required:

FREN 101 - Elementary French I  
 102 - Elementary French II  
 201 - Grammar Review  
 302 - French Culture and Civilization

## 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

## 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 language. In such cases, placement generally would start in either FREN 201 or SPAN 211.

Native speakers generally are encouraged to begin with 200-level courses, pending approval of the language instructor.

## Department of History and Political Science

### Faculty

WILLIAM DEAN (1991)

*Professor of History; Chair, Department of History and Political Science*

B.A., 1970, Asbury College

M.A., 1975, Portland State University

Ph.D., 1985, University of Iowa

STEPHEN LOWE (1993)

*Professor of History*

B.A., 1988, Olivet Nazarene University

M.A., 1991, Ohio University

Ph.D., 1993, Ohio University

DAVID VAN HEEMST (1993)

*Professor of Political Science*

B.A., 1988, Dordt College

M.A., 1990, The American University

Ph.D., 1993, University of Virginia

M.P.C., 1996, Olivet Nazarene University

M.A., 1998, Olivet Nazarene University

DAVID CLABORN (2006)

*Assistant Professor of Political Science*

B.A., 1995, University of North Texas

Ph.D., 2007, University of Massachusetts

The mission of the Department of History and Political Science at Olivet Nazarene University is (1) to provide students with a conceptual historical framework for a liberal arts education through the general education curriculum; (2) to pursue the integration of a Biblically based philosophy of history and the best of current scholarship; and (3) to ground students in these disciplines in the requisite content as well as critical-thinking and research skills.

There are three dimensions of the study of history and political science incorporated in this mission statement:

**Content:** First, we intend to present all Olivet students with the heritage and values of the past that define our civilization, and second, we intend to facilitate the mastery of basic historical and

political data and theory, and a Christian conceptual framework in which to integrate this knowledge into a coherent worldview.

**Application:** Neither history nor political science is the antiquarian pursuit of esoteric facts. We intend to make the study of the past a door of understanding of the present, and a guide to responsibility for the future.

**Skills:** Critical thinking, accurate communication, research methods, interpretation of facts, and understanding of causation have daily application for many careers outside the narrower boundaries of academic disciplines. We intend to encourage the mastery of these skills by our majors and minors.

The study of history and political science is foundational to a liberal arts education. The curriculum and the classroom interaction have three primary components.

History and political science are the story of the human family — the options open to generations past, the choices they made, and the consequences of those decisions. It is our own story when we study Western civilization or American civilization; it is a new and fascinating story different from our own when we study Asia, Africa, or Latin America. We cannot hope to answer the big questions about our role in or our responsibilities in the world without an understanding of the story.

History and political science are also a cluster of skills. These disciplines teach students to think clearly and critically, to ask discerning and probing questions, to identify faulty reasoning and logic in ourselves and in others, to spot bias and self interest, to write clearly and concisely, and to find and evaluate data. These skills are basic to many careers, and to civilization itself.

History and political science are also the story of God at work in the world. Christianity is embedded in and revealed through the story of the human race, and that story is not only the foundation of our culture, but of our faith as well. These disciplines are an ideal context in which to explore the relationship of faith and culture, and to develop a thoughtful and comprehensive Christian worldview with which to challenge the hollow secular philosophies of our age.

Many careers are possible. Because of the skills component of the study of basic liberal arts majors such as history and political science, students find many kinds of opportunities open to them. These disciplines provide an ideal foundation for graduate studies in the humanities, social sciences, law, theology, politics, and business. Olivet has traditionally sent most of its History and Political Science majors who do not go to graduate school into four fields: Christian ministry, business, education, and government. And because of the flexibility built into the departmental curriculum, students can further tailor their course of study to address specific career goals.

The coursework in this department is arranged in four major categories. In each category, the course numbers reflect a comprehensible and natural progression through the field. Following these sequences is not mandatory, but it is wise, since history is a continuous process that we merely chop into segments for the sake of convenience. The department recommends that students take the lower-numbered courses first.

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## History Major, B.A.

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### 33 hours

HIST 211 - World Civilization I  
212 - World Civilization II  
213 - World Civilization III

231 - American Civilization I  
232 - American Civilization II  
360 - History of Russia  
or 379 - The Developing World  
390 - Historiography  
471 - Senior Seminar

And 9 additional hours of upper-division history, including six hours of U.S. history. Up to 6 upper-division hours may apply to the major for participation in an approved off-campus study program.

### **To be supported by the following:**

PHIL 201 - Introduction to Philosophy  
or 422 - History of Political Philosophy  
SSCI 302 - World Regional Geography

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## Political Science Major, B.A.

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### 36 hours

#### **Required:**

PSCI 101 - Introduction to Political Science  
221 - Foundations of International Relations  
223 - Introduction to American Government  
344 - American Public Policy  
390 - Historiography  
422 - History of Political Philosophy  
460 - Postmodern Political Theory  
471 - Senior Seminar in Political Science

#### **Plus at least 12 hours from the following courses:**

PSCI 315 - Federal Seminar  
343 - American National Politics  
352 - Christianity and Politics  
379 - The Developing World  
385 - Topics in Political Science  
447 - Constitutional Law  
HIST 348 - US in the Cold War  
360 - History of Russia  
450 - Argument and Evidence in Historical Interpretation  
ECON 308 - Comparative Economic Systems

Up to nine hours of credit may be applied to the major through participation in a departmentally approved off-campus study program.

#### **Required Supporting Course:**

SSCI 302 - World Regional Geography

#### **Recommended Supporting Course:**

GEOL 105 - Physical and Historical Geology

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## Social Sciences Major, B.A.

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### 48-51 hours

**Selected from History, Political Science, Psychology, Sociology, Economics, or Geography, with at least 24 hours of upper-division**

*social science distributed as follows: 21 hours in one area, six hours from two other areas. Up to 6 upper-division hours may apply to the major for participation in an approved off-campus study program.*

**The following courses are required.**

ECON 110 - Principles of Economics  
 HIST 211 - World Civilization I  
     212 - World Civilization II  
     213 - World Civilization III  
 SOCY 120 - Introduction to Sociology  
 SSCI 302 - World Regional Geography  
     390 - Historiography  
     471 - Senior Seminar in Social Science  
 PSCI 101 - Intro to Political Science  
 PSYC 101 - Introduction to Psychology

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### **Social Sciences Teaching Major, B.S.**

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**42 hours**

**Required:**

HIST 211 - World Civilization I  
     212 - World Civilization II  
     213 - World Civilization III  
     231 - American Civilization I  
     232 - American Civilization II  
     379 - The Developing World  
     390 - Historiography  
     471 - Senior Seminar

Plus 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 302 - World Regional Geography

**Required Supporting Courses:**

PHIL 201 - Intro to Philosophy  
     or 422 - History of Political Philosophy  
 ENGL 320 - Reading: Process and Skills  
 Elementary Foreign Language I and II  
 GEOL 121 - Physical Geography

**Plus EDUC 214 - Early Adolescent Development and 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

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### **Public Policy Major, B.S.**

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**54 hours**

**Required:**

BSNS 160 - Principles of Management  
     241 - Business Statistics  
 ECON 110 - Principles of Economics  
     345 - Economics of the Public Sector  
 PSCI 101 - Introduction to Political Science  
     223 - Introduction to American Government  
     422 - History of Political Philosophy  
 SOCY 120 - Introduction to Sociology  
     321 - Social Psychology  
 SSCI 390 - Historiography  
     471 - Senior Seminar in Social Science

**In addition, one of these 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 348 - The US in the Cold War  
 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  
 Elementary Foreign Language I, II

Participation in an approved off-campus study program will count for up to six hours of credit toward either the domestic or foreign policy option.

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## Geography Major, B.A.

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### 46 hours

#### Required:

ECON 308 - Comparative Economic Systems  
 GEOL 121 - Physical Geography  
     310 - The Earth's Weather  
     321 - Geomorphology and Earth Hazards  
     340 - Global Natural Resources  
     360 - Geographic Information Systems and  
         Global Positioning Systems  
 SOCY 320 - Urban/Rural Sociology  
     364 - Anthropology  
     366 - Global Issues  
 SSCI 302 - World Regional Geography

#### Plus 3 hours from:

GEOG 480 - Research in Geography  
     490 - Internship in Geography

#### And select 6 hours from:

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

#### And select 6 hours from:

ECON 345 - Economics of the Public Sector  
 ENVI 395 - Seminar in Environmental Science  
 GEOL 399 - Topics in Geology  
 HIST 213 - World Civilization III  
     232 - American Civilization II

#### Required Supporting Courses:

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

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## Geography Minor

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### 22 hours

#### Required:

ECON 308 - Comparative Economic Systems  
 GEOL 121 - Physical Geography  
     340 - Global Natural Resources  
     360 - Geographic Information Systems and  
         Global Positioning Systems  
 SOCY 364 - Anthropology  
 SSCI 302 - World Regional Geography

#### Plus three hours of electives from:

ECON 345 - Economics of the Public Sector  
 ENVI 395 - Seminar in Environmental Science  
 GEOL 310 - The Earth's Weather

321 - Geomorphology and Earth Hazards  
 399 - Topics in Geology  
 HIST 213 - World Civilization III  
     232 - American Civilization II  
     360 - History of Russia  
     379 - Developing World  
 SOCY 320 - Urban/Rural Sociology  
     366 - Global Issues

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## History Minor

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### 16 hours

#### Required:

Six hours from HIST 211, 212, or 213 - World Civilization  
 or HIST 231 - American Civilization I  
 and HIST 232 - American Civilization II

At least six hours of the minor must be upper-division courses.

#### To be supported by the following:

SSCI 302 - World Regional Geography

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## Political Science Minor

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### 16 hours

#### Required:

PSCI 101 - Introduction to Political Science  
     223 - American Government

At least six hours of the minor must be upper-division courses.

#### To be supported by the following:

SSCI 302 - World Regional Geography

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## History Teaching Minor

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### 24 hours

#### Required:

HIST 211 - World Civilization I  
     212 - World Civilization II  
     213 - World Civilization III  
     231 - American Civilization I  
     232 - American Civilization II

AND nine additional upper-division hours in History, including three in U.S. and three in non-Western history.

#### To be supported by the following:

SSCI 302 - World Regional Geography.

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## Social Sciences Teaching Minor

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### 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.

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

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**Freshman Year**

World Civilization

American Civilization

College Writing I

Christian Formation

Wellness/Nutrition

Introduction to Psychology

Foreign Language

Fundamentals of Communication

Introduction to Political Science

**Sophomore Year**

American Civilization

World Civilization

Christian Scriptures I

College Writing II

Laboratory Science

Mathematics

Introduction to Fine Arts

American Government

Studies in Literature

**Department of Mathematics**

**Faculty**

DALE K. HATHAWAY (1989)

*Professor of Mathematics; Chair, Department of Mathematics*

B.S., 1983, Eastern Nazarene College

M.A., 1986, Boston University

Ph.D., 1989, Boston University

DAVID T. ATKINSON (1970)

*Professor of Mathematics*

B.S., 1964, Eastern Nazarene College

M.A., 1967, Boston University

Ph.D., 1975, University of Illinois

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

JUSTIN A. BROWN (2009)

*Assistant Professor of Mathematics*

B.A., 2003, Point Loma Nazarene University

M.S., 2005, Northeastern University

Ph.D., 2009, Northeastern University

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.

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**Core Requirements for all Mathematics Majors**

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**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 Mathematics

210 - Discrete Mathematics

241 - Statistics

351 - Linear Algebra

361 - Calculus III

450 - Senior Seminar in Mathematics

**To be supported by the following:**

CSIS 171 - Logic & Computational Engineering

or 251 - Principles of Programming I

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**Mathematics Major, B.A.**

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**36 hours**

**The Mathematics core, plus:**

Four courses of upper-division Mathematics, at least two of which must be chosen from:

MATH 410 - Real Analysis

430 - Abstract Algebra

455 - College Geometry

465 - Probability/Math Statistics

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

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**Mathematics Major, B.S.**


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**42 hours*****The Mathematics core, plus:***

Six courses in upper-division-mathematics, at least three of which must be chosen from:

MATH 410 - Real Analysis

430 - Abstract Algebra

455 - College Geometry

465 - Probability/Math Statistics

***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.

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**Mathematics Teaching Major, B.S.**


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**36 hours*****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.**

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**Actuarial Science Major, B.S.**


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**56 hours*****Required:***

MATH 147 - Calculus I

148 - Calculus II

151 - Freshman Seminar in Mathematics

241 - Statistics

330 - Financial Mathematics

340 - Regression and Time Series

351 - Linear Algebra

361 - Calculus III

450 - Senior Seminar in Mathematics

465 - Probability/Math Statistics

ACCT 110 - Financial Accounting

BSNS 160 - Principles of Management

170 - Computer Applications in Business

270 - Principles of Finance

460 - Intermediate Finance

ECON 110 - Principles of Economics

311 - Intermediate Microeconomics

312 - Intermediate Macroeconomics

***Recommended courses:***

BSNS 473 - Investments

CSIS 251 - Principles of Programming I

ECON 342 - Intermediate Economic Statistics

MATH 210 - Discrete Math

MATH 354 - Numerical Analysis

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**Mathematics Minor**


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**21 hours**

MATH 147 - Calculus I

148 - Calculus II

151 - Freshman Seminar in Mathematics

351 - Linear Algebra

And nine additional hours above MATH 148

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**Mathematics Teaching Minor**


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**25 hours*****Required:***

EDUC 385 - Middle/Secondary School Methods (Math)

MATH 147 - Calculus I

148 - Calculus II

151 - Freshman Seminar in Mathematics

351 - Linear Algebra

***And 10 additional hours selected from the following:***

MATH 210 - Discrete Mathematics

241 - Statistics

430 - Abstract Algebra

455 - Modern College Geometry

473 - Foundations of Mathematics

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**Typical Courses for Students Majoring in Mathematics**


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***Freshman Year***

Calculus I and II

Programming I or Introduction to Computer Science

College Writing I

Christian Formation

Sociology or Psychology

Wellness or Nutrition

Freshman Seminar in Mathematics

***Sophomore Year***

Calculus III

Linear Algebra

Differential Equations

Introduction to Fine Arts

Physics

Statistics

Discrete Mathematics



## Department of Music

### Faculty

DON REDDICK (1997)

*Professor of Music; Chair, Department of Music*

B.S., 1979, Olivet Nazarene University

M.S., 1988, University of Illinois

Ed.D. 2006, University of Illinois

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

M.A., 2006, Olivet Nazarene University

GERALD ANDERSON (1978)

*Professor of Music*

B.S., 1973, Southern Nazarene University

B.Mus., 1975, Texas Tech. University

M.Mus., 1977, Texas Tech. University

D.M.A., 1985, American Conservatory of Music

MARTHA DALTON (1996)

*Associate Professor of Music*

B.S., 1976, Trevecca Nazarene University

M.Mus., 1994, Miami University of Ohio

M.Mus., 2004, Roosevelt University

JEFFERY BELL (1997)

*Professor of Music*

B.S., 1981, Olivet Nazarene University

M.Mus., 1983, University of Illinois

D.A., 1996, Ball State University

NEAL W. WOODRUFF (2000)

*Professor of Music*

B.A., 1991, Olivet Nazarene University

M.M., 1995, Stephen F. Austin State University

D.M.A., 2002, University of Oklahoma

KAREN BALL (2001)

*Professor of Music*

B.Mus., 1976, Temple University

M.Mus., 1992, Northern Illinois University

D.M.A., 1999, University of Illinois

NEAL McMULLIAN (2002)

*Professor of Music*

B.M.E., 1976, University of Southern Mississippi

M.M.E., 1978, University of Southern Mississippi

D.M.A., 1997, University of Georgia

OVID YOUNG (2007)

*Artist-in-Residence*

B.S., 1962, Olivet Nazarene University

M.S., 1965, Roosevelt University

### Adjunct Faculty

ANNA BARNLUND - *Voice*

M.S., Governors State University

GWEN BENSON - *Music Education*

M.Ed., Olivet Nazarene University

KATHERINE BENSON - *Flute*

M.Mus., Roosevelt University

D. GEORGE DUNBAR - *Voice*

D.M.A., University of Southern California

FREDDIE FRANKEN - *Guitar*

M.A., Berklee College of Music

HARLOW HOPKINS - *Clarinet*

D.Mus., Indiana University

MATT JACKLIN - *Percussion*

M.Mus., University of Akron

Doctoral Candidate, University of Illinois

RACHEL JACKLIN - *Violin/Viola*

M.Mus., Cleveland Institute of Music

MIRANDA LEE - *Voice*

M.Mus., Mississippi College

NATHAN LEROHL - *String Bass/Bass Guitar*

B.A., Roosevelt 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

BRIAN REICHENBACH - *Trumpet*

M.M., DePaul University

JOSEPH RODRIGUEZ - *Low Brass*

M.Mus., DePaul University

Artist Diploma candidate, Julliard School

JULIE SCHMALZBAUER - *Oboe*

M.M., Northwestern University

RYAN SCHULTZ - *Marching and Concert Band*

B.S., Olivet Nazarene University

CAROL SEMMES - *Cello*

M.M., DePaul University

MARGARET TUNG - *Horn*

M.M., Rice University

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### Department of Music Mission Statement

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

and to meet the musical needs of the University, community, and Olivet educational region.

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

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## Department of Music General Regulations

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

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

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

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

An Applied Music emphasis is required of all those concentrating in Music. Placement is required prior to registration for any level course in Applied Music. Placement and registration are to be initiated in Larsen Fine Arts Center Music Office. As Music majors advance through their applied course of study, course numbers should reflect their current status. Four semesters of lower division (111) and successful completion of the Upper-Division hearing are required before advancing to Upper-Division (311). Content and literature will be determined by the individual professor as appropriate to the ability level of each student. Similarly, Music minors are required four semesters of lower division applied study before advancing to the 311 level. Students enrolled in 111/311 levels of applied study must also be concurrently enrolled in MUAP 070 (Applied Studio class).

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

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

All Music majors and minors are required to enroll in MUAP 200 Recital Lab. Majors are required to attend 12 recitals per semester for six semesters and minors are required to attend six recitals per semester for four semesters.

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. Students may enroll by audition in one or more of the numerous ensembles offered (see MULT 172 – MULT 393 in Course Descriptions section). Most, but not all ensembles, are offered each semester.

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

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

All Music majors should complete ENGL 210 - College Writing II in meeting institutional general education requirements.

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## Music Proficiencies

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

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

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

### *Entrance Requirements:*

- Instrument/voice placement audition
- Piano placement audition
- Music theory placement exam

### *Rudimentary Music Skills Exam:*

- Given as part of coursework in MUTH 131, 230.
- Exam consists of written theory, sight singing, and dictation.
- Exam must be passed before taking the Upper-Division Hearing.

### *Upper-Division Hearing:*

- Applied Audition Recital (12-15 minutes of music, to be performed during the fourth semester of college-level applied study)
- Completed application for the Teacher Education program (Education concentration only)
- Composition portfolio (Composition concentration only)
- Interview with Music faculty (refer to Music Department handbook)
- Upper-Division Prerequisites:
  - Successful completion of the Rudimentary Music Skills Exam
  - Cumulative GPA of 2.5
  - GPA of 2.75 in music courses
  - Grades of "C" or higher in all required Music courses

Students may declare a Music concentration only upon successful completion of the Upper-Division Hearing. This evaluation will be completed at the end of the fourth semester of college-level applied study. Transfer students with freshman or sophomore standing will complete the Upper-Division Hearing at the end of the fourth semester of college-level applied study. Students who transfer with junior standing must complete the Upper-Division Hearing as part of the audition process. Music students will receive a progress report at the end of each

semester identifying deficiencies toward meeting the upper-division requirements. Students who are unsuccessful in meeting the prerequisites and prescribed criteria will not be permitted to register for required upper-division Music courses and will be eligible for re-evaluation after one additional semester of study. Any student failing to meet the prerequisites and prescribed criteria upon the second attempt will not be permitted to complete a Music concentration.

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

**Piano Proficiency Exam:** Students pursuing any Music concentration must pass the Piano Proficiency Exam. Students with a concentration in Music Education must complete the exam prior to student teaching and the senior recital. Students with a Church Music concentration must complete the exam prior to the internship and the senior recital. Other Music students must complete the exam prior to the senior recital/project.

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## Music Major, B.A.

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### 44-52 hours

This major is offered for the student who desires to combine music with another major, such as business or psychology. The Piano Proficiency Exam must be satisfied prior to the senior recital.

#### Required:

MUED 240 - Introduction to Music Technology

276 - Beginning Conducting

MUTH 120 - Musicianship I

130 - Harmony I

131 - Musicianship II

135 - Musicianship III

230 - Harmony II

232 - Harmony III

300 - Form and Analysis

or 320 - Counterpoint

or 494 - Instrumentation

MUCH 377 - Music in Worship

MULT 295 - Music History I

395 - Music History II

396 - Music History III

MUAP 200 - Recital Lab (six semesters)

225 - Upper-Division Hearing

490 - Senior Seminar

495 - Senior Recital

Ensembles (eight semesters)

Applied Music Emphasis - 8 hours

Piano (non-Keyboard emphasis) - 4 hours

Voice (non-Voice emphasis) - 2 hours

**and two additional credit hours required from one of the following tracks:**

#### Vocal Track:

MUVO 240 - Diction I

250 - Diction II

#### Recommended Course:

MULT 370 - Vocal Literature and Pedagogy

#### Instrumental Track (non-Keyboard):

MUED 180 - Percussion Instruments

280 - String Instruments

380 - Woodwind Instruments

381 - Brass Instruments

#### Keyboard Track:

MULT 302 - Organ Pedagogy

or 305 - Piano Pedagogy

#### Recommended Courses:

MULT 300 - Organ Pedagogy

or 304 - Piano Literature

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## Music Education Major, B.M.

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### 72-80 hours

It is the objective of the Department of Music to provide training and experiences to properly qualify students for positions as teachers or supervisors of music in the public schools. The program meets the requirements of the Illinois State Board of Education for the Standard Special Certificate, which qualifies the holder to teach and supervise music in grades K-12. Olivet's Teacher Education programs are accredited by the National Council for Accreditation of Teacher Education.

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

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

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

The Piano Proficiency Exam must be satisfied before student teaching can begin.

#### Required:

MUED 240 - Introduction to Music Technology

276 - Beginning Conducting

460 - General Music Methods

465 - Middle/Secondary Music Methods

MUTH 120 - Musicianship I

130 - Harmony I

131 - Musicianship II

135 - Musicianship III

230 - Harmony II

232 - Harmony III

300 - Form and Analysis

494 - Instrumentation

MUCH 377 - Music in Worship

MULT 280 - 20th Century Popular Music

295 - Music History I  
 301 - World Musics  
 395 - Music History II  
 396- Music History III  
 MUAP 200 - Recital Lab (six semesters)  
 225 - Upper-Division Hearing  
 490 - Senior Seminar  
 495 - Senior Recital

Ensembles (eight semesters)

Applied Music Emphasis - 14 hours

Piano Proficiency - 4 hours

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

**Vocal Track:**

MUED 200 - Introduction to Instrumental Music

350 - Choral Lit/Conducting

370 - Vocal Literature and Pedagogy

MUVO 240, 250 - Diction I and II

**Instrumental/Keyboard Track:**

MUVO 107 - Class Voice or equivalent

MUED 180 - Percussion Instruments

280 - String Instruments

351 - Instrumental Lit/Conducting

380 - Woodwind Instruments

381 - Brass Instruments

**Plus the required professional education courses and general education courses as described in the School of Education information for all Teacher Education programs. EDUC 214 and 325 are recommended.**

**Preparatory applied course credit does not count toward the Applied Music emphasis. The 14 hours of college-level credit are to be divided into eight hours lower-division and six hours upper-division. It is strongly recommended for students with a piano emphasis that MULT 305 Piano Pedagogy be substituted for two hours of the Applied Music upper-division requirement.**

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## Church Music Major, B.S.

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### 55-60 hours

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

Believing that spiritual fervency and technical proficiency can be combined, Olivet presents a Church Music program that will enable the graduate to serve the local church. The content of this concentration has not been accredited by NASM.

The Piano Proficiency Exam must be satisfied prior to the internship and senior recital.

**Required:**

MUED 240 - Introduction to Music Technology

276 - Beginning Conducting

376 - Advanced Conducting

MUTH 120 - Musicianship I

130 - Harmony I

131 - Musicianship II

135 - Musicianship III

230 - Harmony II

232 - Harmony III

300 - Form and Analysis

or 320 - Counterpoint

494 - Instrumentation

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)

225 - Upper-Division Hearing

490 - Senior Seminar

495 - Senior Recital

MUVO 240 - Diction I

250 - Diction II (Voice emphasis only)

Ensembles (six semesters)

Applied Music Emphasis - 10 hours

MUVO 107 - Class Voice or equivalent (2 hours)

Organ (for non-organ emphasis) - 2 hours

Piano Proficiency (may require coursework) - 0-4 hours

**Required Supporting Course:**

PSYC 101 - Introduction to Psychology

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## Music Performance Major, B.M.

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### 64-74 hours

This major is offered for the student already displaying a high caliber of performance who desires to pursue a career in solo and ensemble performance, accompanying, and college or private teaching. Available in the following areas: Voice, Piano, Organ, Wind, String, and Percussion instruments by arrangement. Students wishing to teach in the public schools should choose the Music Education curriculum.

Audition for the voice emphasis should be made at the end of the first semester of applied study. Auditions for Piano and Instrumental emphases are during the fourth semester of applied study. Auditions should include pieces that are representative of the various historical periods in music. The Piano Proficiency Exam must be satisfied prior to the senior recital.

**Required:**

MUED 240 - Introduction to Music Technology

276 - Beginning Conducting

MUTH 120 - Musicianship I

130 - Harmony I

131 - Musicianship II

135 - Musicianship III

230 - Harmony II  
232 - Harmony III  
300 - Form and Analysis  
or 320 - Counterpoint  
MUCH 377 - Music in Worship  
MULT 295 - Music History I  
395 - Music History II  
396 - Music History III  
MUAP 200 - Recital Lab (six semesters)  
225 - Upper-Division Hearing  
395 - Junior Recital  
490 - Senior Seminar  
495 - Senior Recital  
Applied Music Emphasis - 20 hours  
Ensembles (eight semesters)  
Piano Proficiency (non-keyboard majors) - 4 hours  
**And two additional courses selected from the following:**  
MUED 350 - Choral Lit/Conducting  
351 - Instrumental Lit/Conducting  
MUTH 494 - Instrumentation  
**Plus one of the following tracks:**  
*Vocal Majors:*  
MUVO 240 - Diction I  
250 - Diction II  
320 - Seminar in Vocal Performance  
MULT 370 - Vocal Lit/Pedagogy  
*Instrumental Majors:*  
MUVO 107 - Class Voice or equivalent (2 hours)  
MULT 335 - Instrumental Pedagogy/Literature  
*Keyboard Majors:*  
MUVO 107 - Class Voice or equivalent (2 hours)  
MULT 300/304 - Organ/Piano Literature  
302/305 - Organ/Piano Pedagogy

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## Music Composition Major, B.M.

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### 56-63 hours

This major 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 major must complete four (4) semesters of college-level Applied instruction, and must participate in an Upper-Division Hearing Recital in that Applied area, in addition to submitting a composition portfolio.

The Piano Proficiency Exam must be satisfied prior to the approval of the senior portfolio.

#### **Required:**

MUED 200 - Introduction to Instrumental Music

240 - Introduction to Music Technology  
276 - Beginning Conducting  
MUTH 120 - Musicianship I  
130 - Harmony I  
131 - Musicianship II  
135 - Musicianship III  
150 - Composition Forum  
230 - Harmony II  
232 - Harmony III  
250 - Composition I (four hours)  
300 - Form and Analysis I  
320 - Counterpoint  
330 - Advanced Electronic Music  
420 - Composition II (six hours)  
494 - Instrumentation  
MULT 295 - Music History I  
395 - Music History II  
396 - Music History III  
MUAP 200 - Recital Lab (six semesters)  
225 - Upper-Division Hearing  
490 - Senior Seminar  
496 - Senior Composition Project  
Ensembles (eight semesters)  
Applied Music emphasis - 8 hours  
Piano Proficiency - 4 hours

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## Music Minor

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### 22-28 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.

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

#### **Required:**

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

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## Typical Courses for Students Majoring in Music

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### **Freshman Year**

Musicianship I  
Class Piano (two hours)

## College of Arts and Sciences

Introduction to Fine Arts  
College Writing I  
Wellness or Nutrition  
Ensembles (two hours)  
Applied Music (four hours)  
Harmony I  
Music Technology  
History/Philosophy of Education  
Educational/Developmental Psychology  
Christian Formation  
Math

### ***Sophomore Year***

College Writing II  
Harmony II and III  
Musicianship II and III  
Class Piano (two hours)  
Beginning Conducting  
Fundamentals of Communication  
Ensembles (two hours)  
Applied Music (four hours)  
20th Century Popular Music  
General Psychology  
Western Civilization  
Music History I

## Department of Physical Sciences

### **Faculty**

MAX W. REAMS (1967)  
*Professor of Geology; Chair, Department of Physical Sciences*  
B.A., B.S., 1961, M.S., 1963, University of Kansas  
Ph.D., 1968, Washington University  
M.P.C., 2000, Olivet Nazarene University

LARRY G. FERREN (1975)  
*Professor of Chemistry*  
B.S., 1970, Ph.D., 1974, University of Missouri  
University of Iowa  
University of Illinois at Urbana-Champaign

DOUGLAS ARMSTRONG (1985)  
*Professor of Chemistry*  
B.S., 1963, Indiana University  
Ph.D., 1968, University of Iowa  
Massachusetts Institute of Technology

CHARLES CARRIGAN (2004)  
*Associate Professor of Geology and Chemistry*  
B.S., 1996, Olivet Nazarene University  
M.S., 2000, Vanderbilt University  
Ph.D., 2005, University of Michigan

WILLA HARPER (2005)  
*Associate Professor of Chemistry*  
B.S., 1991, Olivet Nazarene University  
Ph.D., 2002, Northern Illinois University

PRISCILLA SKALAC (2005)  
*Assistant Professor of Physical Sciences*  
B.S., 2002, Olivet Nazarene University  
M.A.E., 2002, Olivet Nazarene University

KEVIN BREWER (2006)  
*Professor of Geology*  
B.S., 1980, University of Nevada, Reno  
Ph.D., 1994, University of Nevada, Reno

STEPHEN CASE (2008)  
*Assistant Professor of Geology; Director of Planetarium*  
B.S., 2005, Olivet Nazarene University  
M.A., 2007, University of Mississippi

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

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

Chemistry graduates are very successful in the industrial chemicals field, as well as education. Many have gone on to earn Ph.D. degrees.

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

The Department of Physical Sciences serves several groups of students:

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

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**Chemistry Major, B.A.**


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**36 hours****Required Core Courses:**

CHEM 103 - General Chemistry I  
 104 - General Chemistry II  
 301 - Quantitative Analysis  
 311 - Organic Chemistry I  
 312 - Organic Chemistry II  
 320 - Inorganic Chemistry  
 382 - Physical Chemistry: Thermodynamics  
 or 392 - Physical Chemistry: Kinetics/Molecular Structure  
 495 - Seminar in Chemistry (one hour)

Plus completion of six additional hours of upper-division Chemistry including no more than two hours of CHEM 390.

**To be supported by the following:**

MATH 147 - Calculus I  
 148 - Calculus II  
 241 - Statistics  
 or 351 - Linear Algebra  
 or 361 - Calculus III

One year of Physics

**Highly Recommended:**

CHEM 335 - Biochemistry

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

**C. Forensics Concentration**

CHEM 335 - Biochemistry  
 340 - Drug Chemistry  
 375 - Microscopy  
 410 - Instrumental Analysis  
 BIOL 125 - Biology  
 380 - Toxicology

**To be supported by the following:**

CJUS 243 - Introduction to Criminal Justice  
 293 - Criminal Law  
 360 - Criminal Procedure  
 370 - Criminalistics  
 MATH 147 - Calculus I  
 148 - Calculus II  
 241 - Statistics  
 PHYS 201 - General Physics I  
 202 - General Physics II

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**Chemistry Major, B.S.**


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**42-51 hours****Required Core Courses:**

CHEM 103 - General Chemistry I  
 104 - General Chemistry II  
 301 - Quantitative Analysis  
 311 - Organic Chemistry I  
 312 - Organic Chemistry II  
 382 - Physical Chemistry: Thermodynamics  
 or 392 - Physical Chemistry: Kinetics/Molecular Structure  
 495 - Seminar in Chemistry (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  
 320 - Inorganic Chemistry  
 335 - Biochemistry  
 410 - Instrumental Analysis

**To be supported by the following:**

MATH 147 - Calculus I  
 148 - Calculus II  
 361 - Calculus III  
 241 - Statistics

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**Chemistry Minor**


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**16 hours****Required:**

CHEM 103 - General Chemistry I  
 104 - General Chemistry II

And eight additional hours of upper-division Chemistry including no more than two hours of CHEM 390.

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## Chemistry Teaching Minor

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**24 hours**

**Required:**

CHEM 103 - General Chemistry I  
 104 - General Chemistry II  
 301 - Quantitative Analysis

And 12 additional hours of upper-division Chemistry to include no more than two hours of CHEM 390.

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## Typical Courses for Students Majoring in Chemistry

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**Freshman Year**

General Chemistry I and II  
 Calculus I and II  
 Christian Formation  
 College Writing I  
 Wellness  
 Introduction to Fine Arts

**Sophomore Year**

General Physics I and II  
 Calculus III  
 Quantitative Analysis  
 General Psychology  
 Organic Chemistry I and II  
 College Writing II

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## Geological Sciences Major, B.S.

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**39 hours**

**Required:**

GEOL 105 - Physical and Historical Geology  
 300 - Paleontology  
 302 - Earth Materials  
 321 - Geomorphology and Earth Hazards  
 330 - Hydrogeology  
 340 - Global Natural Resources  
 357 - Igneous and Metamorphic Petrology  
 360 - GIS/GPS  
 362 - Sedimentology and Stratigraphy  
 366 - Structural Geology and Field Methods  
 385 - Environmental Geochemistry  
 390 - Seminar in Geology  
 395 - Applied Geophysics

**Required Supporting Courses:**

MATH 147 - Calculus I  
 148 - Calculus II  
 241 - Statistics  
 CHEM 103 - General Chemistry I

104 - General Chemistry II  
 PHYS 201 - General Physics I  
 202 - General Physics II  
 BIOL 125 - Biology I

Plus 12 hours focused on student's career interest, approved by department chair. Examples of possible interdisciplinary emphases might involve courses related to Archeology, Art, Astronomy, Biology, Chemistry, Computer Science, Engineering, Environmental Science, Geography, Mathematics, Meteorology, Oceanography, Physics, Religion, Technical Missions, or other fields.

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## Geological Sciences Minor

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**16 hours**

**Required:**

Courses approved by the department chair in accordance with student's needs.

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## Earth and Space Science Teaching Minor

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**24 hours**

**Recommended:**

GEOL 105 - Physical and Historical Geology  
 130 - Astronomy  
 346 - Tools of Astronomy

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## Typical Courses for Students Majoring in Geological Sciences

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**Freshman Year**

Physical and Historical Geology  
 General Chemistry I, II  
 Calculus I, II  
 Christian Formation  
 College Writing I  
 Wellness or Nutrition

**Sophomore Year**

Structural Geology and Field Methods  
 General Physics  
 Social Science/Fine Arts  
 Hydrogeology  
 Geomorphology  
 College Writing II

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## Geography Major, B.A.

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**46 hours**

**Required:**

ECON 308 - Comparative Economic Systems



GEOL 121 - Physical Geography  
 310 - The Earth's Weather  
 321 - Geomorphology and Earth Hazards  
 340 - Global Natural Resources  
 360 - Geographic Information Systems and  
 Global Positioning Systems

SOCY 320 - Urban/Rural Sociology  
 364 - Anthropology  
 366 - Global Issues

SSCI 302 - World Regional Geography

**Plus 3 hours from:**

GEOG 480 - Research in Geography  
 490 - Internship in Geography

**And select 6 hours from:**

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

**And select 6 hours from:**

ECON 345 - Economics of the Public Sector  
 ENVI 395 - Seminar in Environmental Science  
 GEOL 399 - Topics in Geology  
 HIST 213 - World Civilization III  
 232 - American Civilization II

**Required Supporting Courses:**

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

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## Geography Minor

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**22 hours**

**Required:**

ECON 308 - Comparative Economic Systems  
 GEOL 121 - Physical Geography  
 340 - Global Natural Resources  
 360 - Geographic Information Systems and  
 Global Positioning Systems

SOCY 364 - Anthropology  
 SSCI 302 - World Regional Geography

**Plus three hours of electives from:**

ECON 345 - Economics of the Public Sector  
 ENVI 395 - Seminar in Environmental Science  
 GEOL 310 - The Earth's Weather  
 321 - Geomorphology and Earth Hazards  
 399 - Topics in Geology  
 HIST 213 - World Civilization III  
 232 - American Civilization II  
 360 - History of Russia

379 - Developing World  
 SOCY 320 - Urban/Rural Sociology  
 366 - Global Issues

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## Physical Sciences Major, B.S.

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**79 hours**

**Required:**

CHEM 103 - General Chemistry I  
 104 - General Chemistry II  
 MATH 147 - Calculus I  
 148 - Calculus II  
 241 - Statistics  
 PHYS 201 - General Physics I  
 202 - General Physics II  
 CSIS 110 - Introduction to Computer Science  
 or 251 - Principles of Programming I

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

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## Science Education Major, B.S.

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**58-67 hours**

**Required:**

BIOL 125 - Biology I  
 126 - Biology II  
 370 - Ecology  
 CHEM 103 - General Chemistry I  
 104 - General Chemistry II  
 GEOL 105 - Physical and Historical Geology  
 130 - Astronomy  
 PHYS 121 - College Physics I  
 or 201 - General Physics I  
 122 - College Physics II  
 or 202 - General Physics II  
 MATH 131 - College Algebra/Trigonometry  
 or 147 - Calculus I

**Plus the following recommended supporting courses:**

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

**Plus one of the following concentrations:**

### A. Biology Concentration

BIOL 320 - Genetics  
 352 - Advanced Botany  
 356 - Microbiology  
 360 - Invertebrate Zoology  
 361 - Comparative Anatomy

455 - Physiology  
GEOL 309 - Intro to Weather and Climate

### **B. Chemistry Concentration**

CHEM 301 - Quantitative Analysis  
311 - Organic Chemistry I  
312 - Organic Chemistry II  
320 - Inorganic Chemistry  
or 385 - Environmental Geochemistry  
495 - Seminar in Chemistry  
GEOL 309 - Intro to Weather and Climate

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

MATH 147 - Calculus I  
148 - Calculus II

### **C. Earth/Space Concentration**

GEOL 300 - Paleontology  
302 - Earth Materials  
310 - The Earth's Weather  
346 - Tools of Astronomy  
360 - Geographic Information Systems and  
Global Positioning Systems  
362 - Sedimentology/Stratigraphy  
or 321 - Geomorphology and Earth Hazards  
or 366 - Structural Geology and Field Methods

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

MATH 147 - Calculus I  
148 - Calculus II

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

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 and Earth Hazards  
362 - Sedimentology and Stratigraphy  
366 - Structural Geology and Field Methods  
395 - Applied Geophysics  
ENGN 261 - Static/Mechanics  
262 - Dynamics  
380 - Thermodynamics  
420 - Fluid Mechanics

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

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

MATH 147 - Calculus I  
148 - Calculus II  
241 - Statistics  
Physics (1 year)

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

ECON 110 - Principles of Economics  
PSCI 223 - American Government

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

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***55-61 hours***

#### ***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 and Historical Geology  
330 - Hydrogeology  
360 - Geographic Information Systems and  
Global Positioning Systems  
385 - Environmental Geochemistry

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

BIOL 320 - Genetics

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

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***52 hours***

#### ***Required:***

GEOL 105 - Physical and Historical Geology  
302 - Earth Materials  
321 - Geomorphology and Earth Hazards  
330 - Hydrogeology  
340 - Global Natural Resources  
360 - Geographic Information Systems and  
Global Positioning Systems  
362 - Sedimentology and Stratigraphy  
366 - Structural Geology and Field Methods  
395 - Applied Geophysics  
ENGN 170 - Logic and Computational Engineering  
250 - Engineering Economics  
261 - Statics and Mechanics of Materials  
262 - Dynamics  
335 - Technical Communication and Experimental Design  
420 - Fluid Mechanics

**College of Arts and Sciences**

481 - Senior Project Design I

482 - Senior Project Design II

***Required Supporting Courses:***

CHEM 103 - General Chemistry I

104 - General Chemistry II

MATH 147 - Calculus I

148 - Calculus II

241 - Statistics

357 - Differential Equations

361 - Calculus III

PHYS 201 - General Physics I

202 - General Physics II

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# School of Education

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## **James Upchurch, Ed.D., Dean**

The major aim of the School of Education is the preparation of students for effective teaching in preschool, elementary, and secondary schools and to provide in-service opportunities for practitioners to enhance their pedagogical skills. The School of Education is responsible for the coordination of all teacher education programs at the University, both the undergraduate and graduate levels.

Teacher Education at Olivet Nazarene University makes use of the total educational resources of the University, is the concern of the entire faculty, and is under the direction of the faculty. Accordingly, teacher education is coordinated through designated officers, the Teacher Education Executive Committee, Teacher Education faculty and other policy-making bodies of the University. The Teacher Education Unit at Olivet Nazarene University prepares candidates to enter or to continue in the richly diverse teaching profession through offering well-conceived and sound academic programs in a distinctive Christian environment. Preschool-12 preservice certification programs integrate a solid liberal arts core with specialized theoretical/pedagogical/clinical offerings, while graduate degree programs focus on in-service teachers' professional growth and development. All Unit programming is designed to produce graduates who become "Professionals Influencing Lives." Because of the continual effort to coordinate the activities of the School of Education and the academic departments that offer Teacher Education programs, the prospective teacher is encouraged to confer with advisers from both the School of Education and the department of the chosen major field.

## **Department of Education**

### **Faculty**

JAMES UPCHURCH (2004)

*Dean, School of Education; Professor of Education; Director of Teacher Education*

B.S., 1971, Olivet Nazarene University

M.A., 1975, Saint Xavier University

C.A.S., 1979, Northern Illinois University

Ed.D., 2000, Loyola University, Chicago

SARA SPRUCE (1979)

*Professor of Education*

B.S., 1967, Eastern Nazarene College

M.A., 1969, Ball State University

C.A.S., 1976, University of Illinois

Ed.D., 1979, University of Illinois

THOMAS KNOWLES (1996)

*Professor of Education*

B.A., 1974, Cedarville College

M.A., 1976, Ball State University

Ed.S., 1985, Nova Southeastern University

Ed.D., 1992, University of Sarasota

DALE OSWALT (1997)

*Professor of Education*

B.A., 1976, Olivet Nazarene University

M.A.E., 1987, Olivet Nazarene University

Ed.D., 2000, Nova Southeastern University

H. STANTON TUTTLE (1997)

*Professor of Education*

B.S.Ed., 1973, Northern Illinois University

M.Ed., 1980, University of Texas

M.M.A.S., 1986, U.S. Army Command and General Staff College

Ph.D., 1997, University of Texas

JONATHAN BARTLING (2000)

*Assistant Professor of Education*

B.A., 1999, Olivet Nazarene University

M.S., 2003, Indiana University

Ph.D., 2009, Capella University

DARCEL BRADY (2002)

*Associate Professor of Education*

B.A., 1975, Elmhurst College

M.P.A., 1992, Governors State University

Ph.D., 1999, University of Illinois at Chicago

MICHELE ANDERS (2006)

*Associate Professor of Education*

B.A., 1973, Western Illinois University

M.L.I.R., 1981, Michigan State University

Ed.D., 1995, National-Louis University

KELLY BROWN (2006)

*Associate Professor of Education*

B.A., 1992, Olivet Nazarene University

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

Ed.D., 2006, Argosy University

ROXANNE FORGRAVE (2007)

*Associate Professor of Education*

B.A., 1973, Olivet Nazarene University

M.A., 1987, Olivet Nazarene University

M.A., 2001, Olivet Nazarene University

M.S., 2002, Northern Illinois University

DENA REAMS (2007)

*Assistant Professor of Education*

B.A., 1989, Olivet Nazarene University

M.A., 1992, Michigan State University

SUSAN MOORE (2008)

*Professor of Education*

B.A., 1975, MidAmerica Nazarene University

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

Ed.D., 2001, Nova Southeastern University

### Teacher Education Department Specialists

*Art* - Bill Greiner

*English* - Sue Williams

*Family/Consumer Sciences* - Diane Richardson

*Mathematics* - Steve Brown

*Music* - Don Reddick

*Natural Science* - Randal Johnson

*Physical Education* - Scott Armstrong

*Social Studies* - Stephen Lowe

*Spanish* - Nathan Reiss

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### Outcomes of Teacher Education

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Students admitted to, and retained in, the teacher education program are expected to demonstrate suitable growth in the habits, attitudes, skills, and personal qualities specified in the institutional objectives. They constitute the general objectives of teacher education.

Within the framework of the general objectives of the University, the faculty has formulated specific outcomes of teacher education. These outcomes specify qualities considered essential for teachers. The faculty expects that the Teacher Education graduate will be a person who demonstrates:

1. Knowledge of the historical development of the professional and foundational issues and arguments underlying education's practices, as well as understanding of the importance of integrated learning across disciplines.
2. Knowledge of subject-matter content and the ability to integrate content with pedagogy appropriate to the candidate's field of study.
3. Knowledge of human development and motivation, theories of learning, and pedagogy.
4. Effective communication skills, critical and creative thinking abilities, and other skills crucial to reflective decision making.
5. Knowledge and skills in the use and integration of technology appropriate to the candidate's field of study.
6. Practical abilities to implement the skills, techniques, and strategies associated with student learning and effective leadership.
7. Intellectual, social, ethical, and other personal attributes of reflective decision making in professional settings.
8. Commitment to lifelong professional development and general learning.
  1. 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.
  2. Ability to foster and maintain collaborative efforts with clientele within institutions and in the community, and commitment to active citizenship in the service of a Christ-centered character.

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### General Education for Teachers

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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 201 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.

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### Elementary School Program Professional Education Courses

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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.

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### Elementary Education Major, B.S.

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#### **48 hours**

#### **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 Major, B.S.

### 45 hours

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

## Secondary School Program

**Professional Education Courses. 30 hours**, including these required professional education courses for prospective secondary teachers. 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
English	40
Family and Consumer Sciences	43-45
Mathematics	36
Science	58-66
Social Sciences	42

See departmental listings for specific requirements. It is strongly recommended that secondary education majors complete a teaching minor in another area and/or meet requirements for endorsements to teach other areas in addition to their major field of study.

## 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 art, music, physical education/health, and Spanish. The professional education courses, in which a "C-" or above is required, include the following:

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

### 36 hours

The required professional education courses for art 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
- 385 - Middle/Secondary Methods
- 387 - Teaching Art in Elementary Schools
- 456 - Management/Professional Practices
- 485 - Supervised Student Teaching

### Subject Matter Specialization

See Department of Art.

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

### 25 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.

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### Physical Education/Health, K-12: B.S. Professional Education Requirements

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#### 30 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

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

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#### 35 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 Chapter 9.

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### Admission to Teacher Education

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Admission to the University neither implies nor guarantees acceptance into the Teacher Education program. Preparation for teaching is a privilege and not a personal right. The University may discourage any individual from attempting to complete preparation for a career in education if, in the opinion of the Teacher Education faculty, he or she fails to meet acceptable professional and personal standards.

Students desiring an undergraduate major in education must first be received into the teacher education program of the University by action of the Teacher Education Committee, must declare that intention by the end of the sophomore year, and must have, and continue to maintain, a 2.5 grade point average in all college work, and a 2.75 grade point average in the major.

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. Other- wise, 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 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 108/109 - College Writing I.
4. Grade of "C-" or above in MATH 111 (Elementary and Early Childhood Programs) or MATH 103 (Secondary and K-12 Programs).
5. Grades of "C-" or better in these professional education courses: EDUC 150 and 249 for all programs; in addition, PSYC 211 for Early Childhood Program and EDUC 214 for Elementary, Physical Education/Health, Spanish, Art, and Social Sciences programs .
6. Satisfactory recommendations from two faculty members, and a good character reference.
7. Demonstrate predetermined competency level on the state Basic Skills Test.
8. Successfully pass Level I portfolio/interview.
9. Successfully pass a background check.

In submitting references, students should be sure to include the names of faculty advisers. The evidence of professional interest may be considered questionable for students who have not availed themselves of opportunities for work with youth groups, in church school teaching, or of other opportunities for assisting children and youth to grow.

The required State Basic Skills Test is given several times per year. A student who does not score at or above the state competency level will

be permitted to retake the test. For such cases, remediation is available, and is outlined in the *Teacher Education Handbook*.

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## Pre-Student Teaching Field Experiences

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Pre-student teaching field experiences, including the use of films (vicarious experiences) and school observation and participation, are required in some of the education courses taken prior to student teaching. The minimum number of pre-student teaching hours for Secondary Education and K-12 Education majors exceeds 100 clock hours. Secondary and K-12 Spanish Education students meet this requirement through EDUC 249, 376, 385 or 386, and 456. Physical Education students meet this requirement through EDUC 249, 385, 456, PHED 367 and 370. Music Education students do so in EDUC 249, 376, 456, MUED 460, and either MUED 350 or 351.

Elementary education majors must complete a minimum of 140 pre-student teaching clock-hours. Elementary Education majors complete field experiences in EDUC 249, 340, 342, 350, 367, 376, and 456.

Early Childhood Education majors must complete a minimum of 140 pre-student teaching hours in EDUC 210, 249, 320, 330, 359, 367, 376, and 456.

Students are to keep records of pre-student teaching clinical experiences, together with signatures of supervising personnel, on forms provided for this purpose by the School of Education. These records are kept in the student's folder in the School of Education office, and are considered in connection with admission to the teacher education program and in placement for student teaching.

Students enrolled in any education course that includes a field experience must successfully complete the field experience requirements of the course and turn in all required paperwork before credit can be given. If an equivalent course has been completed at another educational institution and the student wishes to transfer the field experience hours, the student must request the credit granting institution to send documented evidence of the field experience hours to Olivet. No credit will be given for field experience hours that are not equivalent (i.e., hours, assignments) to those outlined in the course syllabi or *Teacher Education Handbook*. This documentation will be kept in the student's file in the School of Education office. An unsatisfactory pre-student teaching experience evaluation will result in an incomplete for the course until the field experience is successfully completed and all the required paperwork is submitted for approval.

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## Admission to Student Teaching

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Students should submit applications for student teaching by December 1 of the semester prior to the school year in which they expect to do student teaching.

Prerequisites to student teaching involve previous admission to the Teacher Education program of the University, the completion of all methods courses required in the major, and a passing score on the Illinois Subject-Matter Knowledge test. In addition each candidate for student teaching must be approved by the Teacher Education Executive Committee before he or she can be registered and assigned. The approval of the candidate's major department, successfully passing the Level II portfolio/interview, an overall grade point average of 2.5 or better, a grade point average of 2.75 or better in the major field for Secondary Education and K-12 Education majors, or a grade point average of 2.75 or better in the professional education courses for Elementary and Early Childhood Education majors, are required.

Transfer of student teaching credit earned at another college must have prior approval of the department chair, the Director of Teacher Education, and the Registrar.

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## Student Teaching, Employment, and Coursework

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As a general practice, the University discourages students from employment on or off campus during student teaching. Students are also discouraged from taking any classes with the exception of EDUC 456 while student teaching. Supervising teachers in the schools view student teaching as an internship that should demand the total involvement of the beginning teacher. Thus, the student teacher should be free from other responsibilities that might detract or drain energy from teaching. Students who, for any reason, wish to work or take other coursework during the student teaching experience must petition the Teacher Education Committee for permission to do so.

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## Student Teaching and the Professional Semester

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The requirement of credit hours in student teaching is 12. The semester that involves mostly student teaching and corresponding professional courses is known as the "Senior Professional Semester." Students and advisers must plan ahead and reserve designated professional courses and other courses arranged to facilitate student teaching for that semester.

All students registered for student teaching must take EDUC 456 concurrently with student teaching. All students completing student teaching through Olivet must meet the standards of the University's Teacher Education program entrance and student teaching admission requirements, including passing the Illinois Subject Matter test prior to the first day of student teaching.

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## Student Teaching Placement

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When a student teaching placement is canceled by the student so late that the supervising teacher cannot take another student teacher for the given school year, the student's account will be charged for the payment of the honorarium to the supervising teacher.

If a request for placement in another setting is initiated by the student teacher, a full honorarium will be paid by the student to the supervising teacher according to how close the change is made to the student teaching period. If such change is initiated by the teacher, principal, University supervisor and/or the Director of Teacher Education, the student will be charged the student teaching fees.

A student teacher from Olivet is placed at a site in the area where a contractual agreement has been made with the local school district for such a placement. While the student has the opportunity to express his or her preference for a site, the final decision for placement will be made by the Director of Teacher Education.

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## Securing a Teaching Credential

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Each public school teacher is required by law to hold a valid certificate issued by the state in which he or she teaches.

To obtain Illinois certification by entitlement, an Olivet graduate must have completed one of Olivet's state-approved Teacher Education programs, all of which meet the minimum Illinois requirements. In



addition, applicants must pass the Illinois certification tests in basic skills, subject matter knowledge, and assessment of professional teaching. Upon completion of the academic program, the student should obtain and complete the appropriate certification forms in the Office of the Registrar. Once the University's certification officer submits entitlement information to the Illinois State Board of Education, the applicant will be notified to complete an electronic application for certification and to register the certificate with a Regional Office of Education (ROE). Anyone who has been convicted of a felony for a sex and/or narcotics crime may not be certified for teaching in Illinois.

Applications and information about certification in other states are available in the Office of the Registrar, the library, and the School of Education office. For a specific state's certification requirements and procedures, see the Registrar or Director of Teacher Education. These applications are usually completed during the final semester of the student's senior year. Information regarding endorsement areas is available in the Office of the Registrar and in the School of Education office. Students may also refer to the *Teacher Education Handbook* for a list of endorsement areas and options they may wish to consider.

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### Placement of Teacher Candidates

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The University maintains a Career Center to assist graduates in securing positions in which they are interested and for which they are qualified. Teacher candidates register with the office for placement service in the senior year as directed by the office.

The Career Center 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.

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### The Curriculum Center Library

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The Curriculum Center Library is located on the lower level of Benner Library. This collection includes school textbooks, the juvenile collection, teaching aids, pamphlets, resource units, and other instructional materials selected as resources for students planning to become teachers. These materials are available for examination and use by students and faculty. The Curriculum Center Library is supervised by the Special Collections Librarian.

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### School of Education Office

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While teacher education is a function of the total university, represented by the Teacher Education faculty, the various administrative details connected with the program are coordinated through the School of Education office. Here, students may pick up various forms to be filled out and return them for filing; various reference forms and rating scales are sent out from and returned to this office; and, in general, it serves as a center for Teacher Education activities.

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### Title II Certification Pass Rate Data

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ONU's Teacher Education Unit seeks to prepare candidates who will be "Professionals Influencing Lives:" through a strong knowledge foundation; proficiency in curriculum, instruction, and evaluation; a high level of professionalism; and a Christ centered character. The Unit seeks to prepare candidates who view teaching as a noble profession, a lifelong pursuit, and a continual search for excellence.

The U.S. Congress has asked the U.S. Department of Education to require all colleges and universities with teacher education programs to release certification test pass rates of program completers. In most recent Title II data, 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, 100 percent of Olivet Teacher Education students passed the academic content and basic skills tests and 98 percent passed the Assessment of Professional Teaching test for State of Illinois certification. Complete Title II information may be obtained through Olivet's Director of Teacher Education.

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### Typical Program of Courses for a Student Majoring in Elementary Education

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#### ***Freshman Year***

College Writing I, II  
Introduction to Fine Arts  
Instructional Technology  
American Civilization  
Christian Formation  
Early Adolescent Development  
General Biological Science  
Wellness or Nutrition  
Mathematics for Elementary Teachers I, II  
Historical and Philosophical Foundations of Education

#### ***Sophomore Year***

Fundamentals of Communication  
Studies in Literature  
American Government  
Physical Science for Elementary Teachers  
Education and Developmental Psychology  
Christian Scripture I  
Children's Literature  
Foreign Language I, II

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# School of Professional Studies

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## **Ivor Newsham, Ph.D., Interim Dean**

The School of Professional Studies includes ten departments: Business, Communication, Computer Science, Engineering, Exercise and Sports Science, Family and Consumer Sciences, General Studies, Military Science, Nursing, and Social Work and Criminal Justice. Building on a strong foundation in the liberal arts and sciences, undergraduate men and women are offered the opportunity for focused preparation within a discipline and/or related disciplines. Multiple programs within the school meet professional accrediting standards and/or licensure requirements. Professors integrate faith with theory and practice to encourage the highest standards of professional preparation, ethical behavior, and the pursuit of excellence in the student's chosen areas of study. The school is also the home of Olivet's nationally ranked and award-winning Army Reserve Officers Training Program (ROTC).

## **Department of Business**

### **Faculty**

GLEN REWERTS (1993)

*Professor of Business; Chair, Department of Business*

B.S., 1984, Eastern Illinois University

M.B.A., 1987, Southern Illinois University

J.D., 1987, Southern Illinois University

PAUL KOCH (1992)

*Professor of Economics*

B.S., 1979, George Fox College

M.S., 1984, Illinois State University

Ed.D., 1994, Illinois State University

MARK WILLIAMS (1994)

*Professor of Accounting*

B.S., 1981, Emporia State University

M.A., 1992, University of Missouri

Ph.D., 2006, Capella University

Certified Public Accountant

DON DAAKE (1995)

*Professor of Business*

B.S., 1973, Kansas State University

M.B.A., 1977, University of Iowa

Ph.D., 1995, Florida State University

RALPH GOODWIN (1998)

*Associate Professor of Business*

B.S., 1976, University of Illinois

M.A.S., 1977, University of Illinois

Doctoral Study, Anderson University

LYNDA ALLEN (2003)

*Associate Professor of Business*

B.S., 1982, Olivet Nazarene University

M.B.A., 1988, Olivet Nazarene University

D.M., 2009, University of Phoenix

DAVID VANCE (2007)

*Professor of Business*

B.B.A., 1982, National University

M.B.A., 1985, National University

Ph.D., 2000, Southern Illinois University

DAVID RODRIGUEZ (2008)

*Assistant Professor of Business*

B.A., 2003, University of Illinois

M.B.A., 2004, DePaul University

Doctoral Studies, Southern Illinois University

The purpose of the Department of Business, whose programs are accredited by the International Assembly for Collegiate Business Education, is to provide students with both theoretical knowledge in the foundations of business and practical application of the knowledge in the actual workplace. An integration of the Christian faith into the business curriculum is one of the core objectives of the department, which makes it unique from other business programs. For this reason, CMIN 101 - Sharing our Faith is recommended for all students completing any of the Accounting/Business/ Economics programs. Additionally, students will be trained and expected to show proficiency in computer applications within the various fields of business.

The Accounting major provides a solid background of accounting and business practices and procedures to enable the student to prepare for entry-level accounting responsibilities in public, corporate, or governmental accounting. Students must earn 128 semester hours to earn a baccalaureate degree with a major in Accounting. However, students interested in sitting for the CPA examination should be aware that 150 semester hours of credit are generally required prior to taking the CPA exam.

The Business Administration major provides students with a basic core curriculum and permits a choice of emphasis from three areas of specialization: management, management information systems, and industrial technology management. The department also offers majors in economics/ finance, marketing, and international business.

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## **Accounting Major, B.S.**

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### **59 hours**

#### **Required:**

ACCT 110 - Financial Accounting

111 - Managerial Accounting

255 - Intermediate Accounting I

256 - Intermediate Accounting II

365 - Income Taxation

367 - Auditing

BSNS 160 - Principles of Management

170 - Computer Applications in Business

241 - Business Statistics

253 - Principles of Marketing

- 270 - Principles of Finance
- 303 - Management Information Systems
- 351 - Business Law I
- 352 - Business Law II
- 490 - Business Policy and Strategy
- 495 - Seminar in Leadership

ECON 110 - Principles of Economics

***In addition, select two of the following courses:***

- ACCT 357 - Cost Accounting
- 461 - Consolidation and Partnerships
- 462 - Governmental and Not-for-Profit Accounting
- 470 - Advanced Income Taxation

***To be supported by:***

MATH 117 - Finite Mathematics  
or 147 - Calculus I

PSYC 101 - Intro to Psychology I

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

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***53-55 hours***

***Required Courses:***

- BSNS 160 - Principles of Management
- 170 - Computer Applications in Business
- 241 - Business Statistics
- 253 - Principles of Marketing
- 270 - Principles of Finance
- 303 - Management Information Systems
- 351 - Business Law I
- 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 concentrations:***

#### **A. Management Concentration**

- BSNS 352 - Business Law II
- 367 - Organizational Behavior

And three courses (at least two in business) from the following:

- BSNS 315 - Federal Seminar
- 425 - Advanced Computer Applications
- 450 - Small Business Management
- 468 - Human Resource Management
- 487 - Field Placement
- 492 and 493 - Students in Free Enterprise I and II

COMM 347 - Organizational Communication

ECON 311 - Intermediate Microeconomics

342 - Intermediate Economics Statistics

FACS 455 - Food Systems Management

PSYC 324 - Industrial/Organizational Psychology

***Required Supporting Courses for Management Concentration:***

- MATH 117 - Finite Mathematics
- or 147 - Calculus I

#### **B. Industrial Technology Management Concentration**

This program is part of an articulation agreement for students who have completed an Associate of Applied Science degree with a specialization in air-conditioning/refrigeration, automotive, computer-aided drafting, construction management, electrical technology, emergency management, or welding technology at Kankakee Community College. In addition to the required courses listed above, students must complete the following business courses at Olivet Nazarene University:

- BSNS 352 - Business Law II
- 367 - Organizational Behavior
- 425 - Advanced Computer Applications
- 450 - Small Business Management
- 468 - Human Resource Management
- 487 - Field Placement

General education courses to be taken at Olivet for the program include THEO 101, BLIT 303, and THEO 404. Other general education requirements are taken at Kankakee Community College as part of the articulation agreement.

***Recommended Supporting Courses for all Business Administration Majors:***

- CMIN 101 - Sharing our Faith
- ENGL 315 - Business/Technical Writing

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

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***47-53 hours***

***Required Courses:***

- BSNS 160 - Principles of Management
- 170 - Computer Applications in Business
- 241 - Business Statistics
- 253 - Principles of Marketing
- 270 - Principles of Finance
- 303 - Management Information Systems
- 351 - Business Law I
- 453 - Global Marketing
- 490 - Policy and Strategy
- 495 - Seminar in Leadership
- ACCT 110 - Financial Accounting
- 111 - Managerial Accounting
- ECON 110 - Principles of Economics
- 308 - Comparative Economic Systems
- 365 - International Trade and Finance

Plus participation in the International Business Institute, the Latin American Studies Program International Business Track, the China Studies Program International Business Track, or a foreign travel study program approved by the Department of Business.

***Required Supporting Courses for International Business Majors:***

- MATH 117 - Finite Mathematics
- or 147 - Calculus I
- PSCI 221 - Foundations of International Relations

A minor in a foreign language.

**Recommended Supporting Courses:**

CMIN 101 - Sharing our Faith

ENGL 315 - Business/Technical Writing

**The International Business Institute** is a cooperative overseas program in international economics and business that involves selected colleges in the Council for Christian Colleges and Universities. The Institute is designed to give students in Economics, Business, and related areas a distinctive opportunity for a term of study that incorporates the international dimension in these fields. The summer program is 10 weeks in length and includes several periods of significant residence in key locations as well as coordinated visits and presentations in the major political and economic centers of 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 ECON 308 - Comparative Economic Systems, ECON 365 - International Trade and Finance, BSNS 453 - Global Marketing, and BSNS 490 - Business Strategy. Program costs vary from year to year. Contact the Business Department for details.

Prerequisites for participation in the IBI include ECON 110 - Principles of Economics, ACCT 110 - Financial Accounting, BSNS 160 - Principles of Management, and BSNS 253 - Principles of Marketing. A minimum cumulative grade point average of 2.75, senior standing, and a satisfactory recommendation of Department of Business faculty are also required.

**The Latin American Studies Program**, sponsored by Council for Christian Colleges and Universities, is based in San Jose, Costa Rica. It is comprised of Spanish language study, course work in Latin history and culture, and topics dealing with international business. The program involves living with a Costa Rican family, participating in community activities, and travel through neighboring Central American countries.

Prerequisites for participation in the Latin American Studies Program include ECON 110, ACCT 110, ACCT 111, BSNS 160, BSNS 253, ECON 308, and ECON 365. For further information, contact the chair of the Department of Business. Sixteen credits are earned for participation in the Latin American Studies Program, six of which apply to the International Business major. The Latin American Studies Program is only offered during the fall semester.

**The China Studies Program** is also sponsored by the Council for Christian Colleges and Universities. It includes Chinese language study, coursework in Chinese history and culture, and topics dealing with international business.

Prerequisites for participation in the China Studies Program include ECON 110, ACCT 110, ACCT 111, BSNS 160, BSNS 253, ECON 308, and ECON 365. Sixteen credits are earned through the China Studies Program, six of which apply to the International Business major.

In the event that these off-campus experiences fail to materialize, students would need to complete equivalent courses by special arrangement with the Department of Business. Substitution of foreign travel study programs sponsored by other organizations would require advanced written approval of the Department of Business.

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**Business Information Systems Major, B.S.**

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**76 hours**

**Required Courses:**

BSNS 160 - Principles of Management

170 - Computer Applications in Business

241 - Business Statistics

253 - Principles of Marketing

270 - Principles of Finance

303 - Management Information Systems

310 - Systems Analysis & Design

351 - Business Law I

367 - Organizational Behavior

400 - Decision Support Systems

425 - Advanced Computer Applications

490 - Policy and Strategy

495 - Seminar in Leadership

ACCT 110 - Financial Accounting

CSIS 131 - Intro to Web Programming

245 - Database and Information Systems

251 - Principles of Programming I

255 - Systems Administration

326 - Network Administration & Theory

340 - Human Computer Interface

427 - Security Administration

436 - Project Management/Development

494 - Field Experience in Info. Systems

ECON 110 - Principles of Economics

**Required Supporting Courses:**

MATH 117 - Finite Mathematics

or 147 - Calculus I

**Recommended Supporting Courses:**

CMIN 101 - Sharing our Faith

PSYC 101 - Intro to Psychology

or SOCY 120 - Intro to Sociology

PSYC 323 - Human Diversity

324 - Industrial/Organizational Psychology

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**Marketing Major, B.S.**

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**55-63 hours**

**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

303 - Management Information Systems

## School of Professional Studies

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 315 - Federal Seminar

352 - Business Law II

356 - Retail Merchandising

450 - Small Business Management

487 - Field Placement

ECON 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 141 - Introduction to Journalism

272 - Writing for Radio and Audio Media

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

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## Economics/Finance Major, B.S.

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**60 hours**

**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

303 - Management Information Systems

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

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## Accounting Minor

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**17-18 hours**

**Required:**

ACCT 110 - Financial Accounting

111 - Managerial Accounting

255 - Intermediate Accounting

and six to seven additional hours of accounting courses.

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## Business Minor

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**22 hours**

**Required:**

ACCT 110 - Financial Accounting

BSNS 160 - Principles of Management

170 - Computer Applications in Business

ECON 110 - Principles of Economics

And nine hours of business electives

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### Economics Minor

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**15 hours**

**Required:**

ECON 110 - Principles of Economics  
     311 - Intermediate Microeconomics  
     312 - Intermediate Macroeconomics  
 And six hours of upper-division Economics

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### Finance Minor

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**19 hours**

**Required:**

BSNS 241 - Business Statistics  
     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

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### Management Minor

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**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

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### Marketing Minor

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**18 hours**

**Required:**

BSNS 170 - Computer Applications  
     253 - Principles of Marketing  
     356 - Retail Merchandising  
     394 - Marketing Management  
     457 - Advertising and Promotions  
     390 - Salesmanship  
     or 453 - Global Marketing

**To be supported by the following:**

MATH 117 - Finite Mathematics

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### Associate of Applied Science - Business Major

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**25 hours**

**Required:**

ACCT 110 - Financial Accounting  
 BSNS 160 - Principles of Management  
     170 - Computer Applications in Business  
     241 - Business Statistics  
     253 - Principles of Marketing  
     270 - Principles of Finance  
     487 - Field Placement (3 hours)  
 ECON 110 - Principles of Economics

**Plus completion of the Associate of Applied Science General Education requirements as noted in Chapter 2.**

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### Typical Program for a Student Majoring in Business

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*Courses will vary according to the major selected.*

**Freshman Year**

Principles of Management  
 Finite Math or Calculus  
 Principles of Economics  
 College Writing I  
 Christian Formation  
 Wellness or Nutrition  
 Fundamentals of Communication  
 Computer Applications in Business  
 Accounting (Accounting majors)

**Sophomore Year**

Accounting  
 Principles of Marketing  
 Principles of Finance  
 Business Statistics  
 College Writing II  
 Christian Scriptures I  
 Studies in Literature  
 Introduction to Fine Arts  
 Western Civilization

## Department of Communication

### Faculty

JAY MARTINSON (1993)

*Chair, Department of Communication; Professor of Communication*

B.A., 1986, Olivet Nazarene University

M.S., 1990, University of Illinois

Ph.D., 1993, University of Illinois

ELIZABETH PATRICK-TRIPPEL (1994)

*Professor of Communication*

B.A., 1986, Trevecca Nazarene University

M.A., 1987, Auburn University

Ed.D., 2004, Nova Southeastern University

MARK BISHOP (2001)

*Associate Professor of Communication*

B.A., 1993, Olivet Nazarene University

Broadcast Meteorology Certification, 1999, Mississippi State University

M.A., 2004, Governors State University

JERALD D. COHAGAN (2002)

*Associate Professor of Communication*

B.A., 1979, Northwest Nazarene University

M.A., 2007, Central Washington University

GREGG CHENOWETH (2002)

*Vice President for Academic Affairs; Professor of Communication*

B.A., 1990, Olivet Nazarene University

M.A., 1993, Northern Illinois University

Ph.D., 2003, Wayne State University

CARL FLETCHER (2007)

*Assistant Professor of Communication*

B.A., 1992, Olivet Nazarene University

M.A., 1999, Olivet Nazarene University

EMILY LAMB-NORMAND (2007)

*Assistant Professor of Communication*

B.A., 2000, Millikin University

M.S., 2002, Illinois State University

Doctoral Studies, University of Nebraska-Lincoln

THALYTA SWANEPOEL (2009)

*Associate Professor of Communication*

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

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

Doctoral Studies, North-West University, South Africa

Communication plays a complex and profound role in shaping both individuals and society. This department seeks to promote an understanding of this process and an appreciation of both the art and science of communication. To this end, the department seeks to provide (1) an academic experience which teaches effective communication 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.

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## Communication Studies Major, B.A.

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### 36 hours

#### Required:

COMM 102 - Performance Studies

103 - Interpersonal Communication

200 - Introduction to Communication Studies

221 - Mass Media and Society

300 - Service Learning

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.**

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## Communication Studies Major, B.S.

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### 50-51 hours

#### Required:

COMM 102 - Performance Studies

103 - Interpersonal Communication

200 - Introduction to Communication Studies

221 - Mass Media and Society

300 - Service Learning

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 141 - 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)  
 320 - Directing  
 364 - Dramatic Literature/History  
 399 - Topics: Theatre  
 LIT 318 - Shakespeare

#### **Recommended supporting courses:**

Elementary Foreign Language I, II

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## **Mass Communication Major, B.S.**

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### **40-59 hours**

#### **Required:**

COMM 103 - Interpersonal Communication  
 or 233 - Small Group Communication  
 200 - Introduction to Communication Studies  
 221 - Mass Media and Society  
 300 - Service Learning  
 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 13 - 15 hours selected from the following:**

ART 275 - Photoshop  
 COMM 141 - Introduction to Journalism  
 171 - Fundamentals of Broadcasting/Begin Announcing  
 175 - Non-linear Editing  
 272 - Writing for Radio and Audio Media  
 280 - Writing for TV  
 466 - Internship (three hours)

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 - Non-linear Editing  
 260 - Film Studies  
 290 - Basic Video Production  
 380 - Documentary Production

#### **And six hours selected from the following:**

ART 172 - Introduction to Photography

COMM 110 - Introduction to Acting  
 120 - Introduction to Theatre  
 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

Plus Los Angeles Film Study Program

\*Note: a cumulative grade point average of at least 2.75 is required for admission to the Film Studies concentration. Acceptance into the Los Angeles Film Studies Program is not guaranteed, but is determined by program directors. COMM 466 is satisfied by completion of the Film Studies Program.

#### **Recommended supporting courses:**

Elementary Foreign Language I, II

### **B. Radio Concentration**

COMM 171 - Fundamentals of Broadcasting/Beg Announcing  
 272 - Writing for Radio and Audio Media  
 273 - Beginning Audio Production  
 374 - News and Interviewing for Audio Media  
 375 - Radio Programming/Advanced Announcing  
 466 - Broadcast Internship (three additional hours)  
 476 - Broadcast Management

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

BSNS 253 - Principles of Marketing  
 390 - Salesmanship

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

ART 275 - Photoshop  
 COMM 175 - Non-linear 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 five - six hours selected from the following:**

ART 200 - Introduction to Graphics  
 COMM 141 - Introduction to Journalism  
 243 - Beat Journalism  
 295 - Investigative Reporting  
 380 - Documentary Production  
 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

COMM 141 - Introduction to Journalism

171 - Fundamentals of Radio/Begin Announcing

175 - Non-Linear Editing

272 - Writing for Radio and Audio Media

273 - Beginning Audio Production

290 - Basic Video Production

345 - Online Journalism

372 - Remote TV Production & Editing

ENGL 330 - Visual Literacy

**Recommended supporting courses:**

Elementary Foreign Language I, II

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**Journalism Major, B.S.**

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**50 hours**

**Required:**

COMM 141 - Introduction to Journalism

200 - Intro to Communication Studies

221 - Mass Media and Society

242 - College Publications (two hours)

243 - Beat Journalism

295 - Investigative Reporting

300 - Service Learning

305 - Professional Communication

344 - Journalism Layout and Design

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 (six 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

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**Theatre Minor**

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**20 hours**

**Required:**

COMM 102 - Performance Studies

110 - Introduction to Acting

120 - Introduction to Theatre

198 - Theatre Practicum (1 hour)

320 - Directing

364 - Dramatic Literature/History

398 - Theatre Practicum (1 hour)

399 - Topics in Theatre

or LIT 318 - Shakespeare

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**Communication Studies Minor**

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**15 hours**

**Required:**

COMM 102 - Performance Studies

103 - Interpersonal Communication

or 233 - Small Group Communication

221 - Mass Media and Society

342 - Persuasion and Media Influence

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

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**Mass Communication Minor**

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**15 hours**

**Required:**

COMM 103 - Interpersonal Communication

or 233 - Small Group Communication

221 - Mass Media and Society

459 - Media Theory

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

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**Communication Teaching Minor**

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**24 hours**

As approved by the department chair. The student must include coursework from at least three of the following areas: Public Speaking, Interpersonal Communication, Oral Interpretation, and Small-Group Communication.

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**Typical Courses Recommended for Communication Majors**

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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  
Introduction to Journalism  
Fundamentals of Radio/Beginning Announcing  
Non-linear Editing

**Sophomore Year**

Mass Media and Society  
Foreign Language  
Interpersonal Communication  
Introduction to Theatre  
Creative Writing  
College Writing II  
Service Learning  
Performance Studies

## Department of Computer Science

### Faculty

CATHERINE BAREISS (1987)

*Professor of Computer Science; Chair Department of Computer Science*

B.A., 1985, Indiana Wesleyan University

M.S., 1987, Purdue University

Ph.D., 1995, Illinois Institute of Technology

LARRY D. VAIL (1981)

*Professor of Computer Science*

B.A., 1978, Olivet Nazarene University

M.C.S., 1985 University of Illinois

Ph.D., 1997, Nova Southeastern University

The Department of Computer Science at Olivet Nazarene University exists to prepare students for a life of learning and for professional careers in computer science and information systems. We strongly support the institution's commitment to liberal arts education as the best way to learn throughout life. We seek to teach current technology and software practices for successful entry to professional careers or graduate study. We strive to build Christian character and values in our students that will guide them through ethical dilemmas and help them to ultimately shape the values of their chosen profession.

The department offers B.A. and B.S. degrees in Computer Science and Information Systems. B.A. degrees require fewer hours in the department but recommend a minor or second major to provide breadth and a related application area. B.S. degrees require more hours in the department for increased depth and technical focus within computing. Computer Science degrees are designed for those who plan to design, develop, or maintain computer system software. Information Systems degrees are for those who plan to develop and manage computer information systems in government, business, industry, or other organizations. For graduation, students majoring in any of the four degrees are required to attain a 2.0 grade point average in departmental courses.

The Computer Science Department, in cooperation with the Engineering Department, offers an interdepartmental B.S. degree in Computer Engineering. In addition, the Associate of Applied Science in Information Technology is available. Minors in Computer Science, Information Systems, and Information Technology also provide a range of options to support a variety of student goals. Another option is the B.S. in Business Administration with a concentration in Management Information Systems found in the Business Department. Education

students should also investigate the education endorsements in programming and technology found in the School of Education.

Computer Science faculty offices and computer labs are located in Weber Center. The labs are an integral part of the campus network ONUnet, which provides access to campus and departmental servers, and the Internet. Campus housing is also connected to ONUnet services. Department memberships in the Oracle Academy (OA) and Microsoft Developers Network Academic Alliance (MSDNAA) provide opportunities for student access to leading industry software. Students may participate in scholarly activities sponsored by the Association for Computing Machinery (ACM), the Consortium for Computing Sciences in Colleges (CCSC), and the Association of Colleges in the Chicago Area (ACCA).

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### Computer Science Major, B.A.

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#### 40 hours

#### Required:

CSIS 110 - Introduction to Computer Science

104 - Seminar I

245 - Database and Information Systems

251 - Principles of Programming I

304 - Seminar II

326 - Network Administration and Theory

404 - Senior Seminar

#### Plus additional required Computer Science courses:

CSIS 210 - Discrete Mathematics

252 - Principles of Programming II

366 - Computer Organization and Design

381 - Systems Programming

457 - Software Engineering

460 - Operating Systems

or 475 - Theory of Computation

Plus 3 additional CSIS hours, excluding CSIS 112

#### Required Supporting Courses:

MATH 147 - Calculus I

MATH 241 - Statistics

#### Recommended supporting courses - one or more of the following:

ENGL 315 - Business and Technical Writing

BSNS 367 - Organizational Behavior

COMM 347 - Organizational Communication

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

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### Computer Science Major, B.S.

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#### 49 hours

#### Required:

CSIS 110 - Introduction to Computer Science

104 - Seminar I

245 - Database and Information Systems

251 - Principles of Programming I

304 - Seminar II

326 - Network Administration and Theory  
404 - Senior Seminar

**Plus additional required Computer Science courses:**

CSIS 210 - Discrete Mathematics  
252 - Principles of Programming-II  
255 - Systems Administration  
366 - Computer Organization and Design  
381 - Systems Programming  
457 - Software Engineering  
460 - Operating Systems  
475 - Theory of Computation  
491 - Research Problems

Plus 3 additional CSIS hours, excluding CSIS 112

**Required Supporting Courses:**

ENGN 270 - Digital Systems  
MATH 147 - Calculus I  
241 - Statistics  
351 - Linear Algebra

Plus one of the following Physical Sciences:

CHEM 101 - Intro to Chemistry  
103 - General Chemistry I  
PHYS 121 - College Physics I  
201 - General Physics I

**Recommended supporting courses -- one or more of the following:**

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

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**Information Systems Major, B.A.**

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**39 hours**

**Required:**

CSIS 110 - Introduction to Computer Science  
104 - Seminar I  
245 - Database and Information Systems  
251 - Principles of Programming I  
304 - Seminar II  
326 - Network Administration and Theory  
404 - Senior Seminar

**Plus additional required Computer Science courses:**

CSIS 131 - Introduction to Web Programming  
255 - System Administration  
303 - Management Information Systems  
310 - Systems Analysis and Design  
340 - Human Computer Interface  
436 - Project Management

Plus 3 additional CSIS hours, excluding CSIS 112

**Required Supporting Courses:**

MATH 117 - Finite Math  
or 147 - Calculus I

241 - Statistics  
or BSNS 241 Business Statistics

**Plus one of the following:**

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

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

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**Information Systems Major, B.S.**

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**48 hours**

**Required:**

CSIS 110 - Introduction to Computer Science  
104 - Seminar I  
245 - Database and Information Systems  
251 - Principles of Programming I  
304 - Seminar II  
326 - Network Administration and Theory  
404 - Senior Seminar

**Plus additional required Computer Science courses:**

CSIS 131 - Introduction to Web Programming  
252 - Principles of Programming II  
255 - System Administration  
303 - Management Information Systems  
310 - Systems Analysis and Design  
340 - Human Computer Interface  
436 - Project Management  
445 - Advanced Databases and Administration  
494 - Field Experience in Information Systems

Plus 3 additional CSIS hours, excluding CSIS 112

**Required Supporting Courses:**

ACCT 110 - Financial Accounting  
BSNS 160 - Principles of Management  
MATH 117 - Finite Math  
or 147 - Calculus I  
MATH 241 - Statistics  
or BSNS 241 Business Statistics  
PSYC 323 - Human Diversity  
or 324 - Industrial/Organizational Psychology

**Plus one of the following:**

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

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

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**53 hours**

**Required:**

CSIS 251 - Principles of Programming I  
 252 - Principles of Programming II  
 326 - Network Administration and Theory  
 366 - Computer Organization and Design  
 381 - Systems Programming  
 457 - Software Engineering  
 460 - Operating Systems

ENGN 101 - Engineering Design I  
 102 - Engineering Design II  
 270 - Digital Systems  
 300 - Electric Circuit Analysis  
 310 - Circuits and Signal Processing  
 335 - Technical Communication and Experimental Design  
 340 - Digital Electronic Circuits  
 481 - Senior Project Design I  
 482 - Senior Project Design II

*Plus one of the following:*

ENGN 311 - Communication Systems  
 346 - Analog Electronics

**Required Supporting Courses:**

MATH 147 - Calculus I  
 148 - Calculus II  
 241 - Statistics  
 357 - Differential Equations  
 361 - Calculus III

PHYS 201 - General Physics I  
 202 - General Physics II

*Plus*

CSIS 210 - Discrete Mathematics  
 or MATH 351 - Linear Algebra and 354 - Numerical Analysis

**Recommended Supporting Courses:**

ENGN 250 - Engineering Economics  
 CSIS 245 - Database and Information Systems

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**Computer Science Minor**

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**20 ½ hours**

**Required:**

CSIS 110 - Introduction to Computer Science  
 104 - Seminar I  
 251 - Principles of Programming I  
 252 - Principles of Programming II

And an additional 9 CSIS hours

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**Information Systems Minor**

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**22 ½ hours**

**Required:**

CSIS 110 - Introduction to Computer Science

112 - Technology Today  
 131 - Introduction to Web Programming  
 201 - Seminar I  
 245 - Database and Information Systems  
 310 - Systems Analysis and Design  
 340 - Human Computer Interface  
 436 - Project Management and Development

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**Information Technology Minor**

---

**22 ½ hours**

**Required:**

CSIS 110 - Introduction to Computer Science  
 112 - Technology Today  
 131 - Introduction to Web Programming  
 201 - Seminar I  
 255 - System Administration  
 310 - Systems Analysis and Design  
 326 - Network Administration and Theory  
 427 - Security Administration

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**Associate of Applied Science - Information Technology Major**

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**25½ - 28½ hours**

**Required:**

CSIS 110 - Introduction to Computer Science  
 112 - Technology Today  
 131 - Introduction to Web Programming  
 104 - Seminar I  
 255 - System Administration  
 310 - Systems Analysis and Design  
 494 - Field Experience in Info Systems (3 hours)

Plus one of the following:

CSIS 245 - Database Management and Information Systems  
 251 - Principles of Programming I  
 326 - Network Administration

And one of the following (without repeating above selection):

CSIS 245 - Database Management and Information Systems  
 251 - Principles of Programming I  
 326 - Network Administration  
 303 - Management Information Systems

BSNS 170 - Computer Applications in Business  
 and BSNS 425 - Advanced Computer Applications

**Plus completion of the Associate of Applied Science General Education requirements as noted in Chapter 2.**

## Department of Engineering

### Faculty

MICHAEL R. MORGAN (1997)

*Associate Professor of Engineering; Interim Chair, Department of Engineering*

B.S., 1981, Kansas State University

M.S., 1982, Kansas State University

Washington University, St. Louis

IVOR G. NEWSHAM (1972)

*Interim Dean, School of Professional Studies; Professor of Physics*

B.A., 1968 Northwest Nazarene University

Ph.D., 1972, Washington State University

JOSEPH SCHROEDER (2001)

*Professor of Engineering*

B.S., 1991, University of Illinois

M.S., 1994, Michigan State University

Ph.D., 2006, Michigan State University

RODNEY KORTHALS (2003)

*Associate Professor of Engineering*

B.S., 1984, South Dakota State University

M.S., 1987, University of Illinois at Urbana-Champaign

Ph.D., 1991, University of Illinois at Urbana-Champaign

ROBERT ALLEN (2008)

*Instructor of Engineering*

B.A., 1971, Olivet Nazarene University

M.S., 1978, University of Illinois

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

Ph.D., 2001, Illinois Institute of Technology

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. The Bachelor of Science degree program in Engineering with a Mechanical or Electrical concentration is accredited by the Engineering Accreditation Commission of the American Board of Engineering and Technology (ABET).

### Long-Term Program Education Objectives:

- Our graduates will possess a solid Christian character and will seek ways to serve and influence their families, churches, businesses, and communities.
- Our graduates will accept employment in a wide variety of engineering and professional assignments and will demonstrate life-long learning.
- Our graduates will be able to determine the underlying needs or root causes of problems and will be able to formulate problem statements aimed at solving them.
- Our graduates will apply basic engineering sciences and technology to solve problems and to design engineering solutions for assigned challenges in industry and society.
- Our graduates will demonstrate competence when writing for and presenting to clients, corporate management, and the public.

Our graduates will support the future improvement of the program in a variety of formal and informal ways including student referrals, campus visits to speak to students, equipment or money gifts, and/or periodic evaluation.

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### Engineering Program Outcomes

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*The B.S. graduate in Engineering should have:*

1. An ability to apply knowledge of mathematics, science, and engineering
2. An ability to design and conduct experiments, as well as to analyze and interpret data
3. An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability
4. An ability to function on multi-disciplinary teams
5. An ability to identify, formulate, and solve engineering problems
6. An understanding of professional and ethical responsibility
7. An ability to communicate effectively
8. The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context
9. A recognition of the need for, and an ability to engage in life-long learning
10. A knowledge of contemporary issues
11. An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.
12. A solid Christian character expressed in service to church, campus, and community

### Admission to Senior Design Project:

Students should complete application for the Senior Design Project by March 1 of the semester prior to the school year in which they expect to complete a senior design project. Prerequisites to the Senior Design Project involve the submission of a written plan for the completion of all coursework by May or December of the following year, a 2.0 overall GPA, and the approval of the Engineering faculty.

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### Engineering Major, B.S.

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**60 hours**

#### **Required:**

ENGN 101 - Engineering Design I

102 - Engineering Design II

170 - Logic and Computational Engineering

250 - Engineering Economics

261 - Statics and Mechanics of Materials

262 - Dynamics

270 - Digital Systems

300 - Electric Circuit Analysis

335 - Technical Communication and Experimental Design

## School of Professional Studies

351 - Material Science  
371 - Automatic Controls  
380 - Thermodynamics  
420 - Fluid Mechanics  
481 - Senior Project Design I  
482 - Senior Project Design II

**And one of the following concentrations:**

### A. Mechanical

ENGN 353 - Vibration Analysis  
356 - Computer Aided Engineering  
385 - Heat Transfer  
412 - Machine Synthesis

### B. Electrical

ENGN 310 - Circuits and Signal Processing  
311 - Communications Systems  
340 - Digital Electronic Circuits  
346 - Analog Electronics

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

CHEM 103 - General Chemistry I  
MATH 147 - Calculus I  
148 - Calculus II  
241 - Statistics  
357 - Differential Equations  
361 - Calculus III  
PHYS 201 - General Physics I  
202 - General Physics II

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## Computer Engineering Major, B.S.

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**53 hours**

#### **Required:**

CSIS 251 - Principles of Programming I  
252 - Principles of Programming II  
326 - Network Administration and Theory  
366 - Computer Organization and Design  
381 - Systems Programming  
457 - Software Engineering  
460 - Operating Systems  
ENGN 101 - Engineering Design I  
102 - Engineering Design II  
270 - Digital Systems  
300 - Electric Circuit Analysis  
310 - Circuits and Signal Processing  
335 - Technical Communication and Experimental Design  
340 - Digital Electronic Circuits  
481 - Senior Project Design I  
482 - Senior Project Design II

*Plus one of the following:*

ENGN 311 - Communication Systems

346 - Analog Electronics

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

MATH 147 - Calculus I  
148 - Calculus II  
241 - Statistics  
357 - Differential Equations  
361 - Calculus III  
PHYS 201 - General Physics I  
202 - General Physics II

*Plus*

CSIS 210 - Discrete Mathematics  
or MATH 351 - Linear Algebra and 354 - Numerical Analysis

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

ENGN 250 - Engineering Economics  
CSIS 245 - Database and Information Systems

---

## Geological Engineering Major, B.S.

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**52 hours**

#### **Required:**

GEOL 105 - Physical and Historical Geology  
302 - Earth Materials  
321 - Geomorphology and Earth Hazards  
330 - Hydrogeology  
340 - Global Natural Resources  
360 - Geographic Information Systems and  
Global Positioning Systems  
362 - Sedimentology and Stratigraphy  
366 - Structural Geology and Field Methods  
395 - Applied Geophysics  
ENGN 170 - Logic and Computational Engineering  
250 - Engineering Economics  
261 - Statics and Mechanics of Materials  
262 - Dynamics  
335 - Technical Communication and Experimental Design  
420 - Fluid Mechanics  
481 - Senior Project Design I  
482 - Senior Project Design II

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

CHEM 103 - General Chemistry I  
104 - General Chemistry II  
MATH 147 - Calculus I  
148 - Calculus II  
241 - Statistics  
357 - Differential Equations  
361 - Calculus III  
PHYS 201 - General Physics I  
202 - General Physics II

## Department of Exercise and Sports Science

### Faculty

SCOTT ARMSTRONG (2007)

*Professor; Chair, Department of Exercise and Sports Science;  
Associate Athletic Director*

B.A., 1973, Malone College

M.Ed., 1985, Ashland University

Ph.D, 1992, Kent State University

RALPH HODGE (1979)

*Assistant Professor of Exercise and Sports Science*

B.A., 1976, Olivet Nazarene University

M.A.E., 1996, Olivet Nazarene University

RITCHIE RICHARDSON (1991)

*Assistant Professor of Exercise and Sports Science*

B.A., 1984, Lincoln Memorial University

M.A.T., 1992, Olivet Nazarene University

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

WILLIAM BAHR (1999)

*Assistant Professor of Exercise and Sports Science*

B.S., 1996, Olivet Nazarene University

M.B.A., 2002, Olivet Nazarene University

GARY NEWSOME (2000)

*Assistant Professor of Exercise and Sports Science; Director of  
Athletics*

B.S., 1974, Olivet Nazarene University

M.S., 1982, Chicago State University

BRIAN HYMA (2001)

*Assistant Professor of Exercise and Sports Science; Director of  
Athletic Training Education Program*

B.S., 1993, Liberty University

M.A., 1999, Western Michigan University

NATHAN BROWN (2007)

*Assistant Professor of Exercise and Sports Science*

B.A., 2000, Mid America Nazarene University

M.A.T., 2003, Olivet Nazarene University

M.B.A., 2007, Olivet Nazarene University

APRIL KAMBA (2007)

*Assistant Professor of Exercise and Sports Science, Athletic Training  
Clinical Coordinator*

B.S., 2001, Eastern Illinois University

M.S., 2002, Eastern Illinois University

J. TODD REID (2007)

*Assistant Professor of Exercise and Sports Science*

B.S., 1993, Mount Vernon Nazarene University

M.S., 1996, United States Sports Academy

AARON THOMPSON (2009)

*Assistant Professor of Exercise and Sports Science*

B.S., 1997, Olivet Nazarene University

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

DON LEE (2009)

*Instructor of Exercise and Sports Science*

B.S., 1995, Olivet Nazarene University

MICHAEL McDOWELL (2009)

*Assistant Professor of Exercise and Sports Science*

B.S., 1980, University of Iowa

M.O.L., 2009, Olivet Nazarene University

### Athletics Staff

TIM ANNIS, M.A., Certified Athletic Trainer

NICHOLAS BIRKEY, B.S.

OBIE COOMER, Ed.S.

JUSTIN CREW, M.O.L.

WILLIAM GEASA, JR., M.A., Certified Athletic Trainer

AMANDA JENSEN, M.A.E.

CHARLES STEPHEN WILT, M.S.

The Department of Exercise and Sports Science seeks to prepare the student to teach physical education and health in the public schools, pursue graduate studies in physical therapy or exercise physiology, seek a career as a certified athletic trainer, a career in the sport management or recreation related fields. The diverse curricular offerings of the department, integrated with several supporting courses from other disciplines, give the student a solid foundation for a career in the exercise and sports science profession. Striving to enhance Christian values and character provides our majors a quality education with a Christian perspective.

Internships are designed to extend the student's learning experience by working in an organization that is appropriate for the student's career interest. Internships require the approval of the department head and students are under the direct supervision of a member of the Department of Exercise and Sports Science. Completion of all core requirements and senior standing are required for internship placement. All Exercise and Sports Science majors and minors must obtain a grade of "C-" or above in all Physical Education and/or Exercise and Sports Science courses to meet the requirements for graduation. For more detailed information on programs and career opportunities, contact the Chair of the Exercise and Sports Science Department.

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### Exercise Science Major, B.S.

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#### 33 hours

#### Required:

PHED 126 - Nutrition, Health, and Fitness

228 - Principles of Weight Training and Conditioning

246 - Human Anatomy and Physiology I

247 - Human Anatomy and Physiology II

360 - Physiology of Exercise

EXSS 147 - Introduction to Athletic Training  
 241 - First Aid  
 429 - Personal Training  
 425 - Fitness Assessment and Exercise Prescription  
 430 - Internship  
 472 - Kinesiology

**Required Supporting Courses:**

BIOL 125 - General Biology I  
 126 - General Biology II  
 CHEM 103 - General Chemistry I  
 104 - General Chemistry II  
 FACS 331 - Topics in Nutrition (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, B.S.**

---

**58 hours**

**Required:**

PHED 126 - Nutrition, Health, and Fitness  
 169 - Survey Anatomy/Physiology  
 210 - Teaching Rhythms and Aerobics  
 211 - Teaching Basic Aquatic Skills  
 219 - Theory of Coaching  
 241 - First Aid and Emergency Care  
 242 - Foundation of Health Education  
 243 - Personal and Community Health  
 260 - Individual Sports Skills  
 270 - Team Sports Skills  
 274 - Outdoor Education  
 305 - Human Sexuality  
 310 - Curriculum Design in Physical Education  
 315 - Drug/Chemical Use and Abuse  
 325 - School Health Programs  
 352 - Assessment and Evaluation of Physical Education  
 360 - Physiology of Exercise  
 367 - Elementary PE Methods  
 370 - Adaptive Physical Education  
 375 - Community Health Programs  
 410 - Curriculum and Evaluation in Health Education  
 472 - Kinesiology

**Required Supporting Course:**

EDUC 214 - Early Adolescent Development

**Recommended Electives:**

PHED 221 - Coaching Basketball  
 222 - Coaching Track and Field  
 223 - Coaching Baseball/Softball  
 224 - Coaching Football  
 227 - Teams Sports Officiating  
 228 - Principles of Weight Training and Conditioning  
 231 - Coaching Volleyball  
 232 - Coaching Soccer  
 EDUC 325 - Classroom Management

**Plus completion of the required professional education and general education courses prescribed by the School of Education for teacher education programs.**

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**Athletic Training Major, B.S.**

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**57 hours**

**Required:**

PHED 126 - Nutrition in Health/Fitness  
 190 - Wellness  
 246 - Human Anatomy and Physiology I  
 247 - Human Anatomy and Physiology II  
 360 - Exercise Physiology  
 EXSS 147 - Introduction to Athletic Training  
 183 - Preventing Athletic Injuries  
 205 - Therapeutic Modalities  
 215 - Lower Extremity Joint Assessment  
 241 - First Aid and Emergency Care  
 275 - Upper Extremity Joint Assessment  
 280 - Athletic Training Clinical I  
 281 - Athletic Training Clinical II  
 320 - Sports Psychology  
 349 - Organization and Administration of Athletic Training  
 362 - General Medical Conditions  
 372 - Therapeutic Exercise and Rehabilitation  
 380 - Athletic Training Clinical III  
 381 - Athletic Training Clinical IV  
 472 - Kinesiology  
 480 - Athletic Training Clinical V  
 481 - Athletic Training Clinical VI  
 495 - Senior Seminar in Athletic Training

**Required Supporting Courses:**

BIOL 211 - Medical Terminology  
 PSYC 101 - Intro to Psychology  
 212 - Adolescent and Adult Development

**Recommended Supporting Courses:**

FACS 331 - Topics in Nutrition (six hours)  
 PSYC 331 - Basic Research & Statistics

The Athletic Training Education Program (ATEP) is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). All Athletic Training major graduates are eligible to sit for the National



Athletic Trainers' Association Board of Certification examination as a curriculum candidate.

Students pursuing an Athletic Training major will submit a formal application for admission into the athletic training education program during the spring semester of their freshman year. Transfer students shall be required to complete an advanced placement application and be held to the same admission requirements. All transferred courses and credits must be approved by the Registrar, department chair, and program director. A complete list of admission criteria for traditional and transfer students for the Athletic Training Education Program can be viewed on the program website at [http://academics.olivet.edu/athletic\\_training/about](http://academics.olivet.edu/athletic_training/about).

The Athletic Training curriculum utilizes a learning-over-time model and is based on educational competencies developed by the National Athletic Trainers' Association Education Council. Included in the model are a sequencing of formal courses and clinical rotations. Once admitted, students will participate in a variety of athletic training clinical experiences with Olivet athletics, area medical practitioners, rehabilitation clinics, and local high schools. Prior to clinical rotations, students are required to update their ATEP annual physicals, blood-borne pathogen training, TB vaccination, CPR/AED certification, and a signed consent or waiver for Hepatitis B vaccination. Transportation to all clinical affiliate rotations is the responsibility of the student. Clinical rotations are demanding and require a minimum of 100 hours every semester. Students with simultaneous non-academic obligations of employment or intercollegiate athletics must petition to the program director for permission to do so.

Students seeking athletic training state licensure or certification following graduation are encouraged to complete individual state application criteria not included in the ATEP curricular requirements. For further information, contact the program director or refer to the program website at [http://academics.olivet.edu/athletic\\_training](http://academics.olivet.edu/athletic_training).

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## Sport Management Major, B.S.

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**35 hours**

**Required:**

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

**Required Supporting Courses:**

ACCT 110 - Financial Accounting  
 ART 200 - Intro to Graphics  
 275 - Photoshop  
 BSNS 160 - Principles of Management  
 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

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## Recreation and Leisure Studies Major, B.S.

---

**52 hours**

**Required:**

PHED 126 - Nutrition, Health and Fitness  
 210 - Teaching Rhythms and Aerobics  
 211 - Teaching Aquatics Skills  
 241 - First Aid and Emergency Care  
 260 - Individual Sports Skills  
 270 - Team Sports Skills  
 274 - Outdoor Education  
 315 - Drug/Chemical Use and Abuse  
 370 - Adaptive Physical Education  
 EXSS 129 - Principles of Sport Management  
 210 - Intro to Recreation and Leisure  
 229 - Recreation Sports Management  
 300 - Promoting and Marketing of Athletics  
 320 - Sports Psychology  
 350 - Sports Law  
 450 - Sports Facility Planning and Management  
 471 - Organization and Administration of Athletics  
 496 - Practicum in Athletics/Coaching/Recreation (3 hours)

**Required Supporting Courses:**

ART 200 - Intro to Graphics  
 275 - Photoshop  
 BSNS 170 - Computer Applications in Business  
 253 - Principles of Marketing

---

## Physical Education Teaching Minor

---

**25 hours**

**Required:**

PHED 169 - Survey of Anatomy/Physiology  
 210 - Teaching Rhythms and Aerobics  
 211 - Teaching Basic Aquatic Skills  
 260 - Individual Sports Skills  
 270 - Team Sports Skills  
 310 - Curriculum Design in Physical Education  
 352 - Assessment and Evaluation in Physical Education  
 360 - Physiology of Exercise  
 472 - Kinesiology

**To be supported by the following:**

EDUC 385 - Methods for Middle/Secondary Schools

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### Health Education Teaching Minor

---

**24 hours**

**Required:**

PHED 126 - Nutrition, Health, and Fitness  
 241 - First Aid and Emergency Care  
 242 - Foundation of Health Education  
 243 - Personal and Community Health  
 305 - Human Sexuality  
 315 - Drug/Chemical Use and Abuse  
 325 - School Health Programs  
 375 - Community Health Programs  
 410 - Curriculum and Evaluation in Health Education

---

### Exercise Science Minor

---

**26 hours**

**Required:**

PHED 126 - Nutrition, Health, and Fitness  
 228 - Principles of Weight Training/Conditioning  
 246 - Human Anatomy and Physiology I  
 247 - Human Anatomy and Physiology II  
 360 - Physiology of Exercise  
 EXSS 425 - Fitness Assessment and Exercise Prescription  
 430 - Internship in Exercise Science  
 472 - Kinesiology

**Recommended Supporting Course:**

FACS 331 - Topics in Nutrition

---

### Sport Management Minor

---

**22 hours**

**Required:**

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

---

### Athletic Coaching Minor

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**30 hours**

This is an approved IHSA program for ACEP accreditation.

**Required:**

PHED 169 - Survey of Anatomy/Physiology  
 228 - Principles of Weight Training and Conditioning  
 241 - First Aid and Emergency Care

472 - Kinesiology  
 EXSS 129 - Principles of Sport Management  
 147 - Introduction to Athletic Training  
 320 - Sports Psychology  
 471 - Organization and Administration of Athletics  
 496 - Practicum in Athletics, Coaching, or Recreation (3 hours)

**Plus four additional hours selected from the following:**

PHED 219 - Theory of Coaching  
 221 - Coaching Basketball  
 222 - Coaching Track and Field  
 223 - Coaching Baseball/Softball  
 224 - Coaching Football  
 231 - Coaching Volleyball  
 232 - Coaching Soccer

---

### Associate of Applied Science - Recreation Administration Major

---

**24 hours**

**Required:**

EXSS 129 - Principles of Sport Management  
 210 - Intro to Recreation/Leisure  
 229 - Recreation Sports Management  
 300 - Promoting/Marketing of Athletics  
 496 - Practicum in Recreation  
 BSNS 170 - Computer Applications in Business  
 253 - Principles of Marketing  
 PHED 274 - Outdoor Education

**Plus completion of the Associate of Applied Science General Education requirements as noted in Chapter 2.**

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### Typical Courses for Students Majoring in Exercise and Sports Science Programs

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**Freshman Year**

Wellness  
 College Writing I  
 Christian Formation  
 Introduction to Fine Arts  
 Nutrition, Health, and Fitness  
 First Aid/Emergency Care  
 Sport Management  
 Mathematics  
 Athletic Training  
 Historical/Philosophical Foundations of Education

**Sophomore Year**

Anatomy and Physiology  
 Educational Psychology  
 Individual Sports Skills  
 Team Sports Skills

Literature  
College Writing II  
Foundations of Health Education  
Personal and Community Health  
Teaching Rhythms and Aerobics  
Recommended courses vary by major

## Department of Family and Consumer Sciences

### Faculty

DIANE RICHARDSON (1985)

*Professor of Family and Consumer Sciences; Chair, Department of Family and Consumer Sciences.*

B.S., 1973, Olivet Nazarene University

M.A.E., 1985, Olivet Nazarene University

Ed.D., 2000, Nova Southeastern University

CATHERINE ANSTROM (2000)

*Associate 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

Doctoral Study, Capella University

Registered and Licensed Dietitian

HEATHER GIBBS (2005)

*Assistant Professor of Family and Consumer Sciences*

B.S., 1999, Olivet Nazarene University

M.S., 2003, University of Kansas

Registered and Licensed Dietitian

The Department of Family and Consumer Sciences offers several majors. These include Dietetics, Child Development, Fashion Merchandising, Housing and Environmental Design, Family and Consumer Sciences, and Family and Consumer Sciences Education.

Each area of specialization prepares graduates to pursue professional careers in family and consumer sciences in such fields as education, business, extension services, research, kitchen and bath design, social welfare, public health, international service, and careers in a variety of other agencies, organizations, and institutions.

Family and consumer sciences is the field of knowledge and service focusing on families as they function in various forms. Family and consumer sciences integrates knowledge from its own research and other areas such as the physical, biological, and social sciences, and the arts, and applies this knowledge to the enrichment of the lives of individuals and families. The Department of Family and Consumer Sciences is involved effectively in the scientific, cultural, social, and economic dynamics of a changing society.

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### Family and Consumer Sciences Major, B.S.

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#### Major Guide

#### 36 hours

#### Required:

FACS 101 - Orientation to Family and Consumer Sciences

126 - Nutrition in Health/Fitness  
252 - Consumer Economics  
262 - Child Developmental Psychology  
or 263 - Adolescent and Adult Psychology  
or 351 - Sociology of the Family  
312 - Professional Image/Dress  
455 - Food Systems Management  
or 355 - Management of 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, B.S.

---

#### 43-45 hours

#### Required:

FACS 101 - Orientation to Family and Consumer Sciences

111 - Textiles and Design  
112 - Principles of Clothing Construction  
126 - Nutrition, Health, and Fitness  
134 - Food Safety and Sanitation  
140 - Interior Design  
200 - Lifespan Development  
230 - Food Preparation  
252 - Consumer Economics  
312 - Professional Image and Dress  
351 - Sociology of the Family  
355 - Management of Family Resources  
360 - Parenting  
498 - Professionalism, Issues, and Actions

**And completion of at least one concentration for state certification requirements-two concentrations are recommended:**

#### A. Clothing & Textiles Teaching Designation

FACS 356 - Retail Merchandising  
FACS 112 - Principles of Clothing Construction II  
or 315 - Historical Dress and World Cultures  
or 413 - Principles of Pattern Design  
or 415 - Tailoring

#### Recommended Supporting Course

FACS 496 - Projects in Visual Merchandising

#### B. Living Environments Teaching Designation

Two courses from:

FACS 245 - Architectural Drafting  
341 - Kitchen and Bath Design  
343 - Heritage of Interiors  
344 - Contemporary Design  
345 - Residential Design Studio

#### C. Foods and Nutrition Teaching Designation

FACS 231 - Food Science

337 - Quantity Foods

**Required Supporting Courses:**

CHEM 101 - Introduction to Chemistry

BIOL 169 - Survey of Human Anatomy and Physiology

**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

ENGL 320 Reading: Process & Skills

SOCY 305 - Human Sexuality

## Dietetics Major, B.S.

**40-41 hours**

**Required:**

FACS 101 - Orientation to Family and Consumer Sciences

126 - Nutrition, Health, and Fitness

134 - Food Safety/Sanitation Management

230 - Food Preparation

231 - Food Science

232 - Nutrition Assessment

330 - Community Nutrition

335 - The World Food Problem

337 - Quantity Foods

338 - Medical Nutrition Therapy I

339 - Medical Nutrition Therapy II

398 - Research in Dietetics

435 - Nutrition Education/Counseling

455 - Food Systems Management

498 - Professional Issues

**To be supported by the following:**

BIOL 246 - Human Anatomy and Physiology I

247 - Human Anatomy and Physiology II

335 - Biochemistry

356 - Microbiology

CHEM 103 - General Chemistry I

104 - General Chemistry II

311 - Organic Chemistry I

ACCT 110 - Financial Accounting

BSNS 160 - Principles of Management

241 - Business Statistics

or PSYC 331 - Basic Research/Statistics

253 - Principles of Marketing

PSYC 101 - Introduction to Psychology

SOCY 120 - Introduction to Sociology

**Recommended Additional Courses:**

BIOL 211 - Medical Terminology

330 - Pathophysiology

BSNS 367 - Organizational Behavior

FACS 331 - Topics in Nutrition

NURS 326 - Pharmacology for Nursing I

PHED 360 - Physiology of Exercise

PSYC 461 - Counseling

All FACS courses and required BIOL and CHEM courses must be completed with a grade of "C" or better.

To become a registered dietitian, a student must complete an American Dietetics Association (ADA)- approved undergraduate degree in dietetics, complete an ADA-accredited dietetic internship or ADA approved preprofessional practice program, and pass the Registration Examination for Dietitians. The Dietetics major at Olivet Nazarene University is currently granted approval status by the Commission on Accreditation/Approval for Dietetics Education of the American Dietetic Association, 120 S. Riverside Plaza Suite 2000, Chicago, IL 60606-6995, (800) 877-1600, [www.eatright.org](http://www.eatright.org).

## Child Development Major, B.S.

**59 hours**

**Required:**

FACS 101 - Orientation to Family and Consumer Sciences

126 - Nutrition, Health, and Fitness

134 - Food Safety/Sanitation

230 - Food Preparation

241 - First Aid/Emergency Care

252 - Consumer Economics

262 - Child Development

264 - Child, Family, and Community Relations

265 - Infant and Toddler Care

351 - Sociology of the Family

355 - Management of Family Resources

360 - Parenting

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

300 - Applied Arts for Teachers

349 - Language Development

359 - Teaching Reading to Young Children

367 - Elementary School Physical Education

376 - Teaching Diverse Populations

## Fashion Merchandising Major, B.S.

**31 hours**

**Required:**

FACS 101 - Orientation to Family and Consumer Sciences

111 - Textiles and Design

112 - Principles of Clothing Construction (3 hours)

140 - Interior Design

- 252 - Consumer Economics
- 312 - Professional Image and Dress
- 315 - Historical Dress and World Cultures
- 343 - Heritage of Interiors
- 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 Courses:**

- COMM 347 - Organizational Communication

It is strongly recommended that Fashion Merchandising majors complete one of the following Business minors: Business, Management, Marketing, or Finance.

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

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**52 hours**

**Required:**

- FACS 101 - Orientation to Family and Consumer Sciences
- 111 - Textiles and Design
- 140 - Interior Design
- 245 - Architectural Drafting I
- 246 - Architectural Drafting II
- 312 - Professional Image/Dress
- 341 - Kitchen and Bath Design
- 343 - Heritage of Interiors
- 344 - Contemporary Design
- 345 - Residential Design Studio
- 346 - Interior Detailing
- 347 - Lighting/Building Codes
- 356 - Retail Merchandising
- 440 - Nonresidential Design Studio
- 487 - Field Placement (five hours)
- 496 - Projects, Applied Design (three hours)
- 498 - Professionalism, Issues and Actions

**Required Supporting Courses:**

- ART 101 - Fundamentals of Drawing
- 123 - Design Studio I
- 125 - Three Dimensional Design
- 300 - Perspective and Rendering

**Recommended Supporting Courses:**

- ART 275 - Photoshop
- 281 - History of Western Art I
- or 282 - History of Western Art II
- BSNS 160 - Principles of Management

- 253 - Principles of Marketing
- 390 - Salesmanship

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### **Family and Consumer Sciences Minor**

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**16 hours**

**Required:**

Courses approved by the Department Head.

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### **Family and Consumer Sciences Teaching Minor**

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**26 hours**

**Required:**

- FACS 111 - Textiles and Design
- or 112 - Principles of Clothing Construction (three hours)
- 126 - Nutrition, Health, and Fitness
- 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:**

Clothing and Textiles; Living Environments; Foods and Nutrition.

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### **Fashion Merchandising Minor**

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**19 hours**

**Required:**

- FACS 111 - Textiles
- 112 - Principles of Clothing Construction
- 140 - Interior Design
- 252 - Consumer Economics
- 312 - Professional Image and Dress
- 315 - Historical Dress in World Cultures
- 356 - Retail Merchandising

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### **Housing and Environmental Design Minor**

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**19 hours**

**Required:**

- FACS 111 - Textiles
- 140 - Interior Design
- 245 - Architectural Drafting I

**Plus nine hours from the following:**

- FACS 246 - Architectural Drafting II
- 341 - Kitchen and Bath Design
- 343 - Heritage of Interiors
- 344 - Contemporary Interiors
- 345 - Residential Design Studio

440 - Nonresidential Design Studio  
496 - Projects

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## Hospitality Minor

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**21 hours**

**Required:**

FACS 126 - Nutrition, Health, and Fitness  
134 - Food Safety and Sanitation  
230 - Food Preparation  
312 - Professional Image and Dress  
337 - Quantity Foods  
455 - Food Systems Management  
496 - Project in FACS (5 hours)

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## Associate of Applied Science - Child Development Major

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**27 hours**

**Required:**

FACS 101 - Orientation to Family and Consumer Science  
134 - Food Safety and Sanitation  
230 - Food Preparation  
241 - First Aid and Emergency Care  
262 - Child Growth and Development  
264 - Child, Family, Community Relations  
265 - Infant and Toddler Care  
487 - Field Placement (three hours)  
EDUC 210 - Instructional Methods in Early Childhood Education  
249 - Education and Developmental Psychology

**Plus completion of the Associate of Applied Science General Education requirements as noted in Chapter 2.**

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## Typical Courses for Students Majoring in Family and Consumer Sciences

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*Courses will vary according to major concentration.*

**Freshman Year**

Orientation to Family and Consumer Sciences  
Textiles and Design  
College Writing I  
Christian Formation  
Interior Design  
Principles of Clothing Construction  
Nutrition, Health, and Fitness  
Chemistry  
Food Safety and Sanitation  
Food Preparation

**Sophomore Year**

Principles of Management

Food Science  
Introduction to Fine Arts  
History, Social Science  
Developmental Psychology  
Christian Scriptures I  
College Writing II

## Department of General Studies

### Faculty

SUE RATTIN (1990)

*Director of Assessment and Learning Support Services; Professor,  
Chair, Department of General Studies*

B.A., 1970, Olivet Nazarene University

M.A., 1976, Pacific Lutheran University

Ph.D., 2001, University of Illinois

CONNIE MURPHY (2000)

*Director of Learning Development; Assistant Professor of General  
Studies*

B.A., 1979, Fairmont State College

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

KYLE IRELAND, (2007)

*Instructor, Department of General Studies; Director, Freshman Studies*

B.A., 2002, Olivet Nazarene University

M.A.T., 2006, Olivet Nazarene University

The Department of General Studies provides a variety of services to support the academic success of undergraduate students at Olivet Nazarene University

1. Courses are provided for students needing to develop their learning skills
2. The Learning Development and Assistance Center (LDAC) is available to provide English, Mathematics, and Microcomputer labs
3. Supplemental course instruction is offered for several general education courses
4. A peer tutoring program assists students desiring individual tutoring
5. Students with documented disability may receive reasonable accommodations, such as tutors, note takers, and extended time on exams through the LDAC. Arrangements for accommodations must be made through the Director of the LDAC.
6. All freshman students are required to participate in Olivet's freshman experience, which includes completing GNST 110 - Freshman Seminar: Connections. The Department of General Studies works closely with the Dean of Academic Support in coordinating the freshman experience.
7. In addition, the Department of General Studies has worked with other academic departments in the development of an Associate of Applied Science (AAS) degree detailed in Chapter 2 of the Catalog. Specific program requirements are provided in the Department of Business, Department of Computer Science, Department of Exercise and Sports Science, and the Department of Family and Consumer Science.

## General Studies Major, B.S.

Though not administered by the Department of General Studies Olivet Nazarene University does offer a General Studies major, which allows students to select courses from several departments that will contribute to their life goal.

Most students will find a concentration of work in the departmental majors adequate to their needs at the undergraduate level. For some, the General Studies major will provide the opportunity to select from several departments courses that will contribute to their life goals.

This major is ideal for a student whose interests lie in related fields such as art, music, and literature or psychology, physical education, and Christian education. It also accommodates those preparing for law or medical schools. In effect, it is a functional major. This major will consist of no fewer than 60 semester hours of courses related to the student's declared life objective selected from more than one department of the University. Normally, this declaration is made at the end of the sophomore year.

Application for candidacy for the degree in General Studies must be made to the Vice President for Academic Affairs at least two semesters before graduation. The applicant will present in writing a full statement of vocational purpose and reasons for believing that such a degree program will best meet his or her individual needs.

Upon receipt of the application, the Vice President for Academic Affairs shall appoint a committee whose function it will be to accept or reject the application and to develop a plan of studies. The Bachelor of Science degree will be awarded to students completing a General Studies major. Once the student has been accepted as a candidate for this major, he or she must work very closely with the committee and may not register for, nor withdraw from, any course without prior advice and approval from the committee.

## Department of Military Science

### Faculty

NOEL PEASLEE, (2009)

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

B.A., 1999, Western Illinois University

JAMES R. CARMEAN, (2007)

*Professor of Military Science; Lieutenant Colonel*

B.A., 1981, Trenton State College

The purpose of the Department of Military Science is to prepare and commission the future officer leadership of the United States Army. Upon successful completion of all university and departmental requirements, each cadet is awarded a baccalaureate degree in a field of study as well as a commission as a second lieutenant in the United States Army, Army Reserve, or Army National Guard. Cadre leadership provides training designed to develop the traits essential to achieving a high degree of success in both the military and civilian pursuits.

The military science curriculum consists of 2 two-year courses of study. The Basic Course of study consists of eight semester hours taken during the freshman and sophomore years. Students who are unable to complete the on-campus Basic Course may attend the Army's Leader Training Course, an intensive 28-day summer camp between their sophomore and junior years. In consultation with the registrar, the department chair may waive all or part of the Basic Course requirements based on prior military experience or Junior ROTC experience.

Once students have satisfactorily completed the Basic Course of study, they may apply for enrollment in the Advanced Course of study. Students must be U.S. citizens to contract into the Advanced Course of study. If selected for enrollment, the student signs a contract with the United States government in which he/she agrees to complete the course of instruction, attend the advanced summer camp, and accept a commission in 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 semester-length 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.

Army ROTC offers two-, three-, and four-year scholarships that pay full tuition and mandatory fees. Students can apply at any time from their junior year in high school to the second semester of their sophomore year in college. All scholarship students also earn \$300-\$500 monthly stipend while in school, and an annual allowance of \$900 for books and miscellaneous fees. In addition, qualified non-scholarship cadets are eligible for a tuition reduction if participating in ROTC. Students should contact the department chair and ONU's financial aid department to discuss complete benefit packages.

## Military Affairs Minor

### 16 hours

#### Required:

MSCI 121 - Introduction to Leadership

122 - Leadership and Decision Making

124 - Introduction to Physical Readiness

221 - Leadership and Problem-Solving

222 - Small Unit Leadership and Tactics

224 - Physical Readiness II

390 - Socio-Emotional Response and Recovery to Disaster

443 - American Military History

## Military Science Minor

### 23 hours

#### Required:

MSCI 331 - Tactical Leadership Development I

332 - Tactical Leadership Development II

335 - National Advance Leadership Camp

441 - Junior Officer Leadership I

442 - Junior Officer Leadership II

443 - American Military History

## Department of Nursing

### Faculty

SUSAN DRAINE (1983)

*Chair, Department of Nursing; 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 Studies, Nova Southeastern University

LINDA GREENSTREET (1981)

*Associate Professor of Nursing*

B.S., 1979, Olivet Nazarene University

M.S.N., 1984, Governors State University

LINDA DAVISON (1984)

*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

Ed.D., 2006, 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

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

SUSAN DAY (2006)

*Assistant Professor of Nursing*

B.S.N., 2003, Aurora University

M.S.N., 2006, Walden University

PATRICIA KERSHAW (2006)

*Assistant Professor of Nursing*

B.S., 1994, Olivet Nazarene University

M.S.N., 2001, Lewis University

PATRICIA NIELSEN (2006)

*Assistant Professor of Nursing*

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

M.S.N., 2005, Valparaiso University

F.N.P., 2006, Valparaiso University

YVETTE ROSE (2008)

*Assistant Professor of Nursing*

B.S., 1998, Olivet Nazarene University

M.S., 2007, Governors State University

TIFFANY GREER (2009)

*Assistant Professor of Nursing*

B.S., 1997, Olivet Nazarene University

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

PAMELA LEE (2009)

*Professor of Nursing*

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

M.S.N., 2079, Governors State University

Ph.D., 2002, Loyola University

The mission of the Department of Nursing is to provide Christian nursing education designed to prepare each graduate for a life of service to God and humanity. In this endeavor, students integrate faith and learning as they investigate concepts inherent in personal, professional, and spiritual growth through life long learning and leadership. Students develop critical thinking abilities as practitioners, client educators, research utilizers, change agents, and patient advocates in a variety of settings.

Students are exposed to a variety of learning experiences, ranging from health promotion and maintenance to restorative care during illness. They work in a variety of health-care agencies. These experiences help to broaden the student's view of employment opportunities.

The nursing program is designed on the belief that the liberal arts are an essential foundation for nurses as they study person, health, the environment, and nursing.

The program has approval from the Illinois Department of Professional Regulation and is accredited by the Commission on Collegiate Nursing Education.

Kappa Sigma is the local chapter of the International Honor Society for Nurses, Sigma Theta Tau. Membership is based on scholastic and leadership achievement.

The nursing program has two tracks: the traditional four-year track and the RN-BSN completion track. The RN-BSN completion track, which is described in Chapter 9 of this *Catalog*, is exclusively for registered nurses who have graduated from an associate degree nursing program or a diploma nursing program.

Nursing majors graduating from Olivet Nazarene University receive a Bachelor of Science in Nursing degree. They are prepared to sit for the NCLEX-RN exam, to practice as generalists and to pursue graduate work in nursing.

The Nursing curriculum builds on a broad liberal arts foundation, and is supported by behavioral and life science courses. Nursing studies progress from a wellness emphasis to life-threatening situations, while addressing clients as individuals, families, and communities.

Admission requirements for the Nursing major include completion of all prerequisite courses, a satisfactory score on the Test of Essential Academic Skills (TEAS), and a cumulative G.P.A. of 2.75 on a 4.0 scale. Students must submit evidence of good health in accordance with Illinois Department of Health regulations for health-care agency personnel, and students must complete a criminal background check. The Department of Nursing will make reasonable accommodation for those students who have special health problems or disabilities when such accommodation is possible as determined by the Department.

Transfer students are accepted after all qualified Olivet students have been placed. Students wishing to transfer must meet the same nursing admission criteria as students who began their college work at Olivet.

Transportation to and from clinical sites is the responsibility of the student.

Student grades are reviewed each semester. In order to progress to the next nursing level, students must receive a grade of "C" or higher in each nursing course, and a grade of "C" or higher in each of the supporting courses. A cumulative grade point average of 2.75 must be maintained to progress in nursing courses. Students enrolled in the



nursing program may not transfer nursing courses without prior approval of the progression committee of the Department of Nursing.

Students may not repeat more than one nursing course which has a lab and/or clinical. Students may not enroll in any nursing course more than two times.

Graduation requirements include passing the NCLEX-RN Predictor Exam at the required level listed in the Department of Nursing Student Handbook.

Students are required to complete ATI assessments in selected courses as outlined in the Department of Nursing Student Handbook.

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## Nursing Major, B.S.N.

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### 61 hours

#### Required:

NURS 200 - Introduction to Healthcare Professions

305 - Fundamentals of Nursing I

306 - Health Assessment

315 - Fundamentals of Nursing II

326 - Pharmacology for Nursing I

327 - Pharmacology for Nursing II

340 - Transcultural Family Nursing

342 - Mental Health Nursing

378 - Childbearing Family Health

388 - Gerontology and Palliative Care

405 - Adult Health Nursing

415 - Child Health Nursing

435 - Community Health/Population

440 - Senior Synthesis I

441 - Advanced Adult Health

450 - The Global Community

455 - Leadership in Nursing

465 - Senior Synthesis II

466 - Nursing Research

#### To be supported by the following:

BIOL 125 - Biology I

246 - Human Anatomy and Physiology I

247 - Human Anatomy and Physiology II

330 - Pathophysiology

356 - Microbiology

CHEM 101 - Intro to Chemistry

or 103 - General Chemistry

FACS 126 - Nutrition, Health and Fitness

MATH 120 - Intro to Statistics

PSYC 200 - Lifespan Development

SOCY 120 - Introduction to Sociology

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## Typical Program of Courses for a Student Majoring in Nursing

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### Freshman Year

College Writing I

Intro to Chemistry/General Chemistry

Christian Formation

Fundamentals of Communication

Introduction to Sociology

Biology I

Nutrition, Health and Fitness

Lifespan Development

Introduction to Fine Arts

Foreign Language I, II

### Sophomore Year

College Writing II

Human Anatomy and Physiology I, II

Microbiology

Studies in Literature

Introduction to Statistics

International Culture

Christian Scriptures I

Western Civilization

Introduction to Healthcare Professions

### Junior Year

Christian Scriptures II

Fundamentals of Nursing I, II

Health Assessment

Pharmacology for Nurses I, II

Pathophysiology

Transcultural Family Nursing

Mental Health Nursing

Childbearing Family Health

Gerontology and Palliative Care

### Senior Year

Adult Health Nursing

Child Health Nursing

Nursing Research

Community Health & Population Focused Care

Senior Synthesis I, II

Advanced Adult Health (Capstone)

Global Community

Leadership in Nursing

Christian Faith

## Degree Completion Track for Registered Nurses

The RN-BSN completion track is based on the same philosophy, purposes, graduate characteristics, and conceptual framework as the traditional track. However, in recognition of the special needs of the working adult, the curriculum is packaged to accommodate the adult student. RN-BSN students are encouraged to contact the School of Graduate and Continuing Studies for information. See also Chapter 9 of this *Catalog*.

## Department of Social Work and Criminal Justice

### Faculty

HOUSTON THOMPSON (2006)

*Associate Professor of Social Work; Chair, Department of Social Work and Criminal Justice; Director, Social Work Program*

B.A., 1980, MidAmerica Nazarene University

M.C.M., 1997, Olivet Nazarene University

M.S.W., 1999, Spalding University

Ed.D., 2007, Trevecca Nazarene University

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

BRIAN WOODWORTH (2006)

*Associate Professor of Criminal Justice*

B.S., 1996, Olivet Nazarene University

J.D., 1999, Thomas M. Cooley Law School

BARRY LEE (2008)

*Associate Professor of Social Work*

B.A., 1982, Coe College

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

The Department of Social Work and Criminal Justice operates within the School of Professional Studies. Its mission is to prepare students for a life of service to others through God's call into the social work and criminal justice fields. The goal is to prepare students to work in a variety of social work and criminal justice work settings while living their Christian faith. 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 38 credit hours of core social work courses, plus 20 hours of required supporting course work. 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) and strengths-based perspectives, 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, complete an application packet, provide two character references, and interview with the social work program faculty members.

The social work major carries with it substantial applied learning components in specific courses, as well as a required 450-hour field placement program during the student's final semester of her or his 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 Director in partnership with the social work student.

The degree conferred, upon successful completion of all requirements, is a Bachelor of Social Work (BSW). 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 Master of Social Work (MSW) programs. The social work program is accredited by the Council of Social Work Education (CSWE).

The Criminal Justice major consists of 40 hours of core coursework, plus 9 hours of required supporting courses. Social problems, deviant behavior, crime, public safety, and methods of social control are all emphasized in this major. The major seeks to balance theoretical concepts with practical experience. Students will be exposed to a variety of community, legal and police environments.

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

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

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#### 38 hours

#### Required:

SOWK 200 - Introduction to Social Work

213 - Human Behavior and Social Environment I

214 - Human Behavior and Social Environment II

310 - Social Work Practice I

311 - Social Work Practice II

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

320 - Urban/Rural Sociology

331 - Basic Research/Statistics

#### Recommended Additional Courses:

SOWK 330 - Social Work with the Aging

360 - Child Welfare Services

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### Criminal Justice Major, B.S.

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#### 40 hours

#### Required:

CJUS 243 - Introduction to Criminal Justice

## School of Professional Studies

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 390 - Topics in Chemistry (Forensic)  
CJUS 370 - Criminalistics  
405 - Field Placement II  
440 - Special Topics in Criminal Justice  
499 - Independent Study  
ENGL 315 - Business and Technical Writing  
HIST 430 - 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.**

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## Social Work Minor

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### **19 hours**

#### **Required:**

SOCY 120 - Introduction to Sociology  
SOWK 200 - Introduction to Social Work  
330 - Social Work with the Aging  
360 - Child Welfare Services  
365 - Crisis Intervention

**And one of the following courses:**

CJUS 243 - Introduction to Criminal Justice  
SOCY 305 - Human Sexuality  
320 - Urban/Rural Sociology  
351 - Sociology of the Family  
374 - The World Food Problem  
SOWK 315 - Drugs in Society

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## Criminal Justice Minor

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### **18 hours**

#### **Required:**

CJUS 243 - Introduction to Criminal Justice  
273 - Criminology  
293 - Criminal Law  
394 - Juvenile Justice

Plus six hours of upper-division Criminal Justice courses approved by the program coordinator. A maximum of nine hours may be transferred from other institutions toward the Criminal Justice minor.

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## Typical Courses for Students Majoring in Social Work or Criminal Justice

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*Courses will vary according to major concentration.*

### **Freshman Year**

Introduction to Sociology  
College Writing I  
Introduction to Psychology  
Christian Formation  
Western Civilization  
Wellness or Nutrition  
Anatomy and Physiology  
Introduction to Social Work

### **Sophomore Year**

College Writing II  
Fundamentals of Communication  
Studies in Literature  
American Government  
Social Problems  
Human Behavior/Social Environment I, II  
Introduction to Criminal Justice  
Ethnic Relations  
Criminal Law  
Criminology

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# School of Theology and Christian Ministry

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**Carl Leth, Ph.D., Dean**

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

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

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

The School, in cooperation with the School of Graduate and Continuing Studies, provides 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 are practical as well as theoretical in scope and relate to the mission of both the School and the University. Students will

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

## Departments of Biblical Literature, Christian Education and Theology

### Faculty

CARL LETH (2003)

*Dean, School of Theology and Christian Ministry; Professor of Theology*

B.A., 1976, University of Kansas

M.Div., 1981, Nazarene Theological Seminary

Th. M., 1984, Duke Divinity School

Ph.D., 1992, Duke University

ROBERT D. SMITH (1982)

*Professor of Theology*

B.A., 1974; M.A., 1975, Southern Nazarene University

M.Div., 1977, Nazarene Theological Seminary

Ph.D., 1981, Baylor University

JOHN C. BOWLING (1991)

*President of the University; Professor of Theology*

B.A., 1971, Olivet Nazarene University

M.A., 1972, Olivet Nazarene University

M.R.E., 1973, Southwestern Baptist Theological Seminary

Ed.D., 1978, Southwestern Baptist Theological Seminary

D.Min., 1988, Southern Methodist University

Postdoctoral Study, 1990, Harvard University

LARRY MURPHY (1992)

*Professor of Biblical Literature*

B.S., 1976, Trevecca Nazarene University

M.Div., 1981, Nazarene Theological Seminary

Th.M., 1983, Duke University

Ph.D., 1988, Southern Baptist Theological Seminary

RON DALTON (1993)

*Professor of Christian Ministry*

B.A., 1975, Trevecca Nazarene University

M.Div., 1979, Nazarene Theological Seminary

D.Min., 1984, Vanderbilt University

DAVID WINE (1995)

*Associate Professor of Christian Education*

B.A., 1972, Olivet Nazarene University

M.A., 1977, The Ohio State University

Doctoral Study, Trinity Evangelical Divinity School

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)

*Associate Professor of Christian Education*

B.A., 1992, Trevecca Nazarene University

M.A., 1995, Trevecca Nazarene University

Ed.D., 2008, Southern Baptist Theological Seminary

KEVIN MELLISH (2004)

*Associate Professor of Biblical Literature*

B.A., 1990, Olivet Nazarene University

M.Div., 1995, Nazarene Theological Seminary

M.A.R., 2005, Claremont Graduate University

Ph.D., 2006 Claremont Graduate University

TIMOTHY MERCER (2004)

*Associate Professor of Christian Ministry*

B.A., 1971, Olivet Nazarene University

M.Div., 1975, Nazarene Theological Seminary

M.A., 1991, Asbury Theological Seminary

KEVIN LOWERY (2004)

*Associate 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

MARK R. QUANSTROM (2005)

*Professor of Theology*

B.A., 1977, Olivet Nazarene University

M.Div., 1982, Nazarene Theological Seminary

Ph.D., 2000, St. Louis University

JAMES EDWARD ELLIS (2006)

*Associate Professor of Biblical Literature*

B.A., 1986, Stetson University

M.Div., 1991, Asbury Theological Seminary

M.Th., 1999, Emory University

Ph.D., 2005, Baylor University

STEPHEN T. FRANKLIN (2007)

*Director of Graduate Studies, Professor of Theology*

B.A., 1965, North Park College

M.A., 1966, University of Chicago (Philosophy)

M.A., 1971, University of Chicago (Christian Theology)

Ph.D., 1977, University of Chicago

FRANK MOORE (2008)

*Professor of Theology*

B.A., 1973, MidAmerica Nazarene University

M.Div., 1976, Nazarene Theological Seminary

M.A., 1985, Vanderbilt University

Ph.D., 1988, Vanderbilt University

MARK FRISIUS (2008)

*Assistant Professor of Biblical Literature*

B.A., 1998, George Fox University

M.Div., 2002, Asbury Theological Seminary

Ph.D., 2009, The Catholic University of America

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## Biblical Studies Major, B.A.

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### 35 hours

#### Required:

BLIT 243 - Hebrew I

244 - Hebrew II

250 - Biblical Hermeneutics

305 - Old Testament Introduction

310 - New Testament Introduction

330 - New Testament Greek Exegesis

Plus nine hours of upper division Old Testament and six hours of upper division New Testament

#### Required Supporting Courses:

PHIL 201 - Introduction to Philosophy

351 - Ancient and Medieval Philosophy

THEO 310 - Christian Theology I

320 - Christian Theology II

351 - History of Christianity I

Plus three additional hours of upper division Theology; and BLIT 233 and 234 - Elementary Greek I, II to satisfy the general education foreign language requirement.

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## Biblical Studies Minor

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### 21 hours

#### Required:

BLIT 250 - Biblical Hermeneutics

305 - Old Testament Introduction

310 - New Testament Introduction

And 12 additional hours of upper-division Biblical Literature approved by the Dean of the School of Theology and Christian Ministry.

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## Greek Minor

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### 14 hours

#### Required:

BLIT 233 - Elementary Greek I

234 - Elementary Greek II

And six additional hours of upper-division Greek.

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## Hebrew Minor

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### 14 hours

#### Required:

BLIT 243 - Elementary Hebrew I

244 - Elementary Hebrew II

And six additional hours of upper-division Hebrew.

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### **Biblical Languages Minor**

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#### **19 hours**

##### **Required:**

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

And three hours of upper-division Greek or Hebrew

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### **Christian Education Major, B.A.**

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#### **41 hours**

##### **Required:**

- CHED 115 - Christian Education
  - 240 - Spiritual Formation
  - 290 - Community Ministry Experience I
  - 301 - Principles/Methods for Christian Education
  - 425 - Small Group Ministry
- CMIN 116 - Fund of Christian Ministry
- THEO 310 - Christian Theology I
  - 320 - Christian Theology II
  - 462 - Doctrine of Holiness
- BLIT 250 - Biblical Hermeneutics
  - 305 - Old Testament Introduction
  - 310 - New Testament Introduction

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

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

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

Students interested in a Youth Ministry concentration should include CHED 200, and CHED 369 as part of the approved Christian education electives. Students interested in a Children's Ministry concentration should include CHED 210 and CHED 300 as part of the approved Christian Education electives.

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

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#### **72 hours**

This major has been approved by the Course of Study Advisory Committee to meet educational requirements for ordination as an elder/deacon in the Church of the Nazarene.

##### **Required:**

- CHED 115 - Christian Education
  - 200 - Foundations of Youth Ministry
  - 240 - Spiritual Formation
  - 290 - Community Ministry Experience I
  - 369 - Youth Ministry in the Local Church
  - 385 - Ministry Conference
  - 450 - Senior Seminar

490 - Integrated Summer Ministry

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

- CHED 301 - Principles/Methods of Christian Education
- 366 - Contemporary Ministries
- CMIN 116 - Fundamentals of Christian Ministry
  - 305 - Church in Mission
  - 394 - Pastoral Care/Counseling
  - 400 - Introduction to Christian Worship
- PHIL 201 - Introduction to Philosophy
- THEO 310 - Christian Theology I
  - 320 - Christian Theology II
  - 351 - History of Christianity I
  - 352 or 357 - History of Christianity II or III
  - 462 - Doctrine of Holiness
  - 472 - History, Mission, and Polity of the Church of the Nazarene
- BLIT 250 - Biblical Hermeneutics
  - 305 - Old Testament Introduction
  - 310 - New Testament Introduction

Plus three upper-division hours of Old Testament and three upper-division hours of New Testament and three additional hours of upper division Theology

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

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

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### **Children's Ministry Major, B.S.**

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#### **72 hours**

This major has been approved by the Course of Study Advisory Committee to meet educational requirements for ordination as an elder/deacon in the Church of the Nazarene.

##### **Required:**

- BLIT 250 - Biblical Hermeneutics
  - 305 - Old Testament Introduction
  - 310 - New Testament Introduction
- CHED 115 - Christian Education
  - 210 - Foundations of Children's Ministry
  - 240 - Spiritual Formation
  - 290 - Community Ministry Experience I
  - 300 - Issues in Children's Ministry
  - 301 - Principles and Methods of Christian Education
  - or 425 - Small Group Ministry
  - 385 - Ministry Conference
  - 450 - Senior Seminar
  - 490 - Integrated Summer Ministry
- CMIN 116 - Fundamentals of Christian Ministry
  - 305 - Church in Mission
  - 394 - Pastoral Care/Counseling
  - 400 - Introduction to Christian Worship
- PHIL 201 - Introduction to Philosophy

THEO 310 - Christian Theology I

320 - Christian Theology II

351 - History of Christianity I

352 or 357 - History of Christianity II or III

462 - Doctrine of Holiness

472 - History, Mission, and Polity of the Church of the Nazarene

Plus three upper-division hours of Old Testament, three Upper Division hours of New Testament, and three upper division hours of Theology

**Required supporting courses:**

BLIT 233 and 234 - Elementary Greek I, II

or BLIT 243 and 244 - Hebrew I, II

PSYC 211 - Child Development

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**Christian Education Minor**

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**17 hours**

**Required:**

CHED 115 - Christian Education

240 - Spiritual Formation

290 - Community Ministry Experience

301 - Principles and Methods of Christian Education

385 - Ministry Conference

Plus six upper-division hours of Christian Education

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**Youth Ministry Minor**

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**17 hours**

**Required:**

CHED 200 - Foundations of Youth Ministry

240 - Spiritual Formation

290 - Community Ministry Experience

325 - Small Groups

370 - Issues in Youth Ministry

385 - Ministry Conference

And three additional hours of Christian Education

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**Children's Ministry Minor**

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**17 hours**

**Required:**

CHED 115 - Christian Education

210 - Foundations of Children's Ministry

240 - Spiritual Formation

290 - Community Ministry Experience I

300 - Issues in Children's Ministry

301 - Principles and Methods for Christian Education

or 325 - Small-Group Ministry

385 - Ministry Conference

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

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**74 hours**

This major has been approved by the Course of Study Advisory Committee to meet the education requirements for ordination as an elder in the Church of the Nazarene.

**Required:**

BLIT 250 - Biblical Hermeneutics

305 - Old Testament Introduction

310 - New Testament Introduction

Plus three hours of upper-division Old Testament and three hours of upper-division New Testament, excluding BLIT 303.

CMIN 101 - Sharing our Faith

116 - Fundamentals of Christian Ministry

205 - Community Ministry Experience

305 - The Church in Mission

306 - Cross-Cultural Ministry

394 - Pastoral Care/Counseling

400 - Introduction to Christian Worship

401 - Advanced Homiletics

452 - Minister as Leader and Administrator

496 - Field Training

PHIL 201 - Introduction to Philosophy

THEO 310 - Christian Theology I

320 - Christian Theology II

351 - History of Christianity I

352 - History of Christianity II

or 357 - History of Christianity III

462 - Doctrine of Holiness

472 - History, Missions, and Polity of the Church of the Nazarene

CHED 115 - Christian Education

240 - Spiritual Formation

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

**Required Supporting Courses:**

BLIT 233 and 234 - Elementary Greek I, II

or BLIT 243 and 244 - Hebrew I, II

**Recommended Supporting Courses:**

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

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**Religious Studies Major, B.A.**

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**45 hours**

BLIT 250 - Biblical Hermeneutics

305 - Old Testament Introduction

310 - New Testament Introduction

Plus three hours of upper-division Old Testament and three hours of upper-division New Testament, excluding BLIT 303

THEO 310 - Christian Theology I

## School of Theology and Christian Ministry

- 320 - Christian Theology II
- 351 - History of Christianity I
- 352 or 357 - History of Christianity II or III

PHIL 201 - Introduction to Philosophy

**Plus 3 additional hours of upper division Theology; and 12 additional upper-division hours from the School of Theology and Christian Ministry**

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### Philosophy and Religion Major, B.A.

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#### 48 hours

- BLIT 250 - Biblical Hermeneutics
  - 305 - Old Testament Introduction
  - 310 - New Testament Introduction
- THEO 310 - Christian Theology I
  - 320 - Christian Theology II
  - 351 - History of Christianity I
  - 352 or 357 - History of Christianity II or III
- or PHIL 325 - World Religions
- PHIL 201 - Introduction to Philosophy

**Plus 3 additional hours of Theology;**

**Plus 12 upper-division hours of electives in Philosophy or Theology**

**Plus nine additional upper-division hours in Theology, Biblical Literature, or additional Philosophy**

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### Intercultural Studies Major, B.A.

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#### 32 hours

##### **Required:**

- BLIT 250 - Biblical Hermeneutics
  - 305 - Old Testament Introduction
  - 310 - New Testament Introduction
- CHED 115 - Christian Education
- CMIN 116 - Fundamentals of Christian Ministry
  - 290 - Cross-Cultural Ministry Experience
  - or 390 - Cross-Cultural Field Experience
  - 306 - Cross-Cultural Ministry
  - 450 - Missiological Foundations
- PHIL 325 - World Religions
- THEO 310 - Christian Theology I
  - 320 - Christian Theology II

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

- COMM 349 - Intercultural Communications
  - or PSCI 221 - Foundations of International Relations
- SOCY 280 - Ethnic Relations
  - 364 - Cultural Anthropology
  - 381 - Sociology of Religion

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

- CMIN 101 Sharing Our Faith

- 380 - Introduction to Missionary Service
- THEO 462 - Doctrine of Holiness
- 472 - History, Missions, and Polity of the Church of the Nazarene
- or 473 - Christian Institutions

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### Ministerial Missions Major, B.S.

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#### 61 hours

##### **Required:**

- BLIT 250 - Biblical Hermeneutics
  - 305 - Old Testament Introduction
  - 310 - New Testament Introduction
- CHED 115 - Christian Education
  - 240 - Spiritual Formation
- CMIN 116 - Fundamentals of Christian Ministry
  - 305 - The Church in Mission
  - 306 - Cross-Cultural Ministry
  - 350 - Preaching and Worship
  - 450 - Missiological Foundations
  - 494 - Pastoral Care/Counseling
- PHIL 201 - Introduction to Philosophy
  - 325 - World Religions
- THEO 310 - Christian Theology I
  - 320 - Christian Theology II
  - 351 - History of Christianity I
  - 352 - History of Christianity II
  - or 357 - History of Christianity III
  - 462 - Doctrine of Holiness
  - 472 - History, Missions, and Polity of the Church of the Nazarene
  - or 473 - Christian Institutions

##### **Plus 4 hours practical field experience:**

- CMIN 290 - Cross-Cultural Ministry Experience
- 390 - Cross-Cultural Field Experience

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

- COMM 349 - Intercultural Communication
- SOCY 364 - Cultural Anthropology
  - 280 - Ethnic Relations
  - or PSCI 221 - Foundations of International Relations
  - 381 - Sociology of Religion

##### **Recommended Course:**

- CMIN 380 - Introduction to Missionary Service

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### Religion Minor

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#### 18 hours

##### **Required:**

- BLIT 250 - Biblical Hermeneutics
  - 305 - Old Testament Introduction
  - 310 - New Testament Introduction



## School of Theology and Christian Ministry

THEO 351, 352, or 357 - History of Christianity

**And six additional upper-division hours from the School of Theology and Christian Ministry.**

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### Philosophy Minor

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**15 hours**

**Required:**

Philosophy - 15 hours from the courses offered

Psychology or Sociology

Introduction to Philosophy

Fundamentals of Communication

Elementary Greek/Hebrew

Western Civilization

Spiritual Formation

Studies in Literature

Biblical Hermeneutics

Old Testament Introduction

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### Missions/Intercultural Studies Minor

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**20 hours**

**Required:**

CHED 115 - Christian Education

CMIN 116 - Fundamentals of Christian Ministry

306 - Cross-Cultural Ministry

450 - Missiological Foundations

**Plus two hours selected from the following:**

CMIN 290 - Cross-Cultural Ministry Experience

390 - Cross-Cultural Field Experience

**And six hours selected from:**

SOCY 280 - Ethnic Relations

SOCY 364 - Anthropology

COMM 349 - Intercultural Communication

or PSCI 221 - International Relations

SOCY 381 - Sociology of Religion

or PHIL 325 - World Religions

**Recommended Supporting Courses:**

CMIN 101 - Sharing our Faith

380 - Introduction to Missionary Service

THEO 462 - Doctrine of Holiness

472 - History, Missions, and Polity of the Church of the Nazarene

473 - Christian Institutions

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### Typical Program for Students Majoring in the School of Theology and Christian Ministry

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**Freshman Year**

Sharing Our Faith

Christian Formation

Fundamentals of Christian Ministry

College Writing I

Christian Education

Wellness or Nutrition

Introduction to Fine Arts

**Sophomore Year**

College Writing II

## Chapter 8

# Course Descriptions - Traditional Undergraduate

## Course Numbering System

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

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

## Accounting

### ACCT 110 — Financial Accounting. 4 hours.

An introduction to the theory, concepts, and principles that govern the generation of financial accounting data. Topics studied include the nature of accounting; the accounting cycle for services and merchandising entities; accounting for cash, receivables, inventory, property, plant, and equipment; and current liabilities. Computer applications will be integrated throughout the course, enabling emphasis on the use and interpretation of accounting data. Strongly recommended prerequisite: sophomore standing unless strong high school accounting background.

### ACCT 111 — Managerial Accounting. 4 hours.

This course emphasizes managerial accounting concepts, including management and reporting of cash flows, financial statement analysis, traditional cost accounting systems, activity-based accounting concepts, and just-in-time concepts. Additionally, this class explores the tools and techniques used to control operations such as budgetary planning, C-V-P analysis, and capital budgeting. Computer applications will be utilized throughout the course. Prerequisite: ACCT 110.

### ACCT 255 — Intermediate Accounting I. 3 hours.

This course is an in-depth analysis of the *why's* as well as the *how-to's* regarding accounting information. Topics include a brief review of the accounting cycle and financial statements; a look at the conceptual framework and how that affects GAAP; time value of money concepts; and accounting for cash, receivables, inventory, property and equipment, and intangible assets. Prerequisite: ACCT 111.

### ACCT 256 — Intermediate Accounting II. 3 hours.

A continuation of the study of accounting theory and practice commenced in Intermediate I. Topics covered include accounting for liabilities and stockholder's equity; complexities in measuring net income; calculation of basic and diluted earnings per share; accounting for investments; accounting for income taxes; pensions; leases; the statement of cash flows. Prerequisite: ACCT 255.

### ACCT 357 — Cost Accounting. 3 hours.

The utilization of basic cost accounting principles, practices, and procedures for industries using either a process job order or a standard cost system. The effective use of cost accounting as a management tool is emphasized. Prerequisites: ACCT 111 and junior standing, or permission of instructor.

### ACCT 365 — Income Taxation. 3 hours.

Presents an analysis and interpretation of the Federal Income Tax Laws. Emphasizes the legal concepts of income, deductions, and exemptions. The information is applied in a practical way through the preparation of returns for individuals. Prerequisites: ACCT 255, junior standing, or permission of instructor.

### ACCT 367 — Auditing. 3 hours.

Presents the purposes of audits as conducted by the certified public accountant. Emphasizes the principles of auditing and the types of audits normally made. Professional ethics and legal responsibility are considered. A specific program or each phase of the audit is outlined in detail. Prerequisites: ACCT 255, junior standing, and/or permission of the instructor.

### ACCT 461 — Consolidation and Partnerships. 3 hours.

A study of the accounting procedures and principles relating to business combinations, both internal and external. The procedures for the preparation of consolidated financial statements are emphasized. This course also covers the accounting principles relating to the formation, operation, and liquidation of partnerships. Prerequisites: junior standing, ACCT 255, or permission of instructor.

### ACCT 462 — Governmental and Not-for-Profit Accounting. 3 hours.

This course involves the study of the unique accounting practices of governmental accounting and not-for-profit organizations. The focus will be on fund accounting and the reporting requirements of financial statements. Other topics in the governmental and not-for-profit sector will be covered as appropriate. Prerequisites: junior standing, ACCT 255, or permission of instructor.

### ACCT 470 — Advanced Tax. 3 hours.

A study of the tax treatment of C corporations and S corporations. Topics include formation, taxation, distributions to shareholders, and liquidations. The emphasis will be on tax planning to minimize taxes. Part of the course will explore the basic rules of income taxation of estates and trusts. Tax research will be emphasized throughout the course, as well as the completion of computerized cases. Prerequisite: ACCT 365.

### ACCT 475 — Advanced Auditing. 3 hours.

One emphasis of the course will be on the setup and maintenance of a computerized general ledger system. This aspect will be integrated with computerized case studies which will focus on audit planning, risk and materiality, evidence-gathering, evaluation of the internal control structure, and audit evidence and audit reports. Examination of the professional literature and pronouncements will be conducted throughout the course. Prerequisite: ACCT 367.

### ACCT 487 — Field Placement. 4 hours.

Same as BSNS 487.

## Art

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

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

### **ART 111 — Textile Design. 3 hours.**

Same as FACS 111.

### **ART 123 — Design Studio I. 3 hours.**

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

### **ART 125 — 3-D Design. 3 hours.**

Examines the composition and plasticity of 3-D forms through design and construction involving various media. Prerequisites: ART 101, 123, or permission of instructor.

### **ART 140 — Interior Design. 3 hours.**

Same as FACS 140.

### **ART 172 — Introduction to Photography. 3 hours.**

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

### **ART 200 — Introduction to Graphics. 3 hours.**

Includes basic computer graphic skills; newspaper and advertising layout; study of positive and negative shapes; properties and use of color; and techniques of creating commercial art. Prerequisites: ART 101, 123, 125.

### **ART 201 — Ceramics: Hand Construction. 3 hours.**

Experience in basic hand-building methods in clay construction. The student will develop skills in coil, slab, and pinch techniques, and become familiar with the techniques of applying glaze and engobes.

### **ART 206 — Figure Studies. 3 hours.**

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

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

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

### **ART 233 — Basic Oil Painting. 3 hours.**

A beginning course for all persons interested in the use of oil paints. Studies in color, composition, and technique help students to be able to apply their knowledge in a skilled manner. Prerequisites: ART 101, 123, 125, 206.

### **ART 270 — Basic Darkroom Techniques. 3 hours.**

Introduces students to the fundamental concepts of the traditional black and white darkroom. Essential information on current films and papers will be practically demonstrated through assignments which challenge

the creativity of each student on an individual level. Prerequisite: ART 172.

### **ART 274 — Introduction to Photojournalism. 3 hours.**

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

### **ART 275 — Photoshop. 3 hours.**

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

### **ART 281 — History of Western Art I. 3 hours.**

A survey course exploring the various cultural, religious, and social patterns of peoples from the cave art period to the Gothic period. Students will gain an understanding of the iconography of each period studied.

### **ART 282 — History of Western Art II. 3 hours.**

This course continues as a survey course in the area of visual arts, starting at the proto-Renaissance and continuing through to the 1980s.

### **ART 300 — Perspective and Rendering. 3 hours.**

This course begins with the practical application of perspective, light, shade and other rendering techniques for the designer. A focused shift will take place during the semester to perspective sketching and delineations of architectural structures. Various media and application techniques will be stressed for professional results and presentation. This course does not apply toward the requirements of an Art major. Prerequisites: ART 101, 200 or permission of the instructor.

### **ART 302 — Ceramics: Wheel Construction. 3 hours.**

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

### **ART 303 — Ceramics: Advanced Techniques. 3 hours.**

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

### **ART 308 — Advanced Figure Studies. 3 hours.**

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

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

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

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

Same as FACS 315.

### **ART 319 — Typography. 3 hours.**

This course provides a fundamental understanding of the structure, history, technology and application of typography. Assignments address

the functional aspects of typography and explore the interaction of form and meaning in typographic design. Typographic syntax and hierarchies are stressed. Prerequisites: ART 200, ART 275.

**ART 320 — Package Designing. 3 hours.**

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

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

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

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

The students will learn two approaches in watercolor: direct and indirect. The direct approach is the traditional methods of watercolor: wet-on-wet and glazing. The indirect methods are splattering and pouring the paint onto a prepared surface for unique looking paintings. Demonstrations will be an integral part of the course. Prerequisites: ART 101, 123, 125, 206, or permission of instructor.

**ART 335 — Watercolor for Illustration. 3 hours.**

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

**ART 336 — Composition and Color. 3 hours.**

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

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

Same as FACS 343.

**ART 357 — Final Cut Pro. 3 hours.**

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

**ART 360 — Contemporary Art History. 3 hours.**

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

**ART 375 — History of Non-Western Art. 3 hours.**

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

**ART 376 — Studio Photography. 3 hours.**

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

**ART 379 — Advanced Darkroom Techniques. 3 hours.**

Intended for student who have a working knowledge of a black and white darkroom. Individual artistic creativity will be challenged through an introduction of special techniques such as photogram, high-contrast

images, reticulation, multiple printing, and the Sabattier effect. Infrared photography will also be explored. Prerequisite: ART 270.

**ART 380 — Photographic Art History. 3 hours.**

This course will trace the history of photography from its invention in 1822 to its present applications in digital imagery. The development of stereophotography, portraits, and photojournalism will be discussed as important visual communications that recorded history. Later developments in the evolution of photography, from the School of Paris in the 1890s to the Steiglitz School in America to the era of photograms and photomontage in the modern period will permit the student to understand photography as an important art form.

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

Same as EDUC 387.

**ART 408 — Advanced Drawing Seminar. 3 hours.**

An intensive study of individual styles and characteristics in drawing. Designed to bring students to the highest level possible in skills using various media. An intensive look at composition on the cognitive level of art in color theory applications. Prerequisite: ART 308.

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

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

**ART 433 — Advanced Painting Seminar. 3 hours.**

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

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

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

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

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

**ART 471 — History of Modern Art. 3 hours.**

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

**ART 472 — Photography Seminar. 3 hours.**

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

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

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

**ART 476 — Advanced Photography. 3 hours.**

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

**ART 495 — Senior Career Preparation. 3 hours.**

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

**Biblical Literature**

**BLIT 202 — Christian Scriptures I. 3 hours.**

An introduction to the serious study of the Old Testament as Scripture, its original historical and literary contexts, and its contemporary relevance within the Christian church. Attention is given to the history of the people of Israel, the geography, customs, thought, and languages of the Biblical world. The course is intended to cultivate an appreciation for the Old Testament, and to provide the necessary background for understanding the New Testament. Prerequisite: THEO 101.

**BLIT 233 — Elementary Greek I. 4 hours.**

A comprehensive elementary course that includes grammar, pronunciation, reading, and translation of Koine Greek.

**BLIT 234 — Elementary Greek II. 4 hours.**

A continuation of BLIT 233.

**BLIT 243 — Elementary Hebrew I. 4 hours.**

A comprehensive elementary course that includes grammar, pronunciation, reading and translation of Biblical Hebrew.

**BLIT 244 — Elementary Hebrew II. 4 hours.**

A continuation of BLIT 243 with an emphasis on reading and exegeting the Biblical text.

**BLIT 250 — Biblical Hermeneutics. 3 hours.**

A study of the science and art of Biblical interpretation, including a survey of the history of interpretation and an introduction to the theory, methods, and practice of Biblical exegesis. The course will include a discussion of Biblical translations. Required for all majors within the School of Theology and Christian Ministry. Along with BLIT 310, this course will be taken in place of BLIT 303 as a general education requirement.

**BLIT 303 — Christian Scriptures II. 3 hours.**

This course is a continuation of Christian Scriptures I, with the focus on the New Testament. Attention will be given to an overview of the New Testament, to serious engagement with selected passages of Scripture, and to the contemporary interpretation (including theological and moral reflection) of these texts as part of the canon of the Christian church. Prerequisite: BLIT 202.

**BLIT 305 — Old Testament Introduction. 3 hours.**

An introductory course designed to examine the content of and methods for studying the Old Testament. This course introduces the student to critical issues in and resources for Old Testament studies and exposes the student to the various contexts (critical, religious, historical, social, etc.) in which the Old Testament texts were written. Attention is given to

the history of the development of the discipline and to the issues and approaches which are currently being discussed. An overview of the content of the books of the Old Testament as well as some examination of the major theological themes of the Old Testament are included. Prerequisite: BLIT 250.

**BLIT 310 — New Testament Introduction. 3 hours.**

An introductory study of the New Testament. This course introduces the student to critical issues in and resources for New Testament studies, exposes the student to the various contexts (cultural, philosophical, religious, social, etc.) in which the New Testament texts were written, and gives attention to the historical backgrounds, genre, message, and significant persons of the New Testament texts. Some attention will be given to comparing major theological themes and passages of the New Testament. Includes an overview of the process of formation for the canon of the New Testament. Prerequisite: BLIT 250.

**BLIT 330 — New Testament Greek Exegesis. 3 hours.**

A continuation of grammar study and translation with attention to developing exegetical skills in the study of the Greek New Testament. This course will focus either on a selection of New Testament passages or on a selected New Testament corpus. Prerequisite: BLIT 233, 234. May be repeated for credit as topic varies.

**BLIT 339 — Readings in Greek. 1-3 hours.**

A course that continues to develop and refine skills in the reading and study of selected Greek texts. Selections may include texts from the New Testament, the early Church, and/or ancient philosophers. Prerequisite: BLIT 233, 234, and 330. May be repeated with a different subtitle.

**BLIT 341 — Biblical Hebrew Exegesis. 3 hours.**

This course will be a continuation of grammar study and translation with attention given to developing exegetical skills in the study of Biblical Hebrew. Translation and exegetical exercises will be based on selections of individual texts or a particular book within the Hebrew Bible. At the instructor's discretion, attention may be given to the study of Biblical Aramaic during the semester. Course may be repeated under a different subtitle. Prerequisite: BLIT 243, BLIT 244.

**BLIT 349 — Readings in Hebrew. 1-3 hours.**

This is a course that continues to develop and refine skills in the reading and study of selected Hebrew texts. Selections will include texts from the Pentateuch, the Historical Books, the Prophetic corpus, and Wisdom and Psalm Literature. At the instructor's discretion, students may be allowed to translate selected Aramaic texts from the books of Ezra and Daniel. Prerequisite: BLIT 243, BLIT 244, BLIT 341.

**BLIT 356 — Psalms and Wisdom Literature. 3 hours.**

A survey of Hebrew poetry and wisdom literature in English translation. A study of selected Psalms and portions of Job, Proverbs, Ecclesiastes, and Song of Solomon. Prerequisite: BLIT 250, BLIT 305. Offered alternate years.

**BLIT 371 — Pentateuch. 3 hours.**

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

**BLIT 379 — Old Testament Prophets I. 3 hours.**

A study of the background, contents, and teachings of Hosea, Amos, Isaiah, Micah, Jonah, and Obadiah. Prerequisite: BLIT 250, BLIT 305. Offered alternate years.

**BLIT 380 — Old Testament Prophets II. 3 hours.**

A study of the background, contents, and teachings of Jeremiah, Lamentations, Joel, Nahum, Habakkuk, and Zephaniah. Prerequisite: BLIT 250, BLIT 305. Offered alternate years.

**BLIT 381 — Exilic and Post-Exilic Prophecy and Community. 3 hours.**

This course will study the structure, content and theological ideas of the prophetic writings from the exilic/post-exilic period: Isaiah 40-66, Ezekiel, Haggai, Zechariah, and Malachi. Attention will also be devoted to the study of the historical, political and religious context of the second-temple community, the biblical and apocryphal literature of this period, and the religious and intellectual trends which contributed to the development of the Hebrew text and the Jewish faith. Prerequisite: BLIT 250, BLIT 305.

**BLIT 400 — Gospels: Mark and Matthew. 3 hours.**

This course is a study of the Gospels of Mark and Matthew. Utilizing a variety of critical methods, students will study each of these gospels in its literary and historical context and compare the two gospels. The goal will be to gain a better understanding of what each of these gospels says about the man named Jesus and the beginning of the Christian faith and community. Prerequisites: BLIT 250, BLIT 310.

**BLIT 410 — The Deuteronomistic History. 3 hours.**

This course will examine the basic structure, content, themes, and theology of the historical books of the Old Testament, including the books of Deuteronomy, Joshua, Judges, Samuel, Kings, and Chronicles. Attention will also be given to the critical study of the compositional history of the Deuteronomistic History (DtrH). Selections of the principle scholarly works in the discussion on the development and purpose of the Deuteronomistic History, beginning with Martin Noth and continuing up to the recent period, will be examined. Prerequisite: BLIT 250, BLIT 305.

**BLIT 420 — Apocalyptic Literature and the Book of Revelation. 3 hours.**

An exegetical study of the Book of Revelation. Special attention will be given to Revelation as seen within the literary and historical context of Jewish apocalyptic. Apocalyptic literature in both non-canonical and canonical Jewish writings will be surveyed. Major theological themes of apocalyptic literature and the Book of Revelation will be addressed. Prerequisites: BLIT 250, BLIT 310.

**BLIT 445 — Old Testament Theology. 3 hours.**

This course will examine the Old Testament as Scripture of the Christian Church in order to hear and understand the biblical testimony of God and his revelatory and reconciling work in the world. It will examine the history of the discipline, which will include noting various methods of doing biblical theology such as: themes and ideas, history of salvation, literary approaches, cultural and sociological methods, and the Bible as canon. It will also concentrate on an in-depth study of major theological themes of the Old Testament such as: covenant, grace, faithful response to God, sin and accountability, holiness, and hope for the future; as well as a reflective analysis of the theological role of the scripture for today amid various and shifting cultural concerns. Prerequisite: BLIT 250, BLIT 305.

**BLIT 450 — New Testament Theology. 3 hours.**

An investigation of major themes of New Testament theology, the distinctive contributions of the biblical authors, and the issue of unity and diversity within the canon of the New Testament. Prerequisites: BLIT 250, BLIT 310.

**BLIT 467 — Pauline Epistles I. 3 hours.**

An Exegetical study of Romans, 1 and 2 Thessalonians, Colossians, Philemon, and the Pastoral Epistles with the background provided in Acts. Offered alternate years. Prerequisite: BLIT 250, BLIT 310.

**BLIT 468 — Pauline Epistles II. 3 hours.**

An exegetical study of Galatians, 1 and 2 Corinthians, Ephesians, and Philippians with the background provided in Acts. Prerequisite: BLIT 250, BLIT 310. Offered alternate years.

**BLIT 474 — Johannine Literature. 3 hours.**

An exegetical study of the gospel and epistles of John and the Revelation in English translation. Prerequisite: BLIT 250, BLIT 310. Offered alternate years.

**BLIT 475 — Luke-Acts. 3 hours.**

An exegetical study of the gospel of Luke and the Book of Acts. Special attention will be given to the history and current state of Lukan studies, critical issues surrounding both Luke and Acts, and major theological themes. Issues relating to the continuity of Luke and Acts will be explored. Prerequisites: BLIT 250, BLIT 310.

**BLIT 476 — Topics in Biblical Studies. 3 hours.**

A study of significant areas of contemporary and enduring interest in the field of Biblical studies, such as hermeneutics, the parables of Jesus, miracles, the Greco-Roman world, and theology. Courses related to specific Biblical writings may also be offered. Offered alternate years. Prerequisite: BLIT 250, BLIT 310.

**BLIT 600-699 — Graduate Level Courses.**

Open to some seniors. See the coordinator of Graduate Studies in Religion.

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## Biology

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**BIOL 125 — Biology I. 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.**

A survey course focusing on information, topics, and experiences derived from the biological sciences. The course systematically builds a sequential scientific information base derived from chemical/molecular, genetic, cellular, tissue/organ, organism, and population/ecological areas. Contemporary topics in biology, biomedicine, evolution, stem cell use, risk assessment, human disease, cancer, and environmental stewardship are also studied. Laboratory experiences are designed to augment and extend the lecture experience. When possible, human connections are emphasized so as to encourage students to see their role in the magnificent scheme of life. Thus, the primary goal is to help the student learn and connect basic biological content with a larger, more integrated perspective. Preferred prerequisite: PHSC 102.

**BIOL 211 — Medical Terminology. 2 hours.**

A specialized course designed to familiarize the student with the unique terminology related to specialized fields of medicine.

**BIOL 246 — Human Anatomy and Physiology I. 4 hours.**

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

**BIOL 247 — Human Anatomy and Physiology II. 4 hours.**

The second of a two-semester sequence. It considers circulatory, respiratory, digestive, excretory, endocrine, and reproductive systems of the human body. Three lecture periods and one laboratory period.

**BIOL 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 330 — Pathophysiology. 3 hours.**

A study of the concepts and applications of Pathophysiology for pre-health care professionals. A systems approach based on a previous knowledge of normal physiological homeostatic mechanisms. Disease as a loss of the steady state is emphasized and therapeutic approaches are discussed as mechanisms that act to restore and maintain the steady state. Prerequisites: BIOL 246, BIOL 247, and BIOL 356.

**BIOL 335 — Biochemistry. 4 hours.**

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

**BIOL 352 — Advanced Botany. 4 hours.**

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

**BIOL 354 — Developmental Biology. 4 hours.**

A study of the processes involved in the development of an organism from a fertilized cell. The study includes both classical embryological concepts as well as modern principles. Although emphasis is placed on the development of vertebrates, the development of various invertebrates is also examined. Prerequisites: BIOL 125, 126. Recommended prerequisite: BIOL 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, morphology, classification, physiology, genetics, aseptic culturing techniques, and practical applications. Host parasite interactions in relation to disease-health equilibrium are also studied, with emphasis on microbial virulence factors and host immune and non-immune defense mechanisms. Prerequisites: BIOL 125, 126, or equivalent, four hours of chemistry. Three lecture periods and two laboratory periods per week.

**BIOL 359 — Immunology. 4 hours.**

Examines the molecular and cellular responses to infection and disease. Antibody structure, mechanisms of antibody formation, and the consequences of antibody interaction with antigen are studied. Cell-mediated and humoral immunity, histocompatibility, tumor immunology, immunodeficiencies, allergies, and autoimmune disease mechanisms are evaluated within the framework of a normal functioning immune system. Prerequisites: BIOL 125, 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 367 — Animal Behavior. 4 hours.**

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

**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 — Field Experience. 4 hours.**

Options include AuSable Institute Field Station courses, other field station courses, and supervised internships. Intent is to provide biology/zoology experience and course work not available on campus. All options must be academically rigorous, have clear application to one's ONU degree program, and must be approved by Biology department.

**BIOL 490 — Research in Biology. 1 to 4 hours.**

Open to advanced students with high academic achievement. Original research is to be conducted and a paper presented. Prerequisites: Permission of instructor, and at least junior standing. Credit is not to accumulate more than four hours.

**BIOL 495 — Seminar in Biology. 1/2 hour.**

Four semesters is required of all majors in Biology. This seminar provides for the discussion of biological developments and topics of current interest. Related topics such as bioethics and social concerns of specific biological advances are often discussed. Student presentations are an integral part of this course. Credit not to accumulate more than two hours.

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## Business

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**BSNS 117 — Finite Mathematics with Business Applications. 3 hours.**  
Same as MATH 117.

**BSNS 160 — Principles of Management. 3 hours.**

The introductory course to any track in the business program, focusing on management theory and practice; applied concepts such as planning, organizing, staffing, directing, and controlling; principles of self-development and professional development; and examination of historic and contemporary readings to explore the full meaning of "management" as a professional endeavor.

**BSNS 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 310 — Systems Analysis and Design. 3 hours.**

Same as CSIS 310.

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

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

**BSNS 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 400 — Decision Support Systems. 3 hours.**  
The focus of this course is the use and application of information systems to support the decision-making process. Recursive partitioning machine learning algorithms, neural networks, genetic algorithms, and rule-based systems are discussed as they apply to data mining techniques. Hands-on experience in developing management support systems applied to real-world applications. Prerequisite: BSNS 303 and CSIS 245.

**BSNS 425 — Advanced Computer Applications. 3 hours.**  
Two thirds of the course emphasize advanced EXCEL spreadsheet techniques and tools to solve complex business problems in accounting, finance, marketing, and economics. Particular attention will be given to working with large complex spreadsheets and modeling. The remaining third of the course focuses on building intermediate skills in the ACCESS database systems.

**BSNS 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 an 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, and approval of the department chair.

**BSNS 490 — Business Policy and Strategy. 3 hours.**  
A capstone seminar course designed to help the student integrate and apply the skills and knowledge gained throughout the whole of his or her academic studies in business. Emphasis will be placed on current practitioner literature and real world examples. Each student will participate in a team-based company research project and write a comprehensive individual case analysis. Students must have senior standing and have had all other courses in their major track (prior completion or concurrent enrollment). Prerequisites: Senior standing, approval of the instructor.

**BSNS 492 — Students in Free Enterprise. 2 hours.**  
This course will give students a unique hands-on opportunity to develop their managerial and analytical skills by acting as consultants for a profit or nonprofit organization. Students will also compete in SIFE regional and

national competitions. Students must take BSNS 492 and 493 consecutively. Credit for BSNS 492 can be earned only upon successful completion of BSNS 492 and 493. Prerequisite: Senior standing and approval of course instructor.

**BSNS 493 — Students in Free Enterprise. 2 hours.**

A continuation of BSNS 492. Prerequisite: Senior standing, approval of course instructor, and BSNS 492.

**BSNS 494 — Field Experience in Info Systems. 3-4 hours.**

Same as CSIS 494.

**BSNS 495 — Seminar in Leadership. 3 hours.**

Focus will be on clarifying the distinction between management and leadership, and the integration of the Christian faith into various business topics. Prerequisites: Senior standing and BSNS 160.

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## Chemistry

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**CHEM 101 — Introduction to Chemistry. 4 hours.**

A beginning chemistry course for students with limited background in science and mathematics. Basic treatment of chemical calculations, measurements, atomic structure, bonding, nomenclature, states of matter, gas laws, solutions, reactions, kinetics, equilibrium, acids, bases, electrolytes, and radioactivity is given. The course covers many topics, but deals with them at an elementary level. 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: high school chemistry. Three lecture periods and one laboratory period.

**CHEM 104 — General Chemistry II. 4 hours.**

Acid base chemistry, equilibrium, kinetics, thermodynamics, electrochemistry, coordination chemistry, and nuclear chemistry are treated in detail in the lecture. The laboratory work emphasizes qualitative analysis of cations, anions, and salts. 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 340 — Drug Chemistry. 3 hours.**

From the viewpoint of organic chemistry, this course is a study of how the human body acts upon drug molecules, and how they act upon the body. The structures of various organic drug molecules are presented and discussed in relation to their pharmacological activities, many of which are common "drugs of abuse." For the latter, the organic chemical structures of several drugs of intervention against addiction are presented and discussed, along with a discussion of how they achieve the intervention. Prerequisite: CHEM 311. CHEM 312 is recommended. Offered in alternate years. Three lecture periods.

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

Same as GEOL 375.

**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. 4 hours.**

Same as GEOL 385.

**CHEM 390 — Topics in Chemistry. 1-2 hours.**

Selected topics in chemistry to provide opportunities for study in more specialized areas. Often offered in cooperation with other ACCA colleges. Previous topics have included medicinal chemistry, green chemistry, nanochemistry, forensic chemistry, and polymer chemistry. This course may be repeated for additional credit, provided the topics are different.

**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 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.

## Christian Education

**CHEM 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.

**CHEM 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.

**CHEM 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.

**CHEM 240 — Spiritual Formation. 3 hours.**

A course designed to enhance the personal spiritual growth of the minister. The understanding and development of issues of integrity and character and the integration of relationships with self, God, and others are explored. Attention is given to classical spiritual disciplines such as prayer, fasting, Scripture-reading, and Christian meditation. Prerequisite: THEO 101, CMIN 116.

**CHEM 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 305 — The Church in Mission. 3 hours.**

Same as CMIN 305.

**CMIN 306 — Cross-Cultural Ministry. 3 hours.**

Same as CMIN 306.

**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 101, 211.

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

Addressing concerns regarding the effectiveness of youth ministry in the local church, this course attempts to answer tough questions about what will be essential program content for youth and families in determining the future of youth ministry in the 21st century. For the student, practical tools should assist in designing local church ministry programming that is Biblical, missional, relevant and sustainable. Prerequisite: CHED 200.

**CHED 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 425 — Small-Group Ministry. 3 hours.**

Focus is on the establishment, nurturing, and support of small groups for children, youth, and adults primarily through the local church. Biblical foundations of small groups are explored with special attention given to the principles Jesus used as he invested in his disciples. John Wesley's

small groups system is examined as a model for making disciples. Wesley's influence is still significant to all Protestants, especially those of the Wesleyan tradition. The meta-church model is also examined with its unique organizational priorities and structures. Emphasis is given to apply the truth, theory and content of the class by leading a campus small group.

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

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

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

Same as CMIN 452.

**CHED 489 — Problems in Christian Education. 1- 2 hours.**

Individual study of a practical problem in Christian education. The student must decide upon a problem, study it, and propose its solution. The major requirement is a written report of the student's research. Open to majors only.

**CHED 490 — Integrated Summer Ministry Experience. 3 hours.**

An integrated ministry experience usually during the summer in harmony with the student's calling. The experience will include at least 150 hours of ministry experience. Attention will be given to the student's personal maturation, development of interpersonal competencies, and sharpening of professional skills for leadership facilitated by the instructor and mentored by the field supervisor.

**CHED 494 — Pastoral Care and Counseling. 3 hours.**

Same as CMIN 494.

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## Christian Ministry

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**CMIN 101 — Sharing our Faith. 1 hour.**

This class seeks to equip and encourage the student to share faith in Christ with other individuals in various situations. It will explore the motives, personal inhibitions, and methods for sharing faith in Christ with others.

**CMIN 116 — Fundamentals of Christian Ministry. 3 hours.**

A course designed to acquaint the student with the foundation and avenues for fulfilling the special call to service and to introduce Olivet's ministerial training objectives. Required of all freshmen in the ministerial training program.

**CMIN 187, 387 — Supervised Worship Practicum. ½-1 hour.**

Students are exposed to opportunities for leadership and participation in chapel worship settings while gaining an overview of the theological, Biblical, and spiritual issues in leading congregational worship. Special emphasis will be placed on training students to design, plan, and lead worship services appreciating various styles of worship. Participation in chapel worship services is required.

**CMIN 205 — Community Ministry Experience I. 1 hours.**

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. Prerequisite: CMIN 116.

**CMIN 290 — Cross-Cultural Ministry Experience. 1-2 hours.**

A supervised, semester-long ministry experience of at least 50 hours per credit hour of ministry in a local church, an approved Parachurch organization, or other appropriate ministry setting. The experience is to take place in a ministry setting that is culturally divergent from the student's own cultural background. A mentor will be assigned to the student who will assist the student in finding a specific ministry position, provide direction to the student, and offer appropriate assessment. Assessment will be based on the following criteria: the student's preparedness for ministry; spiritual leadership; interpersonal skills; and developing awareness of, respect for, and flexibility in the face of cultural differences. Prerequisites: CMIN 101, CMIN 116. Pass/Fail grading.

**CMIN 305 — The Church in Mission. 3 hours.**

A study of the mission and ministry of the Church. The study will concern itself with both the global and particular (congregational) mission and concerns of the Church and how that mission is to be lived out (practical theology). The emphasis will be on the health and faithfulness of the congregation. An introduction to contemporary Church research, methodologies, and methods are also to be included, especially emphasizing the church's task of evangelism.

**CMIN 306 — Cross-Cultural Ministry. 3 hours.**

A study of the theory and practice of cross-cultural ministry within the contexts of a single predominant culture and of multiple cultures. This will also include ways of reformulating and presenting the Christian message in culturally specific ways. Courses will include an introduction to world religions.

**CMIN 380 — Introduction to Missionary Service. 1 hour.**

A 16-hour, weekend seminar introducing prospective missionary candidates to missionary service in the Church of the Nazarene. The course is conducted by personnel from the Church of the Nazarene's World Mission division one weekend a year, Thursday evening through Sunday morning. Topics covered include the stages of becoming a missionary, missionary life, and cross-cultural orientation. Pass/ Fail grading.

**CMIN 390 — Cross-Cultural Field Experience. 2-3 hours.**

Credit is given for participation in a group short-term (2-8 weeks), cross-cultural ministry program under the auspices of Olivet Nazarene University, the Church of the Nazarene's World Mission, or another missionary organization. A minimum of 80 hours of actual ministry time is required for two credits; 120 hours of ministry for three credits.

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

An introductory study to pastoral ministry to individuals and small groups. Attention will be given to human development, spiritual formation, personality disorders, crisis intervention, counseling principles and techniques, premarital and marital counseling tools and techniques, and pastoral visitation agendas and techniques. Prerequisite: THEO 310, junior standing.

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

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

**CMIN 401 — Advanced Homiletics. 3 hours.**

This course addresses homiletics within the larger context of classic Christian worship. Emphasis is given to preaching the various literary genres of Scripture, which also include the wider variety and function of homiletical forms (designs). Students preach original sermons in class and outside of class. Prerequisite: CMIN 350.

**CMIN 425 — Urban Ministry. 3 hours.**

This course provides the student with a broad introduction to the unique challenges and opportunities for Christian ministry in an urban context. Students are encouraged to reflect on their own lifestyles and future ministry choices in light of the needs of the city and the response of the gospel in meeting human need. Exposure to city life and church-based organizations provide a dynamic context for the various learning activities in this course. The class is offered during the first summer session, with the class experience and trips to Chicago occurring over one week and an additional week spent at the Shepherd Community in Indianapolis. Additional fees apply.

**CMIN 450 — Missiological Foundation. 3 hours.**

This course is designed to explore issues related to global world missions. The course will include a biblical theology for missions, a brief history of modern missions, the key definitions for modern missiology, and a study of current mission philosophies and strategies. Prerequisite: CMIN 306

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

A comprehensive study of the organization and activities of the local church and the pastor's leadership in these concerns. Class work will include such topics as understanding small-group dynamics, problem-solving, planning (including long-range planning), discipling other leaders (lay and staff), budgeting, accounting, raising funds, property management, leadership styles and skills, followership, conflict resolution techniques, fostering and maintaining relations with the denomination and especially the district, and personal ethics and financial budgeting. Recommended prerequisites: CMIN 305.

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

Prerequisite: Completion of junior year, approval by the supervisor of Field Placements, and the following courses: BLIT 250, CMIN 101, 116, 205, and 350, THEO 310 and 351.

**CMIN 499 — Topics in Christian Ministry. 3 hours.**

A study of significant areas of contemporary and enduring interest in the field of Christian ministry, such as Images of Ministry in Church History, Women in Ministry, Leadership of the Church for the Unchurched, etc. Offered alternate years. Prerequisite: CMIN 305.

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## Communication

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**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 performance skills through scene work. Theories of acting will be analyzed and applied. Offered in alternate years.

**COMM 120 — Introduction to Theatre. 3 hours.**

The study of the theatre as an art form. This course will integrate various approaches to the study and appreciation of the theatre, including its performance and historical and literary aspects. Major project includes production work on the current school play. Offered in alternate years.

**COMM 141— 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 171 — Fundamentals of Radio/Beginning Announcing. 3 hours.**

Emphasizes the communication and performance skills that are essential for successful announcing. Topics include: interpreting copy, voice and diction, broadcast interviewing, and sports and music announcing. Students are given practical experience with broadcast studio equipment necessary for announcing. COMM 277 must be taken concurrently with this course.

**COMM 175 — Nonlinear Editing. 3 hours.**

An introduction to 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 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 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 243 — Beat Journalism. 3 hours.**

Newsroom simulation. Students are assigned weekly news stories on various beats on campus and in the community. Advanced reporting and writing techniques will be emphasized. Prerequisite: COMM 141.

**COMM 260 — Film Studies. 3 hours.**

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

**COMM 272 — Writing for Radio and Audio Media. 3 hours.**

Writing various forms of broadcast continuity, including commercial and non-commercial advertising copy, promotional, station imaging, interview questions, and conversational news copy. Special focus on "writing for the ear." Offered alternate years.

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

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

**COMM 277 — Broadcast Practicum. 1 hour.**

Practical experience in the campus radio station by serving in a wide variety of areas from station management to staff announcer. Practicum may be repeated up to six credit hours. Each practicum hour will require approximately four working hours per week. Corequisite: COMM 171, 273, 374 or 375.

**COMM 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. Pre-requisite: COMM 175.

**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 141.

**COMM 300 — Service Learning. 1 hour.**

Each major within the department will utilize the student's particular communication skills in the context of service to the off-campus community. Typical service learning experiences may include helping a

nonprofit organization with a special project (i.e., video, brochures, fundraising, dramatic presentations, etc.). A minimum of 30 clock-hours must be spent on the particular project. Each service learning project must be approved and supervised by the student's adviser.

**COMM 305 — Professional Communication. 3 hours.**

This course is designed to give the student frequent and intense experience in public speaking and debate. This course emphasizes the importance of clarity and understanding of informative messages and power of persuasive messages. Attention is given to the process of analyzing an issue, structuring arguments, using evidence, and handling refutation and rebuttal in oral communication. Prerequisite: COMM 105.

**COMM 320 — Directing. 3 hours.**

An examination of the directorial process from script analysis to actual theatrical production. This course examines such topics as dramaturgy, blocking, stage movement, casting, rehearsal, production, and communication with designers. Students will provide direction for scene work in class and work on a scene or one-act play for the Department of Communication's annual "Night of Performance." Prerequisites: COMM 120. Offered in alternate years.

**COMM 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 105.

**COMM 344 — Journalism Layout and Design. 3 hours.**

Students organize, edit and lay out all elements of a newspaper including stories, headlines and photographs. The course will examine technical as well as philosophical issues in editing and design.

**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 141 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 141 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.

## Course Descriptions - Traditional Undergraduate

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

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

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

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

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

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

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

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 344 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 141.

### **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 105.

### **COMM 457 — Communication Theory. 3 hours.**

The purpose of this course will be to provide an in-depth look at some of the dominant theories being used in the study of human communication today. Some of the topics to be covered will be symbolic interactionism, rhetorical sensitivity, coordinated management of meaning, systems theory, and information processing. Prerequisites: A total of at least 15 hours in the major, or approval of the instructor. Offered in alternate years.

### **COMM 460 — Philosophy of Human Communication. 3 hours.**

Reading and detailed study of the theories of principal rhetoricians from ancient to modern times. Attention will be given to research techniques in rhetoric; students will conduct a major research project. Prerequisites: A total of at least 15 hours completed in the major, or approval of instructor. Offered in alternate years.

### **COMM 466 — Communication Internship. 1–6 hours.**

The student will intern under the supervision of a professional in an off-campus organization. The internship must be served in an area appropriate to the student's course of study. The practicum should not be taken until after the junior year or until most required courses in the major have been completed. A minimum of 40 clock hours per credit hour must be spent on site. The student is expected to be an active participant in securing the practicum experience. Students must be registered during the term of the internship.

### **COMM 476 — Broadcast Management. 3 hours.**

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



## Computer Science

### **CSIS 104 — Seminar I. ½ hour.**

This course brings in alumni to discuss work experience, deals with professional issues, discusses codes of conduct, and helps to integrate the computer science curriculum. Students are required to submit an approved curriculum plan. Prerequisite: CSIS 110 or CSIS 131.

### **CSIS 110 — Introduction to Computer Science. 4 hours.**

Provides a broad coverage of topics in computer science and its applications. Investigates the capabilities of computer technology. Includes a significant introductory experience in programming. Also includes introductions to professional ethics and careers. Includes lab.

### **CSIS 112 — Technology Today. 2 hours.**

Study of a variety of technologies that are commonly found in entertainment, computer, navigation, and communication systems. Will also emphasize applications of these technologies and comparison of alternatives for informed selection. Example topics could include GPS, cell phones, digital cameras, MP3 players, DVD drives, and data security.

### **CSIS 131 — Introduction to Web Programming. 3 hours.**

Introduction to programming for the world wide web. Uses a variety of tools for editing, debugging, and testing web programs. Emphasizes programming languages commonly used for both browser side and server side scripting. Includes lab.

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

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

### **CSIS 210 — Discrete Mathematics. 3 hours.**

Same as MATH 210. Prerequisite: MATH 147 and CSIS 171 or CSIS 251, or instructor permission.

### **CSIS 245 — Database and Information Systems. 4 hours.**

Study of database management systems and their application to information systems. Includes database design, access, and update using a relational database management system. Includes lab. Offered alternate years. Prerequisite: CSIS 110 or CSIS 131.

### **CSIS 251 — Principles of Programming I. 4 hours.**

Study and practice of current programming methodology and style. Programs are written in the JAVA programming language. Covers programming concepts including primitive data types, control-flow structures including recursion, definition and use of methods and objects, inheritance and scope of identifiers, sequential files, and array data structures. Includes lab. Prerequisite: CSIS 110, CSIS 131, CSIS 171, or consent of instructor.

### **CSIS 252 — Principles of Programming II. 3 hours.**

Continuation of CSIS 251 with increased emphasis on data abstraction and JAVA class design. Covers implementations and applications of common collection data types including stacks, queues, lists, trees, and graphs. Introduction to algorithm analysis and computational complexity for comparison and selection of alternative implementations. Includes lab. Prerequisite: CSIS 251.

### **CSIS 255 — System Administration. 3 hours.**

Study of hardware and software installation, setup, configuration, and administration for computer systems. Includes basic coverage of

Windows and Unix services. Also includes system security planning and administration. Will be carried out in an experimental lab environment.

### **CSIS 303 — Management Information Systems. 3 hours.**

Same as BSNS 303.

### **CSIS 304 — Seminar II. ½ hour.**

This course brings in alumni to discuss work experience, deals with professional issues, discusses codes of conduct, and helps to integrate the computer science curriculum. Students are required to report on their capstone experience. Prerequisite: permission of the instructor.

### **CSIS 310 — Systems Analysis and Design. 3 hours.**

Study of the analysis, design, and management of computer information systems development or modification. Focuses on the improvement and control of business processes using information systems. May be taken instead of CSIS 457 but not in addition to it. Offered alternate years. Prerequisite: CSIS 131 or CSIS 251.

### **CSIS 326 — Network Administration and Theory. 4 hours.**

Study of computer networks. Focuses on networking hardware and software including switches, routers, and network interface cards. Also includes both wired and wireless network communication media. The layered model of network communication provides structure for the discussion of the many protocols and services. Lab focuses on installation, setup, configuration, and administration of network devices and server based services such as DHCP, DNS, X.500, NFS, web server. Includes lab. Offered alternate years. Prerequisite: CSIS 251 or CSIS 255.

### **CSIS 340 — Human Computer Interface. 3 hours.**

Study of the properties of high quality user interfaces. Emphasizes graphical user interfaces and components such as menus, forms, and reports. Relates psychological theories of human perception and cognition that contribute to the design of efficient human computer interfaces. Offered alternate years. Prerequisite: CSIS 131 or CSIS 251.

### **CSIS 354 — Numerical Analysis. 3 hours.**

Same as MATH 354. Prerequisite: MATH 351, MATH 361, and CSIS 171 or 251, or instructor permission.

### **CSIS 366 — Computer Organization and Design. 4 hours.**

Study of computer organization and design. Includes digital logic, processor organization, memory system organization, input/output system organization, and an introduction to assembly language programming. Compares alternative organizations and designs of each major sub-system. Includes lab. Offered alternate years. Prerequisite: CSIS 252.

### **CSIS 381 — Systems Programming. 3 hours.**

Deals with development of system programs. These are typically utilities dealing with operating system data or programming language support. They are usually written with fairly low-level languages such as C/C++, which have access to system APIs. Example utilities with the operating system might include security programs, command interpreters, or disk utilities. Example utilities with language systems might include text editors, assemblers, linkers, code formatters, or code generators. Offered alternate years. Prerequisite: CSIS 252.

### **CSIS 400 — Decision Support Systems. 3 hours.**

Same as BSNS 400.

### **CSIS 404 — Senior Seminar. 1 hour.**

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



**CSIS 427 — Security Administration. 3 hours.**

Study of the security planning and administration of a computer network. Includes security update application, malware protection, intrusion detection, firewall organization and policy management. Focuses on a multi-layer approach to network security. Offered alternate years. Prerequisite: CSIS 326.

**CSIS 436 — Project Management and Development of Information Systems. 3 hours.**

Study and practice of application system development. Requires participation in at least one group project implementing a system for actual use. May be repeated as topics vary, but may apply only once toward the major or minor. Includes lab. Prerequisite: CSIS 310 or CSIS 457.

**CSIS 445 — Advanced Databases and Administration. 3 hours.**

Continuation of CSIS 245 and covers advanced topics including Web databases, distributed databases, concurrency, optimization, and advanced administration. Offered in alternate years. Prerequisite: CSIS 245.

**CSIS 457 — Software Engineering. 3 hours.**

Study of the software engineering process by analyzing, designing, developing, documenting, and testing a significant semester length software project. Emphasizes object-oriented analysis, design, and programming. May be taken instead of CSIS 310 but not in addition to it. Offered alternate years. Prerequisite: CSIS 326 and junior/senior standing or permission of instructor.

**CSIS 460 — Operating Systems. 3 hours.**

Emphasizes the kernel including bootstrap, loader, debug facilities, I/O subsystem, and command shell. Also covers process scheduling, resource allocation and management, and spooling. Offered alternate years. Prerequisite: CSIS 366 and CSIS 381.

**CSIS 475 — Theory of Computation. 3 hours.**

Study of the theory of computation. Emphasizes formal language theory including finite automata, Turing machines, and context-free grammars. Also includes decidability and computational complexity. Offered alternate years. Prerequisites: CSIS 210 and CSIS 252.

**CSIS 480 — Topics of Computer Science. 1-3 hours.**

Selected topics of interest in computer science. Provides flexibility and responsiveness in a dynamic and rapidly changing field. Prerequisite: permission of the instructor.

**CSIS 491 — Research Problems in Computer Science. 3-4 hours.**

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

**CSIS 494 — Field Experience in Info Systems. 3-4 hours.**

Designed to allow the student to integrate principles learned in the classroom by working in a business setting. The program is under the joint planning and supervision of the business involved and the department faculty. Prerequisite: Consent of the faculty adviser monitoring the work.

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**Criminal Justice**

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**CJUS 243 — Introduction to Criminal Justice. 3 hours.**

This introductory course examines the American criminal justice system from the commission of a crime to the release of the offender in the community. The focus of the course will be on the three main components of the system: law enforcement, the courts, and corrections. The nature and relationships of the various criminal justice agencies will be explored in detail, as well as major theoretical concepts, models, and perspectives.

**CJUS 273 — Criminology. 3 hours.**

The focus of this course is on the causation of crime and delinquency. Classical, biological, psychological, and sociological theories of crime causation will be explored, as well as violent, property, white-collar, organized, and public order crimes. An examination will also be made of the extent and measurement of crime, delinquency, and victimization. Prerequisite: CJUS 243.

**CJUS 293 — Criminal Law. 3 hours.**

An examination of the historical, constitutional, and legal principles applicable to substantive criminal law. This course will focus on an analysis of the definition of criminal law, elements of the major crimes, general principles of criminal responsibility, punishment, and the conditions or circumstances that may excuse an individual from criminal liability or mitigate the punishment. Legal reasoning, research, and case analysis will also be examined as well as the limitations of the criminal law. Prerequisite: CJUS 243 or permission of instructor.

**CJUS 316 — Corrections. 3 hours.**

This course is an examination of the people, systems, practices, policies, and problems of the correctional community, at the local, state, and federal levels. This course will include an analysis of the historical development of corrections, including community attitudes and resources, treatment programs, trends, and changes in the field, based on the philosophies of state and national governments. Various sentencing options, including the death penalty, will also be examined. Prerequisite: permission of instructor.

**CJUS 325 — Police and Society. 3 hours.**

This course will examine the philosophy, history, and agencies of law enforcement at the local, state, and federal levels. An analysis of the role and responsibilities of law enforcement in a democratic society will be investigated, as well as such contemporary issues as corruption and brutality. Prerequisite: CJUS 243 or permission of instructor.

**CJUS 331 — Basic Research and Statistics. 4 hours.**

Same as PSYC 331.

**CJUS 360 — Criminal Procedure. 3 hours.**

An examination of the historical, constitutional, and legal principles applicable to criminal procedure. This course will focus on the procedural aspects of the criminal law pertaining to police powers in connection with the laws of arrest, search and seizure, the exclusionary rule, civil liberties, eavesdropping, confessions, and related decision-making factors. Analysis of such precedent cases as *Miranda v. Arizona*, *Terry v. Ohio*, and *Escobedo v. Illinois* will also be pursued. Prerequisite: CJUS 243 or permission of the instructor.

**CJUS 370 — Criminalistics. 3 hours.**

This course focuses on crime scene investigation and evidence handling, from the initial crime scene assessment to the courtroom. The course begins with evidence gathering, and continues with an investigation into drugs, hairs and fibers, paints, patterns, fingerprints, firearms, blood and body fluids, and DNA. The course finishes with a look into forensic

## Course Descriptions - Traditional Undergraduate

pathology, anthropology, entomology and engineering. Throughout the course, students will demonstrate proper handling procedure and experiment with laboratory techniques of identification. This class will include lecture and laboratory sessions. Prerequisite: CJUS 243 or permission of instructor.

### **CJUS 394 — Juvenile Justice. 3 hours.**

This course focuses on the role of delinquent minors in the juvenile and criminal justice systems. This involves an examination of theories of juvenile delinquency and an examination of the problems of juveniles: family issues, economic issues, school issues, risk and protective factors in delinquency, juvenile rights and responsibilities, drugs, and gangs. Institutions and programs that serve juveniles will also be examined. Prerequisite: permission of instructor.

### **CJUS 400 — Field Placement I. 6 hours.**

Limited to Criminal Justice majors in the senior year. Students are required to serve 270 hours of field experience in police, probation, correctional, or other criminal justice oriented agencies. The Criminal Justice Program Coordinator must approve specific placements.

### **CJUS 405 — Field Placement II. 3-6 hours.**

This course must be taken during the senior year and is limited to Criminal Justice majors. Students will be required to serve 135–270 hours of field experience in police, probation, correctional, or other criminal justice-oriented agencies. The Criminal Justice field coordinator reserves the right to affirm or deny specific placements. This course will be taken after or in conjunction with CJUS 400. Prerequisite: senior status and permission of adviser.

### **CJUS 440 — Special Topics in Criminal Justice. 3 hours.**

Contents of this course will vary as instructors present different developments, problems, issues, and controversies in the field of criminal justice. This course will only be offered periodically. Prerequisite: CJUS 243 or permission of instructor.

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## Economics

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### **ECON 110 — Principles of Economics. 3 hours.**

An introduction to economic reasoning and analysis, with special emphasis on the market process as a system of social coordination. This course will address microeconomic topics such as opportunity cost, and comparative advantage as well as the macroeconomic issues of inflation, unemployment, and monetary and fiscal policy.

### **ECON 241 — Business Statistics. 3 hours.**

Same as BSNS 241. Prerequisite: MATH 117.

### **ECON 308 — Comparative Economic Systems. 3 hours.**

An examination of the alternative forms of economic organization that exist around the world. Areas of emphasis will include the existing variations in the democratic capitalist framework, the ongoing process of transition in formerly socialist nations, the emergence of new sources of competition within the global economy, and the interaction between economics, politics, and culture in various societies.

### **ECON 311 — Intermediate Microeconomics. 3 hours.**

An exploration of the neoclassical theories of consumption and production. Additional topics will include game theory and strategic behavior, the economic impact of technological development and organizational innovation, the role of the government in maintaining competition, and the relationship between Christian thought and economic methodology. Prerequisites: ECON 110.

### **ECON 312 — Intermediate Macroeconomics. 3 hours.**

An examination of alternative theoretical frameworks of the national economy, with particular emphasis on the contrast between short-run and long-run models of aggregate economic behavior. Additional attention will also be devoted to current controversies in macroeconomic theory, policy, and performance. Prerequisites: ECON 110.

### **ECON 342 — Intermediate Economic Statistics. 3 hours.**

Building upon the foundation provided by Business Statistics, this course will introduce students to the basic concepts of econometrics, especially regression analysis. Emphasis will be placed upon the mastery of various statistical techniques and their applications. Prerequisite: ECON 241.

### **ECON 345 — Economics of the Public Sector. 3 hours.**

An examination of the role of government in market economy, both in a positive and a normative sense. Major topics will include the theories of market failure and public choice; the economic impact of various taxes, expenditure programs, and regulatory actions; and alternative rationales for the expansion in the size and scope of government in the United States and other nations over time.

### **ECON 362 — Financial Markets and Institutions. 3 hours.**

A survey of the financial organizations of society, including the functioning and characteristics of money and credit, investment banking, trust companies, and commercial banking, with emphasis on the Federal Reserve System. Current money and banking problems are evaluated in conjunction with the theoretical concepts studies. Prerequisites: ECON 110, BSNS 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.

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## Education

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### **EDUC 150 — Historical and Philosophical Foundations of Education. 3 hours.**

An introduction to the organization, development, and critical issues of American education. This course studies education in light of historical, philosophical, multicultural, technological, and theoretical models and how each has impacted today's educational thought. Through analysis of research findings and current trends in education, students will study education as a profession. As a part of the course, students will become familiar with the Teacher Education program at Olivet and complete a multiethnic life experience.

### **EDUC 151 — Introduction to Education. 1 hour.**

An introduction to Olivet's Teacher Education program, designed for transfer students who enter with credit in History and Philosophy of Education. Includes information concerning writing of lesson plans, writing in APA format, and other pertinent experiences needed in the transition to Olivet's Teacher Education program.

**EDUC 210 — Instructional Methods of Early Childhood Education. 3 hours.**

Participants in this course are presented an overview of the educational and developmentally appropriate needs of young children. A study of the types of instructional methods for children ages birth through preschool including activity/learning centers, individualization, educational play, media, and their utilization in extending the child's understanding of art, music, literature, pre-reading instruction, mathematics, natural and social sciences. A further emphasis is placed on organization of balanced daily programs, planning, materials for instruction, assessment, parent communication, classroom environment, and bilingualism. Includes a field experience. Prerequisite: admission to the teacher education program or permission of the Director of Teacher Education.

**EDUC 211 — Child Growth and Development. 3 hours.**  
Same as PSYC 211.

**EDUC 212 — Adolescent and Adult Developmental Psychology. 3 hours.**  
Same as PSYC 212.

**EDUC 214 — Early Adolescent Development. 3 hours.**  
The course is designed to provide an understanding of the mental, physical, emotional, and social characteristics and provides study on multicultural issues that have an impact on the education of early adolescents. Students will also gain an understanding of the middle school concept, including purpose, curriculum, and special programs. All student presentations must include a technology component. For education majors only. To qualify for middle-school endorsements, a grade of "C-" or better is required.

**EDUC 220 — Early Childhood Field Experience. 3 hours.**  
The student will participate in a preschool or daycare center for a total of 120 clock-hours. This experience permits the student to utilize skills and techniques which have been learned in the specialized methods courses. Prerequisites: PSYC 211, EDUC 150 and 210.

**EDUC 241 — Statistics. 4 hours.**  
Same as MATH 241.

**EDUC 249 — Educational and Developmental Psychology. 3 hours.**  
This course introduces students to educational psychology and child development. It is an interactive course where students learn and practice skills related to both the cognitive and affective domains of education. Students participate in a series of activities throughout the semester designed to stimulate their thinking and encourage the application of appropriate classroom knowledge to their field experiences. Includes a field experience in a diverse school setting.

**EDUC 269 — Children's Literature. 3 hours.**  
A survey and critical analysis of children's literature to aid in the selecting of reading material for children from the preschool age through the elementary and middle school grade levels. Emphasis placed on diversity and technology integration and several assignments. Prerequisite: admission to the Teacher Education program or permission of the Director of Teacher Education.

**EDUC 295 — Instructional Technology. 2 hours.**  
An introduction to the theory and principles of the use and integration of technologies in classroom instruction in diverse settings. Through projects, each student will demonstrate an understanding of the operation and integration of multiple technologies in the teaching and learning process. Prerequisite: "C-" or better in EDUC 150 or permission of the Director of Teacher Education.

**EDUC 300 — Applied Arts for Teachers. 2 hours.**  
A course for general Elementary and Early Childhood Education majors. The teacher candidate will gain an understanding of the educational, communicative, and aesthetic value of drama, music, and visual art and the role fine arts plays in the elementary and early childhood classroom. Prerequisite: admission to Teacher Education or permission of Director of Teacher Education.

**EDUC 320 — Teaching Early Childhood Language Arts and Social Studies. 2 hours.**  
Participants in this course are presented a variety of techniques and methodologies for teaching language arts and social studies at the primary level. A study of the methods of teaching the language arts from a balanced literacy approach interrelated with social studies will be developed. A thematic unit approach will enhance understanding of integrating listening, speaking, and reading and writing skills with the basic social heritage concepts of multiculturalism, values, citizenship, self worth, geography, history, and biographical appreciation. Includes a field experience in a primary classroom. Prerequisite: admission to Teacher Education or permission of the Director of Teacher Education.

**EDUC 325 — Classroom Management. 1 hour.**  
Effective teachers have classrooms that are caring, thought-provoking, challenging, and exciting, in part because they begin with classroom management procedures. This course will explore theories and applications of effective teaching and classroom management. It deals with the topic of diverse classrooms including, but not limited to, students with exceptionalities, students with behavior disorders, and students of multiethnic background. Prerequisite: admission to teacher education or permission of the instructor.

**EDUC 330 — Teaching Early Childhood Math and Science. 2 hours.**  
Participants of this course are presented a variety of teaching techniques and methodologies. The focus of this course is specifically on teaching methodologies and instructional techniques in the subjects of math and science. This course includes a field experience in a diverse classroom. Prerequisite: admission to Teacher Education or permission of the Director of Teacher Education.

**EDUC 340 — Curriculum and Instruction for Elementary and Middle School Language Arts and Social Studies. 3 hours.**  
A study of the methods of teaching the language arts from a balanced literacy approach interrelated with the social studies. A thematic unit approach will enhance understanding of integrating the language arts skills with the basic social heritage concepts of multiculturalism, values, citizenship, self-worth, and geographical / historical / biographical appreciation. Students will be expected to include technology components into the thematic unit as well as the required group presentations. Includes a field experience. Prerequisite: admission to Teacher Education or permission of Director of Teacher Education.

**EDUC 342 — Curriculum and instruction for Elementary and Middle School Reading. 4 hours.**  
This course is designed to provide understanding of the theoretical background as well as the processes and methodologies of reading instruction from kindergarten through grade nine. Emphases are placed on emergent literacy, word recognition, vocabulary development, comprehension, content areas, study skills and assessment. Candidates will gain understanding of the developmental reading needs of various cultures of bilingual children and instruction for various ability levels of readers. The course will be founded on an integrated and balanced literacy approach using reading strategies and technology. Includes a field experience. Prerequisite: admission to Teacher Education or permission of Director of Teacher Education.

**EDUC 349 — Language Development. 2 hours.**

This course will focus on how humans acquire and develop language, major functions of brain development that relate to speech and language, issues concerning teaching students with bilingual and cultural differences. American dialects, speech and communicative disorders, fostering language through home connections, and choice of appropriate instructional and technological strategies for language of various American populations. Prerequisite: admission to Teacher Education or permission of Director of Teacher Education.

**EDUC 350 — Curriculum and Instruction for Elementary and Middle School Math and Science. 3 hours.**

Participants of this course are presented a variety of teaching techniques and methodologies. The focus of this course is specifically on teaching methodologies and instructional techniques in the subjects of math and science. This course includes a field experience. Prerequisites: admission to Teacher Education or permission of the Director of Teacher Education.

**EDUC 359 — Teaching Reading to Young Children. 3 hours.**

This course is designed specifically for candidates preparing to teach preschool through grade three. The teacher's role in nurturing emergent literacy, including both reading and writing, will be developed as well as use of appropriate technology and instructional strategies in young readers. Because early literacy experiences are learned through a healthy, balanced experiential environment in the home, one feature of the course will include parental involvement in the reading experiences. Other areas to be covered will include classroom environment, thinking about print and writing, shared reading, literature-based reading, language experience, phonemic awareness and phonics instruction vocabulary, comprehension, balanced literacy, basal reading, assessment, and creating books. Includes a field experience. Prerequisite: admission to Teacher Education or permission of Director of Teacher Education.

**EDUC 367 — Methods and Materials in Physical Education for the Elementary School. 2 hours.**

Same as PHED 367. Includes a field experience.

**EDUC 376 — Teaching Diverse Populations in the Regular Classroom. 3 hours.**

This course is an introduction to the field of special education, the psychology and identification of exceptionality (including, but not limited to, students with learning disabilities), differences in approaches to learning styles, multiple intelligences and performance modes, cultural differences, and methodologies for working with diverse populations in the school community. An emphasis is placed on specific strategies for adapting instruction and current practices designed to assist classroom teachers in meeting the needs of all students in the regular education setting. Includes a field experience. Prerequisite: admission to Teacher Education or permission of Director of Teacher Education.

**EDUC 385 — Middle/Secondary School Methods. 5 hours.**

This course is an introduction to the wide array of educational and developmental psychology concepts, theories, principles and strategies and how their relationship impacts the pedagogical techniques teachers will implement in the classroom of the 21st century. Included in the curriculum is accommodating students with exceptionalities, at-risk students, parental involvement, classroom management, multiculturalism, integration of technology, and integration of curriculum. General teaching methods geared to middle and secondary teaching strategies is the focus of this course. In addition, teaching methods are considered, for specific content areas (Art, English, Mathematics, Social Sciences, Science, and Family and Consumer Sciences). Candidates will complete a field experience in conjunction with this course. Students who are candidates for certification K-12 will be accommodated in this course by adapting teaching strategies and lesson plans at all grade levels.

**EDUC 386 — Teaching of Spanish, K-12. 6 hours.**

This course is designed to introduce and refine a Spanish major's skills in the areas of motivation, behavior management, course, and unit- and lesson-planning. Characteristics and issues associated with teaching students of all grades will be addressed throughout the course. Focuses on developing underlying theories and practices in human growth and development, educational theories in teaching pedagogy, and cognitive processes. Included in the content are components of teaching students with exceptionalities, multiple learning styles and preferences, and diverse populations. A large segment of the course is dedicated to forming content lesson plans, matching objectives to state standards, and interdisciplinary unit plans formed with students of various disciplines. Oral presentations including technological components will complete the presentations of the unit plans. Written examinations will comprise assessment of textbook readings and weekly online discussion questions will be an integral part of class participation. Includes a field experience. Prerequisite: admission to Teacher Education.

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

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

**EDUC 400–414 — Student Interest Field Experience. 1–4 hours.**

This is a field experience in which the Elementary or Secondary Education student works with students in an area of interest under the supervision of a supervising teacher or director of a program. A student will spend 40 or more hours per credit hour. Prerequisites: Junior standing and EDUC 249. These course numbers will designate particular programs of the field experience in various departments:

**EDUC 400 — Open School Concept**

**EDUC 401 — Language and Literature**

**EDUC 402 — Social Sciences**

**EDUC 403 — Natural Sciences**

**EDUC 404 — Fine Arts**

**EDUC 405 — Outdoor Education**

**EDUC 406 — Preschool**

**EDUC 407 — Special Education**

**EDUC 408 — Reading**

**EDUC 409 — Mathematics**

**EDUC 410 — Vocational Education**

**EDUC 411 — Physical Education**

**EDUC 412 — Reading Laboratory**

**EDUC 413 — Learning Center**

**EDUC 414 — Multicultural Community Relations**

**EDUC 415 — Pre-Student Teaching Practicum. 1–3 hours.**

Students will spend a minimum of 40 clock hours per semester hour working with students and a classroom teacher in a public school classroom. Designed for education students who have not completed the state-mandated 100 pre-student teaching hours as part of required coursework, or those who may wish to take practicum hours in addition

## Course Descriptions - Traditional Undergraduate

to those required. Prerequisite: admission to Teacher Education or permission of the Director of Teacher Education.

### **EDUC 456 — Management and Professional Practices in Education. 2 hours.**

Designed to refine students' skills as effective practitioners of instructional experiences in today's schools. It emphasizes the teacher as a reflective practitioner, classroom management skills, and collaborative relationships. Taken concurrently with student teaching. Includes a field experience.

### **EDUC 460 — General Music Methods. 3-4 hours.**

Same as MUED 460. Includes a field experience.

### **EDUC 481 — Paraprofessional Field Experience. 4 hours.**

Students will spend half days for eight weeks working with a teacher as a paraprofessional under supervision of a University supervisor.

### **EDUC 482 — Student Teaching for Early Childhood Education. 12 hours.**

Prerequisites: Senior standing, pass the Illinois Subject-Matter Knowledge test, approval by the Teacher Education Faculty Committee, and appropriate methods courses. Includes some experience at both the preschool and primary-school levels. Taken concurrently with EDUC 456.

### **EDUC 484 — Supervised Student Teaching in the Elementary School. 12 hours.**

Prerequisites: Senior standing, pass the Illinois Subject-Matter Knowledge test, approval by the Teacher Education Faculty Committee and appropriate methods courses. Taken concurrently with EDUC 456.

### **EDUC 485 — Supervised Student Teaching: All Grades. 12 hours.**

Prerequisites: Senior standing, passing the Illinois Subject-Matter Knowledge test, approval by the Teacher Education Faculty Committee, and appropriate methods courses. Taken concurrently with EDUC 456.

### **EDUC 486 — Supervised Student Teaching in the Secondary School. 12 hours.**

Prerequisites: Senior standing, passing the Illinois Subject-Matter Knowledge test, approval by the Teacher Education Faculty Committee, and appropriate methods courses. Taken concurrently with EDUC 456.

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## Engineering

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### **ENGN 101 — Engineering Design. 3 hours.**

An introduction to the engineering profession and engineering design process. Principles of professionalism, teamwork, technical graphics, and engineering drawings. Use of computer-aided analytical and graphical design tools, such as Lab View, Excel, and Pro-Engineer. Design projects in digital systems, materials science, and mechanics of materials.

### **ENGN 102 — Engineering Design II. 3 hours.**

Continuation of ENGN 101. Advanced use of computer-aided analytical and graphical design tools. Design projects in fluid mechanics, vibrations, electric circuits, signal processing, and thermodynamics. Exploration of engineering careers and industries.

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

Same as CSIS 171.

### **ENGN 250 — Engineering Economics. 3 hours.**

Application by engineers of economic and financial principles to capital investment. Analysis by present worth, annual cash flow, rate of return, benefit-cost, and replacement considerations. Depreciation, taxes,

inflation, probability and risk, and evaluation of optimum use of resources.

### **ENGN 261 — Statics and Mechanics of Materials. 3 hours.**

Introduction to fundamental mechanics applications of vector calculus; analysis of force systems; equilibrium of two- and three-dimensional systems; trusses, frames, friction; introduction to virtual work; centroids and area moments of inertia; relationship between internal stresses and deformations produced by external forces acting on simple elastic structures; normal and shear stresses and deformations produced by tensile, compressive, torsional, and bending loading of members; states of stress and failure; deflection of beams; elastic strain energy and impact loading; analysis of composites; stability and buckling of columns. Prerequisite: PHYS 201.

### **ENGN 262 — Dynamics. 3 hours.**

Introduction to engineering dynamics; kinematics and kinetics of three-dimensional motion of particles, systems of particles, and rigid bodies; translating and rotating reference frames, space mechanics; work-energy, impulse-momentum, and impact problems; introduction to vibrations; topics in matrix algebra, MATLAB applications, numerical methods, and dynamic system modeling and design. Prerequisite: ENGN 261.

### **ENGN 270 — Digital Systems. 3 hours.**

Design of digital circuits with digital integrated circuit components and microcontrollers. Apply binary arithmetic and codes, and Boolean function simplification to logic gate circuits. Analyze and synthesize combinational circuits. Apply, program and synthesize microcontroller circuits to simplify sequential circuits and complex control logic. Laboratory experience. Corequisite: PHYS 202. Prerequisite: ENGN 170 or CSIS 251.

### **ENGN 300 — Electric Circuit Analysis. 3 hours.**

This course emphasizes an analysis of general networks and an introduction to signals and systems. Included are studies of simultaneous linear differential equations, Laplace transformations, network theorems, functions, and two-port parameters. Three lecture periods per week. Prerequisite: PHYS 202; Corequisite: MATH 357.

### **ENGN 310 — Circuits and Signal Processing. 3 hours.**

Model and solve circuits systems using Linear Time Invariant (LTI) models of networks and electronic systems including feedback in the time and frequency domains. Apply mathematical programming tools (e.g. Matlab) to analyze circuits and signals. Introduce discrete-time systems, signals and sampling issues. Use convolution, Fourier series and integrals, and Z-transforms to analyze and design analog and discrete filters. Prerequisite: ENGN 300, MATH 357, 361.

### **ENGN 311 — Communication Systems. 4 hours.**

Use Fourier Transforms, power spectrum, and correlation to analyze communications signals. Introduce the different forms of Amplitude Modulation (AM), Frequency Modulation (FM) and Phase Modulation (PM). Introduce digital signal transmission and switching technologies and the use of error-identification and error-correcting codes. Present and use probability distribution functions to evaluate a noise source and a communication designed system to remove that noise. Laboratory. Prerequisite: ENGN 310.

### **ENGN 335 — Technical Communication and Experimental Design. 3 hours.**

Study of the fundamental principles of technical communication in science and engineering, including preparation of technical reports and compositions, and preparation and delivery of oral presentations. Emphasis is placed upon proper design of the experimental technique as well as use of statistics to provide validity of the communication. Prerequisite: two laboratory science courses.

**ENGN 340 — Digital Electronics. 3 hours.**

Review of Boolean logic. Study device characteristics and logic implementations with diodes, transistors, and advanced gates. Develop microcontroller applications of advanced digital systems using software, computer interrupts and serial communications. Learn about advanced logic design with hardware description language (HDL), field programmable gate arrays (FPGAs) and application-specific integrated circuits (ASICs). Prerequisite: ENGN 270, 300, MATH 357, 361.

**ENGN 346 — Analog Electronics. 4 hours.**

Study transistors characteristics and use of transistors as amplifiers. Perform feedback and advanced amplifier design and analysis. Design and analyze linear and non-linear analog circuit applications including filters, oscillators, phase-locked loops, and waveform generators. Laboratory.

**ENGN 351 — Material Science. 4 hours.**

Structure, properties, and processing of metallic, polymeric, ceramic, composite and semiconductor materials. Perfect and imperfect solids; phase equilibria; transformation, kinetics; mechanical behavior; material degradation. Prerequisites: PHYS 201, CHEM 103, ENGN 261.

**ENGN 353 — Vibration Analysis. 4 hours.**

Free and forced vibration of discrete and continuous systems. Lagrange's equation, Fourier series, Laplace transforms; matrix and computational methods. Application to practical engineering problems. Prerequisites: ENGN 262, MATH 357, 361.

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

Application to computer geometrics, animation, analysis, database, and optimization to engineering design. Review of computer programs and languages, linear and nonlinear programming, matrix methods, and numerical techniques. Prerequisite: ENGN 101, 102, 261, MATH 357, 361.

**ENGN 371 — Automatic Controls. 4 hours.**

Introduction to the operational techniques used in describing the behavior of dynamic systems, elements of modeling, equilibrium and linearization, Laplace transformation techniques, system response via the transfer function, block diagrams and computer simulation, matrix operations, system response via state variables, and stability. Lectures and weekly lab. Prerequisite: ENGN 262, 300, MATH 357, 361.

**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 exchangers, tubes, surfaces, phase changes, and mass transfer. Numerical methods for solving heat transfer problems. Design of equipment involving heat-transfer processes. Prerequisite: ENGN 262, MATH 357, 361.

**ENGN 412 — Machine Synthesis. 3 hours.**

Study of the kinematics and kinetics of machines and machine components. Introduction to design specification and procedures for machine components, including linkages, gears, cams, bearings, clutches, shafts, and brakes. Prerequisite: ENGN 262, MATH 357, 361.

**ENGN 420 — Fluid Mechanics. 3 hours.**

Fluid properties; fluid statics, continuity, momentum, and energy principles, laminar and turbulent flow, boundary layers, dimensional

analysis and similarity, closed conduit flow, open channel flow, turbomachinery. Prerequisite: ENGN 262.

**ENGN 481 — Senior Design Project I. 2 hours.**

Part one of the capstone engineering experience. Student teams or individuals solve a real-world problem for a local company or organization. Students work under the supervision of a company or organization contact and meet regularly with instructor. Students keep a design journal and are responsible to meet the following deliverables: Project/System Requirements Review in class, Design Review 1 for faculty and a Project Proposal Report. This course also prepares students for the engineering profession or graduate school with several seminar topics and a review for the Fundamentals of Engineering Exam. Prerequisite: Admission to Senior Design Project.

**ENGN 482 — Senior Design Project II. 2 hours.**

Part two of the capstone engineering experience. Student teams or individuals solve a real-world problem for a local company or organization. Students work under the supervision of a company or organization contact and meet regularly with instructor. Students keep a design journal and are responsible to meet the following deliverables: Design Review 2 (Prototype Review) in class, Design Review 3 (Implementation Review) for faculty, and a Design Report, including design documentation. This course also prepares students for the engineering profession or graduate school with several seminar topics and a review for the state Fundamentals of Engineering Exam, which is taken in April. Prerequisite: ENGN 481.

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**English**

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**ENGL 108 — College Writing. 4 hours.**

First-year course that emphasizes college-level writing with sources. Promotes the development of writing skills and critical thinking about written and visual texts. Begins with summary and progresses to an argumentative synthesis paper with emphasis on thesis development, organization, and evidence. Students become familiar with MLA documentation. Students must complete the course with a grade of C- or above to enroll in ENGL 209/210. Prerequisite: ACT English score of 16-19.

**ENGL 109 — College Writing I. 3 hours.**

First-year course that emphasizes writing with sources. Promotes the development of writing skills and critical thinking about written and visual texts. Begins with summary and progresses to an argumentative synthesis paper with emphasis on thesis development, organization, and evidence. Students become familiar with MLA documentation. Students must complete the course with a grade of C- or above to enroll in ENGL 209/210. Prerequisite: ACT English score of 20 or above.

**ENGL 120 — Introduction to Theatre. 3 hours.**

Same as COMM 120.

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

Same as COMM 141.

**ENGL 202 — Introduction to Creative Writing. 3 hours**

Emphasis on the writing of fiction and poetry. Students experiment with personal experience writing and with various techniques in writing fiction and poetry, particularly open form poetry. Students are required to submit writing to the University literary magazine for possible publication. Prerequisite: C- or above in ENGL 108/109.

**ENGL 209 — College Writing II. 3 hours.**

Writing course designed to build on the skills demonstrated in ENGL 108/109. Focuses on the process of inquiry and emphasizes research, evaluation, analysis, synthesis, and documentation sources in MLA style. Emphasizes writing in the disciplines. Prerequisite: C- or above in ENGL 108/109.

**ENGL 210 — College Writing II. 3 hours.**

Writing course designed to build on the skills demonstrated in ENGL 108/109. Focuses on the process of inquiry and emphasizes research, evaluation, analysis, synthesis, and documentation sources in APA style. Emphasizes writing in the disciplines. Prerequisite: C- or above in ENGL 108/109.

**ENGL 301 — Understanding Language. 3 hours.**

A study of language as a means of communication, its purposes, and uses in society. Emphasis is on sounds, word formation, language meaning, and language varieties. Includes four hours of field experience for ESL minors. Prerequisite: C- or above in ENGL 108 or 109.

**ENGL 303 — Descriptive English Grammar. 3 hours.**

A study of grammar and its acquisition. Attention given to traditional, structural, transformational-generative, and cognitive grammars. Central to the course is the analysis of sentence structure and the study of usage. Includes eight hours of field experience for ESL minors. Prerequisite: C- or above in ENGL 108 or 109.

**ENGL 306 — Advanced Writing. 3 hours.**

Examination of one's writing process, voice, style, and skills that reflect awareness of language, logic, organization, and usage. Activities include personal, imaginative, and informational writing in a non-graded workshop environment. Students also complete specific writing assignments in their major disciplines. Prerequisite: ENGL 209 or 210.

**ENGL 315 — Business and Technical Writing. 3 hours.**

A course in analytical writing with specific application to various types of communication in business and organizations. Work will be case-oriented with an emphasis on the development of writing styles and strategies to meet situations in practical communication. Includes a 30-hour practicum. Prerequisite: ENGL 209 or 210.

**ENGL 320 — Reading: Process and Skills. 2 hours.**

Introduction to the principles and processes of reading. Emphasizes methods of reading instruction and assessment appropriate to middle and secondary education. Attention given to reading instruction to meet the needs of diverse learners. Offered in alternate spring semesters. Prerequisites: C- or above in ENGL 108 or 109.

**ENGL 321 — Teaching Reading through Young Adult Literature. 2 hours.**

Designed to teach reading strategies and assessment techniques through the genre of young adult literature. Introduces the genre of texts targeted for adolescent/young adult readers. Prepares teachers of middle and secondary English language arts to develop reader-centered approaches and multicultural curricula for teaching and learning in a diverse society. Offered in alternate fall semesters. Prerequisite: ENGL 320 or consent of the instructor.

**ENGL 329 — Writing Fiction and Poetry. 3 hours.**

Continued instruction and guided workshop in the writing of poetry and fiction. Students develop works in fiction and poetry through the study of professional models and involvement in the writing process. Student are required to submit writing to the University literary magazine and other markets for possible publication. Prerequisite: ENGL 202.

**ENGL 330 — Visual Literacy. 2 hours.**

A study concerned with helping students develop an informed and critical understanding of the nature of visual media, the techniques used in visual representation, and the impact of these techniques on the individual and society. Emphasis is on the interpretation of visual text, such as photographs, paintings, graphics, television, video, and film. Prerequisite: "C-" or above in ENGL 108/109.

**ENGL 346 — Magazine and Feature Article Writing. 3 hours.**

Same as COMM 346.

**ENGL 450 — Professional Portfolio Preparation. 1 hour.**

A capstone course for both tracks of the writing minor. Emphasizes professional considerations in beginning a career that requires writing expertise. Students develop a portfolio of work from writing experiences to help market their skills.

**ENGL 477 — Senior Seminar. 1 hour.**

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.

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## English As a Second Language

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**ESL 350 — Theoretical Foundations of Teaching ESL. 3 hours.**

A study of the major theories and principles of language learning and teaching. Attention is given not only to the comparison and contrast of first and second language acquisition, but also to the study of learners' interlanguage and the pragmatic functions of language. Includes eight hours of field experience. Prerequisite: ENGL 209 or 210.

**ESL 360 — Methods and Materials for Teaching ESL. 3 hours.**

A study of ESL teaching methods and techniques. Attention is given not only to the criteria for evaluating and selecting ESL learning materials appropriate to learners' needs, but also to ESL curriculum design. Includes ten hours of field experience. Prerequisite: ENGL 209 or 210.

**ESL 370 — Assessment of the Bilingual Student. 3 hours.**

A study of the foundations of and research in language testing. Topics include the theoretical and practical aspects of bilingual testing as well as the planning, writing, and administration of tests. Includes six hours of field experience. Prerequisite: ENGL 209 or 210.

**ESL 380 — Cross-Cultural Studies for Teaching Limited-English Proficient Students. 3 hours.**

A study of cultural differences and how they affect communication, both in the ESL classroom and in the speech community. Attention is given to the relationship between language and culture and to the methods of incorporating culture into the ESL classroom. Includes four hours of field experience. Prerequisite: ENGL 209 or 210.

**ESL 390 — Practicum. 1-2 hours.**

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



## Environmental Science

### 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.

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.).

## Exercise and Sports Science

### EXSS 129 — Principles of Sports Management. 3 hours.

An introductory course studying the foundations of sports management, marketing, finance, and ethical principles. An application of these principles into all segments of the sports industry (collegiate, professional, health fitness centers, YMCA, and other sports-related careers) is included. Student will be introduced to various employment opportunities available with a sports management major. Guest speakers from various sports-related organizations will share with the class career possibilities in their chosen field. Includes a practicum experience.

### EXSS 147 — Introduction to Athletic Training. 2 hours.

Introduction to the field of athletic training, including employment opportunities, personnel, space, equipment, necessary supplies, physical conditioning, and an introduction to the recognition and evaluation associated with common injuries. The course will also include a laboratory time for the rationale of the use of taping and wrapping techniques.

### EXSS 183 — Prevention of Athletic Injuries. 3 hours.

A continuation of the knowledge gained in EXSS 147 with an emphasis on the prevention of athletic injuries. Basic modality use, injury physiology, advanced taping and bandaging techniques will be covered. Includes a laboratory period. Prerequisite: EXSS 147.

### EXSS 205 — Therapeutic Modalities. 3 hours.

Course will present the physical agents used in treating athletic injuries. Emphasis will be given to each modality's theoretical and physiological effects on the healing process and presents the indications and contraindications for use. The course includes two lecture periods and one laboratory period.

### EXSS 210 — Introduction to Recreation and Leisure. 3 hours.

An introduction to the field of recreation and leisure from the viewpoint of the individual as a consumer and of societal agencies as providers of leisure services. Includes philosophy, history, theory, and survey of public and private leisure-service organizations. Prerequisite: EXSS 129.

### EXSS 215 — Lower Extremity Joint Assessment. 3 hours.

This course focuses on the recognition and evaluation of athletic injuries to the lower extremity, lumbar spine, and pelvis. Includes two lecture periods and one laboratory period. Prerequisite: EXSS 147.

### EXSS 229 — Recreation Sports Management. 3 hours.

Overview of programming and administrative principles and practices of recreational sports. Topics include informal, intramural, club, extramural, and instructional sports programming; values of recreational sports; and terminology and career opportunities in various recreational sport settings. Prerequisite: EXSS 210.

### EXSS 241 — First Aid and Emergency Care. 2 hours.

Same as PHED 241. Athletic training and exercise science majors only.

### EXSS 275 — Upper Extremity Joint Assessment. 3 hours.

This course focuses on the recognition and evaluation of athletic injuries through the upper extremity, head, thorax, and cervical spine. Includes two lecture periods and one laboratory period. Prerequisite: EXSS 215.

### EXSS 280 — Athletic Training Clinical I. 1 hour.

Progression of athletic training clinical skills that include wound care, preventive strapping, anthropometric measurements, and injury recordkeeping. A minimum of 150 hours of clinical experience with certified athletic trainers and medical practitioners is required. Prerequisites: EXSS 147, EXSS 241, and formal admittance into the Athletic Training Education program.

### EXSS 281 — Athletic Training Clinical II. 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, ART 200, and ART 275.

### EXSS 320 — Sports Psychology. 3 hours.

A basic study of psychological principles and concepts that apply to sports situations and to the individuals involved in sports activities.

### EXSS 349 — Organization and Administration of Athletic Training. 2 hours.

This course will focus on the administrative challenges confronting operators of independent athletic training clinics and educational based athletic training rooms. Management theory, legal concerns, clinic design, budget, and information management will be taught. Prerequisite: permission of instructor.

### EXSS 350 — Sports Law. 4 hours.

Introduction of basic law terminology with a more extensive study in contract law, tort, liability, negligence, gender issues, sports violence, ADA implications and risk management. Students will apply critical thinking skills to various case studies and scenarios for decision-making.



applications to the various laws and court cases. Prerequisite: junior standing.

**EXSS 362 — General Medical Conditions. 3 hours.**

Focuses on the recognition and evaluation of general medical conditions that include ear, nose and throat, dermatological abnormalities, infectious diseases, and athletic injuries (cranial, thoracic, abdominal viscera), including the application of pharmacology for athletic trainers.

Prerequisites: EXSS 215, 275.

**EXSS 372 — Therapeutic Exercise and Rehabilitation. 3 hours.**

Principles and goals of common rehabilitative procedures for athletic injuries in which learning the use of contemporary manual therapy and rehabilitative exercises in a comprehensive rehabilitation program are emphasized. Laboratory experiences will emphasize the proper rehabilitative techniques of common athletic injuries. The course includes two lecture periods and one laboratory period. Prerequisites: EXSS 147, EXSS 472.

**EXSS 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 and EXSS 472.

**EXSS 429 — Personal Training. 3 hours.**

This course bridges the gap between exercise science related course work and the practical application skills of personal training. Students learn how to properly screen and evaluate clients; design and implement exercise prescription; and how to manage personal training services. Upon completion, students can sit for the National Council of Strength and Fitness (NCSF) Personal Trainer Certification Exam. Includes a laboratory experience. Prerequisite: EXSS 425.

**EXSS 430 — Internship in Exercise Science. 3 hours.**

This field experience for majors in exercise science is designed to have the students apply what they have learned through the course work and extend that learning by working in an organization that is appropriate for their career interest. Students are under the direct supervision of a member of the Department of Exercise and Sports Science. Student must submit a proposal for the internship and have it approved by the department chair and the internship organization. This internship requires 140 field experience hours. Prerequisite: senior standing.

**EXSS 440 — Sports Management Internship. 12 hours.**

This field experience for majors in sports management is designed to have the students apply what they have learned through the coursework and extend that learning by working in an organization that is appropriate for their career interest. Students are under the direct supervision of a member of the Department of Exercise and Sports Science. Student must submit a proposal for the internship and have it approved by the

department chair and the internship organization. This internship requires 480 field experience hours. Prerequisite: senior standing.

**EXSS 450 — Sports Facility Planning and Management. 4 hours.**

This course is designed to provide the student with basic information on critical planning components, event operations, programming, scheduling and budgeting. Through the application of theories and principles studied, the student will develop an event management plan for a sports facility. The student will make a practical application to course content by working with community-sponsored recreational events as well as campus-sponsored intercollegiate athletic events. Prerequisite: junior standing.

**EXSS 471 — Organization and Administration of Athletics. 4 hours.**

A study of the administrative operations within the sports management profession, with special emphasis on fiscal management, public relations, and program evaluations of interscholastic and intercollegiate athletic programs. A study of leadership theories and styles as it relates to management, motivation, goal-setting, and supervision within the sports management arena will also be emphasized. Prerequisite: junior standing.

**EXSS 472 — Kinesiology. 3 hours.**

Study of the human body in motion. Athletic training and exercise science majors only. Prerequisite: BIOL/PHED 246 and 247.

**EXSS 477 — Sports Management Seminar. 1 hour.**

Students examine contemporary issues in sports. Case studies, guest speakers, field trips, and reading will be included. Corequisite: EXSS 440.

**EXSS 480 — Athletic Training Clinical V. 1 hour.**

Progression of athletic training clinical skills that include recognition, evaluation, and management of systemic illnesses; thoracic, abdominal, pelvic injuries; and abnormalities of the ear, nose, and throat. A minimum of 150 hours of clinical experiences with certified athletic trainers and medical practitioners is required. Prerequisites: EXSS 362, 381.

**EXSS 481 — Athletic Training Clinical VI. 1 hour.**

Progression of athletic training clinical skills that include investigation of, and adherence to the regulation of pharmaceuticals; administration of psychosocial intervention and referral techniques; and facility organization and administration in athletic training. A minimum of 150 hours of clinical experiences with certified athletic trainers and medical practitioners is required. Prerequisites: EXSS 349, 480.

**EXSS 495 — Senior Seminar in Athletic Training. 2 hours.**

Selected topics of current interest in athletic training and sports medicine will be covered. Field experiences involving conferences and clinic and workshop attendance are required. The National Athletic Trainers' Association certification exam will be covered. Prerequisite: senior standing.

**EXSS 496 — Practicum in Athletics, Coaching, and Recreation. 1-3 hours.**

Designed to give the student an in-service training experience in the area of athletics, coaching, or recreation.

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## Family and Consumer Science

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**FACS 101 — Orientation to Family and Consumer Sciences. 1 hour.**

Careers for majors in the Department of Family and Consumer Sciences are explored through presentations by FACS professionals, Internet searches, and class discussion. Students will study career opportunities, educational experiential requirements and credentialing, and professional

## Course Descriptions - Traditional Undergraduate

organizations related to each major area of FACS. Includes participation in a service project.

### **FACS 111—Textiles and Design. 3 hours.**

Evaluates the various types of natural and synthetic fibers used in fabric. Examines varieties of yarns, fabrics, design and color, and finishes. The course is designed to increase knowledge in the selection, use, and care of textile products.

### **FACS 112 — Principles of Clothing Construction. 3 hours.**

A modular class including units on basic construction techniques, pattern selection and garment construction, selecting quality ready-to-wear, pattern alteration and fitting, couture techniques and problem fabrics, construction of designer garment, managing a sewing laboratory, and mass production techniques. May be repeated for a maximum of six hours.

### **FACS 126 — Nutrition, Health, and Fitness. 3 hours.**

This course provides an emphasis on essential nutrient functions, food sources, and nutrient recommendations as well as laboratory time to develop a personal health and fitness plan. Students also participate in computer-based nutrition analysis and menu planning, evaluation of consumer nutrition resources, and the use of labels for food selection. Includes a fitness laboratory component.

### **FACS 131 — Foods I. 1 hour.**

Skill development related to the selection and preparation of healthy foods. Includes lab and computer experiences.

### **FACS 132 — Foods II. 1 hour.**

Skill development related to advanced cuisine. Students will demonstrate culinary techniques used in professional settings. Includes lab and computer experiences. Prerequisite: FACS 131.

### **FACS 134 — Food Safety and Sanitation Management. 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 140 — Interior Design. 3 hours.**

A study of the basic principles in developing a pleasant environment. Types of flooring, innovative wall treatments, color schemes and design, window treatments, and furniture arrangements are among the topics that are studied in regard to suitability, manufacturing quality, aesthetic value, comfort, maintenance, and meeting the needs of the individual. Field trips will be taken to illustrate principles studied in the class.

### **FACS 200 — Life Span Development. 3 hours.**

Same as PSYC 200.

### **FACS 214 — Early Adolescent Development. 3 hours.**

Same as EDUC 214.

### **FACS 230 — Food Preparation. 3 hours.**

An introductory review of culinary skills for majors in Family and Consumer Sciences. Students will demonstrate understanding of the basic functions of ingredients, measurement techniques, table setting, food economics, and food regulations and standards. Sensory evaluation will also be incorporated. Includes classroom and laboratory experiences. Prerequisite: FACS 134.

### **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 Auto-CAD. Prerequisite: FACS 245.

### **FACS 252 — Consumer Economics. 3 hours.**

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

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

Same as PSYC 211.

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

Same as PSYC 212.

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

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

### **FACS 265 — Infant and Toddler Care. 3 hours.**

Examines the theories and research related to infants and toddlers in social, emotional, physical, and cognitive development. Focus is given to parent/caregiver communication and interpersonal skills, developmentally appropriate curriculum planning based on observation, the nature of group care, and the needs of the individual. Includes field experience.

### **FACS 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 330 — Community Nutrition. 3 hours.**

Nutrition assessment and intervention strategies related to nutrition requirements, special conditions, and cultural considerations for individuals and groups across the life span (prenatal, maternal, infant/child, adolescent, and geriatric). Students will also study current public health nutrition programs and participate in nutrition program-planning related to nutrition across the life span. Prerequisites: FACS 126 and 232.

**FACS 331 — Topics in Nutrition. 3 hours.**

Study of a selected topic related to current issues in the field of nutrition, or an expansion on topics covered in other nutrition courses. Example topics include: sports nutrition, disordered eating, alternative nutrition therapies, vitamins/minerals. The course may be repeated for credit if the topic differs. Prerequisites: FACS 126.

**FACS 335 — The World Food Problem. 3 hours.**

An interdisciplinary study including nutrition, sociological, economic, public health, and educational aspects. Important features of world food problems and major possible solutions through policy changes are discussed. Research of current trends through popular periodicals, as well as presentations in a major area of interest related to global hunger are given special emphasis. Direct and indirect opportunities to work with the hungry are provided.

**FACS 337 — Quantity Foods. 3 hours.**

Standard methods of quantity food production and menu-planning for social groups and institutions. Food costs and nutritional values are related to experiences in food service. Lecture and laboratory. Includes a 25 hour practicum. Recommended prerequisite: FACS 134 and 230.

**FACS 338, 339 — Medical Nutrition Therapy I, II. 4 hours each semester.**

Advanced study of the nutrition science principles and nutrition therapy required for medical conditions. A case study approach will require students to integrate nutrient metabolism, pathophysiology, nutrition assessment, medication-nutrient interactions, and medical nutrition prescriptions. One semester of content includes gastrointestinal, hepatic, cardiovascular, renal, diabetes, and nutrition support. The other semester includes disordered eating, oncology/AIDS, anemia, food allergies, trauma/surgery, and nutrition support. Includes a 45 hour practicum. Prerequisites: BIOL 246, 247; FACS 126, 232.

**FACS 340 — Sociology of Marriage. 3 hours.**

Same as SOCY 340.

**FACS 341 — Kitchen and Bath Design. 4 hours.**

Study of the philosophy of design and application of the elements and principles of design as they relate to kitchens and baths. Evaluation of appropriate energy systems in residential construction, including heating/cooling, lighting, major appliances, and sound, as well as space-planning are part of the course. The NKBA guidelines will be applied to all projects. Course includes participation in a local design contest which includes programming to design concept presentation. Prerequisites: ART 101 and FACS 245.

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

Survey of historical architecture and interiors as they reflect the social, economic, and cultural life of a people. Includes the study of antiquity through modern periods.

**FACS 344 — Contemporary Design. 3 hours.**

Survey of the development of 20th-century architecture and furniture. A contextual overview of historic periods of furniture, architecture, ornament, and decorative detailing. Prerequisites: ART 101 and FACS 245.

**FACS 345 — Residential Design Studio. 4 hours.**

Analysis of the total residential environment, applying elements and principles of design to projects. Emphasis on functional uses of form and space to meet physiological and psychological requirements. Prerequisites: FACS 245 and ART 101. ART 300 is strongly recommended.

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

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

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

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

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

Same as SOCY 351.

**FACS 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 perspective of the marketplace and will be equipped with the basic principles of retail management and merchandising. Both in theory and through field experiences, the student will be introduced to the strategic and operational sides of retailing. FACS 496 should be taken concurrently or as a prerequisite by Fashion Merchandising majors.

**FACS 360 — Parenting. 3 hours.**

This course introduces the student to theoretical approaches in parent child interaction. It discusses basic strategies and skills for effective parenting. Prerequisite: PSYC 211.

**FACS 398 — Research in Dietetics. 1 hour.**

Basic concepts related to research methodologies and interpretation of current research in dietetics. Prerequisite: BSNS 241 or equivalent.

**FACS 413 — Principles of Pattern Design. 3 hours.**

Interpretation of dress design developed through the medium of flat pattern; introduction to pattern-drafting. Prerequisite: FACS 112 or approval of instructor.

**FACS 415 — Tailoring. 3 hours.**

A study of tailoring techniques by construction of an ensemble, suit, or coat. Prerequisite: FACS 112 or 413, by permission. Lecture and laboratory.

**FACS 435 — Nutrition Education and Counseling. 3 hours.**

Nutrition education and counseling theories and techniques related to changing health behaviors of groups or individuals. Course completion

requires portfolio submission to include student's design and presentation of nutrition lessons (video and community), demonstration of nutrition counseling skills (video and community), design and production of a nutrition education material, and demonstrated use of computer presentation software. Prerequisites: FACS 126, 330 or 338, COMM 105, PSYC 101.

**FACS 440 — Nonresidential Design Studio. 4 hours.**

Studies of design theory, division of space, and equipment of nonresidential interiors to meet physiological and psychological requirements. Prerequisites: FACS 245 and ART 101. ART 300 is strongly recommended.

**FACS 455 — Food Systems Management. 3 hours.**

The application of management concepts in healthcare, school, and other food or nutrition institutions. Topics include communication and documentation, quality improvement, human resources, financial management, and selected industry trends that impact the food/nutrition manager. Prerequisites: ACCT 110, BSNS 160.

**FACS 480 — Administration and Supervision for Human Service Organizations. 3 hours.**

An introduction to providing leadership in human service organizations that provide services which are culturally responsive to individuals, families, groups, organizations, and community needs. Exploration of strategic planning, fiscal responsibility, fund-raising, grantwriting, personnel management, community relations, program and facilities supervision, and organizational evaluation will be incorporated.

**FACS 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.

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## Fine Arts

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**FINA 101 — Introduction to Fine Arts. 3 hours.**

A general education course designed to give the student an understanding of the basic structural similarities in the aural art of music and the visual arts of painting, sculpture, and architecture.

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## French

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**FREN 101 — Elementary French I. 4 hours.**

A comprehensive elementary course that includes grammar, pronunciation, oral practice, written composition, and culture.

**FREN 102 — Elementary French II. 4 hours.**

A continuation of FREN 101 with additional emphasis on reading. Prerequisite: FREN 101 or two years high school French.

**FREN 201 — Grammar Review. 5 hours.**

A review of French grammar focusing on the application of rules of usage through reading, writing, speaking, and listening practice. Prerequisite: FREN 102 or 3-4 years of high school French.

**FREN 302 — French Culture and Civilization. 5 hours.**

A survey of major events in French history combined with a variety of cultural readings on modern day social issues and a study of geography. Includes a study of literature and continued practice in conversation. Offered in alternate years. Prerequisite: FREN 201 or consent of instructor.

**FREN 476 — Topics in French Studies. 1 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.

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## General Studies

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**GNST 093 — Basic Writing Skills. 4 hours.**

Helps to diagnose and remediate deficiencies in grammar, usage, sentence structure, and writing. Introduces students to the writing process, promotes writing based on readings, and encourages writing confidence. Students must pass an exit exam to pass this course. Placement in this course is determined by the ACT English score. For students placed in this course, it is prerequisite to ENGL 108. This course does not count in the grade point average calculation or toward the 128 hour graduation requirement. Three classroom periods, two writing lab periods.

**GNST 095 — Intermediate Algebra. 4 hours.**

A second course in algebra covering the standard topics through systems of equations. Equivalent to the second year of high-school algebra. Prerequisite: Math ACT score of 14 or above, or passing a course in Basic Algebra. This course does not apply to degree requirements.

**GNST 101 — Essentials of Learning. 3 hours.**

A course of basic instructional guidance designed for students who do not meet regular admissions criteria. Students in this course form a support group while acquiring study skills and traits of good students like self-motivation and time management. Academic counseling is provided to assist the student in progressing toward success in college.

**GNST 105 — Learning Success Strategies. 3 hours.**

This course is an in-depth exposure to the principles of learning how to learn by using an interdisciplinary approach to the development of academic skills. Topics include learning theory, learning styles, organizational skills, motivation, accountability, and applied learning behaviors for learning across the curriculum. Students will evaluate their own academic performance and develop a personal academic success plan for improving their academic standing.

**GNST 106 — College Reading. 3 hours.**

A basic college reading skills course for students with a 17 or below on the ACT reading subtest. Emphasis is on the development of reading skills across the curriculum including understanding main ideas and supporting details in written material, distinguishing between literal and

## Course Descriptions - Traditional Undergraduate

figurative language, analyzing and evaluating relationships among ideas in written material, making inferences from text, and reading with literal and critical comprehension.

### **GNST 110 — Freshman Seminar: Connections. 0 hours.**

A required freshman seminar designed to introduce freshmen to university learning and to facilitate academic advising. Topics will include student success through the *Covey Habits* curriculum, major and minor requirements, course sequences, personal development, student success skills, career planning, campus resources for success, and developing a four year plan of study.

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## Geography

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### **GEOG 480 — Research in Geography. 3 hours.**

A research experience in the student's area of interest in geography (e.g., Cultural/Human, Economic, Environmental, GIS/Remote Sensing/Cartography, Physical, Social/Urban). Research will include library and/or laboratory and/or field work.

### **GEOG 490 — Internship in Geography. 3 hours.**

An intern experience in the student's area of interest in geography (e.g., Cultural/Human, Economic, Environmental, GIS/Remote Sensing/Cartography, Physical, Social/Urban). An internship may consist of project work and professional cooperation with public agencies (e.g., city, county, state, federal) or private corporations.

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## Geology

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

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

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

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

### **GEOL 121 — Physical Geography. 4 hours.**

A study of physical processes acting on the Earth's surface, incorporating elements of geology, weather, climate, biology, soils, and oceanography, with an overview of physical regions of the United States, and an introduction to Geographic Information Systems and Global Positioning Systems. 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, 121, 140, BIOL 201 or 125. Block course—three lecture periods and one laboratory period per week. Offered in alternate years.

### **GEOL 302 — Earth Materials. 4 hours.**

An introductory course exploring the nature of the materials that constitute the Earth. An emphasis is placed on minerals that are important due to their abundance, economic value, or scientific merit. Goal is to understand the processes that form and modify the Earth's materials, which forms a basis for understanding all Earth processes. Laboratory emphasizes hand specimen, optical, and other techniques of description and identification. Field trip. Prerequisite: GEOL 105, 121, 140, CHEM 101, 103, or PHSC 110. Three lecture periods and one laboratory period per week. Offered in alternate years.

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

A broad introduction to meteorologic topics including composition and structure of the atmosphere, analysis of weather data, atmospheric motions, principles that govern weather and climate, and weather's impact on humans.

### **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, 121, or 140. Two lecture periods and one laboratory period. Offered in alternate years.

### **GEOL 330 — Hydrogeology. 4 hours.**

A study of groundwater systems and flow. Pollutant transport tracking. Water resource management. Laboratory involves analysis of subsurface flow using computer models and field data. Field trips. Prerequisites: GEOL 105, 121, CHEM 103, or permission of the instructor. Three lectures and one laboratory period. Offered in alternate years.

### **GEOL 340 — Global Natural Resources. 3 hours.**

The origins of natural resources, how culture influences the use of natural resources and how their use influences cultures, recycling of natural materials, and the impacts of processed materials on the environment. Resources to be explored include oil, natural gas, coal, nuclear and alternative energy sources, water, soil and fertilizers, wood, road salts, aggregates and construction materials, and industrial and precious metals. Economic and socio-political factors governing mining, production, and recycling of materials within various cultures. The origins and environmental effects of acid rain, ozone depletion, top soil erosion, and climatic alteration associated with the use of natural resources are explored. The implications of Christian theology on these issues. Three lecture periods. Prerequisites: one laboratory science or consent of instructor.

**GEOL 346 — Tools of Astronomy. 3 hours.**

Application of astronomical concepts and extensive use of observational equipment. Instruction in the use of the planetarium as an educational tool. Current topics in astronomy. Prerequisite: GEOL 130 or 140.

**GEOL 357 — Igneous and Metamorphic Petrology. 2 hours.**

Nature, distribution, and origins of igneous and metamorphic rocks. Topics include the generation of magma within the Earth's crust and mantle, magma differentiation and ascent, mineral stability, high-temperature geochemistry, grades and styles of metamorphism, pressure-temperature-time paths, and tectonic settings. Laboratory emphasizes identification of and relationships between various suites of igneous and metamorphic rocks. Field trip. 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 multilayered 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. 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, 121, 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, 121, or 140. Trigonometry is recommended. Three lecture periods and one laboratory or field period. Offered in alternate years.

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

An analytical course focusing on various techniques of microscopy. Topics discussed include: basic principles of optics and light, interactions of light and matter, characteristics of electron beam-specimen interactions, image formation and interpretation, sample preparation, secondary electron imaging, back-scattered electron imaging, and semi-quantitative chemical analysis using energy dispersive X-ray spectroscopy. Microscope techniques will include standard optical microscopy, polarizing light microscopy, reflected light microscopy, and scanning electron microscopy. Two lecture periods and one lab period. Prerequisites: PHYS 122 or 202 and CHEM 103, or consent of instructor. Offered in alternate years.

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

The distribution and significance of elements in natural systems, with an emphasis on surficial processes. Origin of the elements through nucleosynthesis, basic principles of inorganic chemistry, minerals as salt products of acid-base reactions, weathering of feldspars and production of clays, chemical processes governing elemental distribution. Major, minor, and trace elements in natural systems. Isotopic geochemistry, including radiogenic growth and decay, geochronology, mass fractionation, and isotopes as tracers of natural processes. Biogeochemical cycles of C, N, and O. Actinide geochemistry and the treatment of nuclear waste. Laboratory consists of a semester-long project on the chemistry of natural waters, and includes analyses for major and trace elements by wet chemistry, spectrophotometric methods, titration, and atomic absorption spectroscopy. Prerequisites: CHEM 104, GEOL 302, or consent of instructor. Three lecture periods and one lab period. Offered in alternate years.

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

Professional development and 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 399 — Topics in Geology. 1–3 hours.**

Selected topics in the geological sciences, e.g., Oceanography, Advanced Paleontology, Isotope Geology, Advanced GIS, Regions of the United States, Advanced Hydrogeology and Contaminant Transport, Physics of the Earth, Geostatistics, etc. May be repeated.

**GEOL 492 — Research. 1–3 hours.**

Detailed study of an area of the student's interest, involving library, laboratory, and/or field work. Paper required. Prerequisite: senior standing and 15 hours of Geological Sciences.

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## History

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**HIST 200 — Western Civilization. 3 hours.**

The course will survey the major themes of Western civilization and the contributions made by successive constituent civilizations beginning with the Greeks, Romans, and Jews. The course is designed to provide every student with a basic working knowledge of the major themes, trends, and figures in Western civilization.

**HIST 211 — World Civilization I. 3 hours.**

A survey of world history from the beginnings of written history in Mesopotamia, Egypt, and China to around A.D. 1400, tracing political, social, technological, and religious themes. Approximately two-thirds of the material concerns the Mediterranean world and Europe.

**HIST 212 — World Civilization II. 3 hours.**

A survey of world history from approximately A.D. 1400 to A.D. 1800, tracing political, social, technological, and religious themes. The course emphasizes developments in Europe, and the growing world domination of European nations.

**HIST 213 — World Civilization III. 3 hours.**

A survey of world history in the 18th, 19th, and 20th centuries, with emphasis on Western cultural, political, and religious interaction with the

rest of the world. Approximately one-half of the material will concern the non-Western "two-thirds" world.

**HIST 231 — American Civilization I. 3 hours.**

Examines the basic political, social, economic, legal, intellectual, and religious trends in American history from the European explorations to the close of the Civil War (1865).

**HIST 232 — American Civilization II. 3 hours.**

Examines the basic political, social, economic, legal, intellectual, and religious trends in American history, from the close of the Civil War (1865) to the present.

**HIST 306 — Wesley's Century: Enlightenment and Revival. 3 hours.**

This course explores social, political, and religious aspects of 18th century European civilization by concentrating on the parallel and somewhat interconnected, yet divergent, movements that historians have labeled the Enlightenment and the Evangelical Revival. In the former movement, selected English and French writers will be studied, as will be the Wesleys, along with Whitefield, Edwards, and the followers of Spener, in the latter. Particular attention will be paid to the problems of human perfectibility, the nature of education, the citizen's relationship to authority, and the individual's obligation to society. Prerequisite: one lower-division History course or permission of the instructor.

**HIST 310 — History of Technological Change. 3 hours.**

An exploration into the world of inventions and their impacts on society since the Roman Empire, including the stirrup, water wheel, compass, sextant, plow, cam, crop rotation, and dozens more. The course will deal with the economic and philosophical requirements for and results of major discoveries. Prerequisite: one lower-division History course or permission of the instructor.

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

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

**HIST 325 — Sports in American Society. 3 hours.**

Examines the major economic, cultural, and social trends in American history through professional and amateur sports. Major treatment will be given to baseball, football, and boxing, as well as basketball, hockey, tennis, and golf. The focus will not be on sport history for its own sake, but, as the title suggests, on what sports reveal about the broader American experience (urbanization, mass media, and race relations, etc.) in a particular period. Prerequisite: one course from the History foundations core or permission of the instructor.

**HIST 340 — American Military History. 3 hours.**

Same as MSCI 443.

**HIST 348 — The US in the Cold War. 3 hours.**

A study of modern America since World War I examining such issues as government and business, reform, political change, foreign relations, and the United States' role in world politics. Major emphasis is placed on social change and race relations in the period since 1945. Offered alternate years. Prerequisite: HIST 231 or 232.

**HIST 357 — American Religious History. 3 hours.**

Same as THEO 357.

**HIST 360 — History of Russia. 3 hours.**

This course includes a survey of the history of Russia from the Kiev period to the election of Mikhail Gorbachev, and an intensive study of the social, political, and religious developments of the last decade.

**HIST 368 — American Civil War. 3 hours.**

A study of the causes, conduct, and outcomes of the Civil War between 1860 and 1874. The political, social, and military dimensions of the conflict, including the Reconstruction phase, will be covered. Offered alternate years. Prerequisite: HIST 231 or 232.

**HIST 379 — The Developing World. 3 hours.**

A critical historical analysis of the development of Third World countries in the modern period. Special focus is placed on the cultural and political response of developing countries in Asia to "the West" and to the general developmental problems of national growth and equity. This course will be taught each semester with a different regional focus, including Latin America, Asia, and Africa. The course may be repeated, but with a different topic.

**HIST 385 — Selected Topics in History. 3 hours.**

This course is a history/political science course in which the professor or professors choose a topic, event, or development and structure a one-time course around that specific interest. The topic will be given in the schedule of courses when the course is offered. Prerequisite: one foundational course in History or permission of instructor.

**HIST 390 — Historiography. 4 hours.**

A study of the craft of the historian and social scientist, including traditional schools of interpretations; comparison of Judeo-Christian philosophies of history with past and present secular philosophies; and the exploration of the impact of philosophy on conceptualization, compilation, and writing in the social sciences. The course will also involve the preparation of a proposal for the senior thesis. Prerequisite: junior standing.

**HIST 430 — American Social/Intellectual History. 3 hours.**

Surveys the major intellectual trends in American thought from the colonial period to the present. The subject matter will be organized both chronologically and topically around the following themes: Puritanism/atheism and the Enlightenment; secularization of American thought in the colonial period; Romanticism and Naturalism in the 19th century; and Modernism in the 20th century. Offered alternate years. Prerequisites: two semesters of either American Civilization or Western Civilization or permission of instructor.

**HIST 447 — American Constitutional Law. 3 hours.**

Same as PSCI 447.

**HIST 450 — Evidence and Argument in Historical Interpretation. 3 hours.**

An intensive study of the logical and philosophical principles that historians use to understand and explain historical causation. The development and use of models and paradigms and the implications of secular and religious worldviews will be explored and critiqued.

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

Same as SSCI 471. Prerequisite: HIST 390.

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

Same as PSCI 490.

**HIST 494 — Readings in History. 1-4 hours.**

Self-study of historical readings under faculty direction in an area of special interest. Suggested for seniors and qualified juniors with a major in History/Political Science. All other students must secure the approval of the instructor. No more than four hours of credit may be earned through readings in History and Political Science combined.



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## Honors

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**HONR 100 — Exploring Humanity through Film. 3 hours.**

As the first semester offering in the honors curriculum, this course introduces students to interdisciplinary learning through an overarching four-semester theme with a chosen topic for each semester's course. In this particular course, the theme of "What Does It Mean to be Human?" is addressed through the topic of film. During the course of the semester, students will view films, read stories, have discussions on both of those topics, as well as topics from wellness and Christian formation, and do activities that will provide theory and content in the four courses from which this interdisciplinary course is drawn. This course, along with the other three core honors courses, substitutes for COMM 105, ENGL 209/210, PHED 190, and THEO 101.

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

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

**HONR 250 — Advertising. 3 hours.**

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

**HONR 260 — Technology. 3 hours.**

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

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## Literature

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**LIT 205 — Studies in Literature. 3 hours.**

An introduction to literature, including the imaginative genres of poetry, fiction, and drama. Selections include works from around the world, including those from non-western and third-world cultures, writers of both genders, and writers of various philosophical stances. Focuses on 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 240 — World Literature. 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 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 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: LIT 205, 220, or 255.

**LIT 315 — Multiethnic Literature. 3 hours.**

A study of the works of minority American writers with attention to cultural, historical, social, and political contexts. Works by African-, Hispanic-, Asian-, and Native-American writers will be read. Prerequisite: LIT 205, 220, or 255.

**LIT 318 — Shakespeare. 3 hours.**

A study of the drama and theatre of England's greatest dramatist in historical, cultural, and critical contexts. Works from all periods and all the dramatic genres are studied. Prerequisite: LIT 205, 220, 230, 255, 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, 230, 255, 308, or 315.

**LIT 364 — Dramatic Literature/History. 3 hours.**

Same as COMM 364.

**LIT 400 — The Novel. 3 hours.**

Readings primarily in the British and American novel, tracing its development from the 18th century through the 20th century. Contemporary, continental, and non-Western novels may also be represented. Offered in alternate fall semesters. Prerequisite: LIT 325 or consent of instructor.

**LIT 414 — Special Topics in Literature. 3 hours.**

A study of a selected genre or literary topic not ordinarily covered in other courses. Content will vary from semester to semester, 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 325 or consent of instructor.

**LIT 450 — Seminar in World, British, and American Literatures. 2 hours.**

An in-depth study of literary periods, major authors, and major works in preparation for graduate school and nationally standardized tests such as the GRE Special Area Test in Literature and the ETS Major Field Test in Literature. Offered in alternate spring semesters. Prerequisite: LIT 325 or consent of instructor.



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## Mathematics

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**MATH 103 — Mathematics for the Liberal Arts. 3 hours.**

A general liberal arts mathematics course intended to introduce the student to several diverse areas of applications of mathematics. Three or four of the following five topics will be covered in some depth: finance, graph theory, voting and apportionment, probability, and statistics. Prerequisite: GNST 095 or a Math ACT score of 19 or above.

**MATH 111 — Mathematics for Elementary Teachers I. 3 hours.**

Set notation and operations, number systems, and other bases. Special attention is given to whole numbers, integers, rational numbers, and real numbers. Properties of the fundamental operations of arithmetic are studied. Prerequisite: GNST 095, or a Math ACT score of 19 or above. This course does not satisfy the general education Mathematics requirement unless MATH 112 is also satisfactorily completed.

**MATH 112 — Mathematics for Elementary Teachers II. 3 hours.**

A continuation of MATH 111. Topics studied will include geometry (shapes, congruence, relationships, constructions, Pythagorean theorem, symmetries, etc.), measurement (linear, area, volume, angles), elementary probability, and statistics. Prerequisite: MATH 111 or consent of the instructor.

**MATH 117 — Finite Mathematics with Business Applications. 3 hours.**

An introduction to finite mathematics with applications in business and management areas. Constructing and using linear models, matrices, solving linear systems of equations, linear programming, probability, and expected value. Prerequisite: GNST 095 or a Math ACT score of 19 or above.

**MATH 120 — Introduction to Statistics. 3 hours.**

An introduction to statistics including basic descriptive statistics, probability, the normal distribution, hypothesis testing with one and two sample problems, regression, and correlation. MATH 120 and MATH 241 cannot both be taken for credit. Prerequisite: GNST 095 or a Math ACT score of 19 or above.

**MATH 131 — Algebra and Trigonometry. 4 hours.**

Binomial expansion, inequalities, induction proofs, complex numbers, function notation, logarithms, and basic combinatorics; trigonometric functions, graphs, identities, and equations; laws of sines and cosines, DeMoivre's Theorem. Prerequisite: GNST 095 with a minimum grade of C-, or a Math ACT score of 19 or above.

**MATH 132 — Trigonometry. 2 hours.**

Trigonometric functions, graphs, identities, solving trigonometric equations, laws of sines and cosines, and DeMoivre's theorem. Prerequisite: a course in College Algebra, GNST 095 with a minimum grade of C-, or a math ACT score of 19 or above. MATH 131 and 132 cannot both be taken for credit. MATH 132 is the last half of MATH 131.

**MATH 147 — Calculus I. 4 hours.**

An introduction to the calculus of one variable with associated analytic geometry. A review of selected topics from algebra, limits, continuity, derivatives and applications, indefinite integration with applications, the definite integral, and the fundamental theorem of calculus. Prerequisites: 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 and either CSIS 171 or CSIS 251, or consent of instructor.

**MATH 241 — Statistics. 4 hours.**

An introductory course in statistics with applications from a variety of disciplines. Topics include descriptive statistics, probability, expected value, sampling distributions, estimation, hypotheses testing of means and proportions (one and two sample cases), regression, correlation, chi-square, nonparametric statistics, and an introduction to analysis of variance. Prerequisite: GNST 095 or a Math ACT of 19 or above.

**MATH 330 — Regression and Time Series. 3 hours.**

Building on the regression material in MATH 241, this course will include multiple regression, analysis of covariance, time series, forecasting, along with hypothesis and confidence intervals for these models. Prerequisite: MATH 241. Offered in alternate years.

**MATH 340 — Financial Mathematics. 3 hours.**

Provide an understanding of the fundamental concepts of financial mathematics including interest, yield rates, present and accumulated values, annuities, loans, and bonds. Discrete and continuous rates will be covered. Prerequisite: MATH 148, 151, and BSNS 460. Offered in alternate years.

**MATH 351 — Linear Algebra. 3 hours.**

This course covers the fundamentals of linear algebra, including systems of linear equations, matrices, determinants, vectors and vector spaces (linear independence, basis, dimension, inner-product spaces, orthonormal bases), linear transformations, eigenvalues and eigenvectors. Prerequisite: MATH 148 or consent of instructor.

**MATH 354 — Numerical Analysis. 3 hours.**

The field of numerical analysis deals with mathematical theory, which leads to algorithms for solving various types of applied problems. The algorithms are generally highly computational and require a calculator and/or a computer for their execution. Topics include partial summing of infinite series, solution of nonlinear equations, systems of nonlinear and linear equations, numerical integration and differentiation, linear and multiple regression, and the numerical solution of differential equations. Offered in alternate years. Prerequisites: MATH 351, MATH 361, and CSIS 171 or CSIS 251 or consent of instructor.

**MATH 357 — Differential Equations. 3 hours.**

An introduction to differential equations with an emphasis on solving differential equations. Topics include first-order equations, linear differential equations, inverse differential operators, the LaPlace transform, nonlinear equations, and power series solutions. Prerequisite: MATH 361 or consent of instructor.

**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, integral domains, fields, isomorphisms, homomorphisms, and quotient structures. Offered in alternate years. Corequisites: MATH 210, MATH 361.

**MATH 430 — Abstract Algebra. 3 hours.**

A study of the fundamental structures of algebra, including groups, rings, integral domains, fields, isomorphisms, homomorphisms, and quotient structures. Offered in alternate years. Corequisites: MATH 210, MATH 351.

**MATH 450 — Senior Seminar in Mathematics. 1 hour.**

A capstone course for the Mathematics major involving a variety of selected problems. Students will work on individual projects which will be presented to the class. Offered each fall.

**MATH 455 — Modern College Geometry. 3 hours.**

A study of Euclidean geometry with Hilbert's axioms and projective geometry, including duality, harmonic sequences, transformations, and analytic projective geometry. Offered in alternate years. Corequisite: MATH 351. Prerequisite: MATH 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. Offered in alternate years. Prerequisites: MATH 241, 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 geometries, Hilbert's postulates for geometry, algebraic structure, the modern mathematical method, number systems, sets, logic, and philosophy.

**MATH 491 — Topics in Mathematics. 1-4 hours.**

Selected topics in mathematics to provide opportunity for individual attention to areas of special interest. Prerequisite: consent of the instructor.

**MATH 499 — Middle School Math Methods. 3 hours.**

A consideration of the problems, materials, methods, and activities involved in the teaching of math for the middle school student. A 45 hour practicum in a public school setting must be taken concurrently.

marksmanship, and rappelling, as well as weekly leadership laboratories, one weekend field trip, and physical training. Upon completion of this semester, the cadets should be prepared to receive more complex leadership instruction. Corequisite: MSCI 022.

**MSCI 122 — Leadership and Decision Making. 2 hours.**

Builds upon the fundamentals introduced in the previous semester by focusing on leadership theory and decision-making. Life skills lessons in this semester include problem-solving, critical thinking, leadership theory, followership, group interaction, goal-setting, and feedback mechanisms. Upon completion of this semester, cadets should be prepared to advance to more complex leadership instruction concerning the dynamics of organizations. Additionally, they will be increasingly required to demonstrate knowledge of leadership fundamentals and communications (written and oral). Hands-on learning also includes blocks of instruction on map-reading, orienteering, marksmanship, and rappelling, as well as weekly leadership laboratories, one weekend field trip, and physical training. Corequisite: MSCI 022.

**MSCI 124 — Introduction to Physical Readiness. 1 hour.**

An introductory physical conditioning course that employs U.S. Army principles of fitness. Subjects include: body composition, nutrition, cardio-respiratory fitness, muscle endurance and strength, circuit training and drills. Students are required to participate in Physical Fitness Training from 0545 to 0715 on M/F or T/R. Alternate training sessions are approved by the Director of the Department of Military Science.

**MSCI 221 — Leadership and Problem-Solving. 2 hours.**

This course builds on the fundamentals introduced in the first-year curriculum. Using practical exercise, cadets must increasingly apply communications and leadership skills to solve increasingly complex problems. The course concludes with a major leadership and problem-solving case study that draws on virtually all of the classroom instruction received in the first three semesters of the Basic Course. The course also includes one weekend field trip, weekly leadership laboratories, and physical training. Upon completion of this semester, cadets should be well grounded in the fundamental principles of leadership, and be prepared to intensify the practical application of their studies during the Advanced Course. Corequisite: MSCI 022.

**MSCI 222 — Small Unit Leadership and Tactics. 2 hours.**

Basic Course capstone 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 224 — Physical Readiness II. 1 hour.**

An advanced physical conditioning course designed to prepare students for the physical demands of summer-time Army Training and employs U.S. Army principles of fitness. Subjects include body composition, nutrition, cardio-respiratory fitness, muscle endurance and strength, circuit training and drills. Students are required to take and pass the Army Physical Fitness Test twice during the semester (at a minimum). Students are required to participate in Physical Fitness Training from 0545 to 0715 on M/F or T/R. Alternate training sessions are approved by the Director of the Department of Military Science.

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## Military Science

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**MSCI 022 — Military Science Leadership Lab. 0 hours.**

Practical application of military skills taught in MSCI basic and advanced courses. Hands-on training in basic soldier skills, squad and platoon tactics, weapons, communications, and organizational leadership. Corequisite for MSCI 121/122, 221/222, 331/332, 441/442.

**MSCI 121 — Introduction to Leadership. 2 hours.**

This course is an introduction to fundamental components of service as an officer in the U.S. Army. These initial lessons form the building blocks of progressive lessons in values, fitness, leadership, and officership. This course also addresses life skills, including fitness, communications theory and practice (written and oral), interpersonal relationships, and the ethics of Christian service. Emphasis on hands-on learning also includes blocks of instruction on map-reading, orienteering,

**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 230 — Northern Warfare. 2 hours.**

A two week course conducted in Alaska. Provides training in cold weather survival and small unit tactics. This course trains squad and platoon level leaders in the knowledge/skills required to successfully conduct small unit operations in a cold, snow-covered environment. Emphasis is placed on the effects of cold on personnel and material, use of basic cold weather clothing and equipment, winter field craft, snowshoe/ski techniques, and winter/cold regions navigation and route planning. Attendees will receive comprehensive instruction/training materials enabling them to implement basic cold weather and ski training programs within their units. Cold weather risk management procedures are stressed throughout the course. Prerequisites: successful completion of MSCI 221 and 222 and approval of the Chair of the Department of Military Science.

**MSCI 235 — Air Assault. 2 hours.**

A two week course conducted at an Army installation in the continental United States which provides students with training in helicopter operations. It includes sling loading and rappelling. Students are required to submit an After Action Review (AAR) discussing the practical applications of Air Mobile and Air Assault Operations in modern warfare. Prerequisites: successful completion of MSCI 221 and 222 and approval of the Chair of Department of Military Science.

**MSCI 240 — Airborne Operations. 2 hours.**

A three week course conducted at Fort Benning, Georgia. This course trains students in military ski diving techniques with practical applications. Students are required to submit an After Action Review (AAR) discussing the practical applications of Airborne Operations in modern warfare. Prerequisites: successful completion of MSCI 221 and 222 and approval of the Chair of the Department of Military Science.

**MSCI 331 — Tactical Leadership Development I. 4 hours.**

Focus of instruction is on leadership competencies using small unit operations as the primary mode of instruction. Cadets assume leadership positions within the Rolling Thunder Battalion, and actually apply the theory they have learned in the Basic Course by planning and executing small unit training. The semester begins with instruction in the Leadership Development Process (LDP) used throughout the academic year and at the 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 training. Prerequisite: MSCI 331; corequisite: MSCI 022.

**MSCI 334 — Advanced Physical Readiness I. 1 hour.**

In this course, which is the Army's Physical Fitness training course, students plan, organize, and lead individual and team oriented physical conditioning activities. These activities are geared toward the physical development and instruction of underclassmen. Students are required to successfully pass the Army's Physical Fitness Test (APFT) prior to the end of the semester. Open only to contracted ROTC Cadets who are preparing for the Army's Leadership Development Assessment Course. Students are required to participate in Physical Fitness Training from 0545 to 0715 on M/F or T/R. Alternate training sessions are approved by the Director of the Department of Military Science.

**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. Prerequisites: MSCI 331 and 332.

**MSCI 337 — Cadet Troup Leadership Training. 4 hours.**

This two week course conducted at an Army Installation in the continental United States or overseas provides firsthand experience in an Army unit. Students learn about military life and the duties of a lieutenant. This is a four week internship with the Army in which students apply the Army's 16 Leadership Dimensions while working under the direct supervision of a senior Army Officer. Students will receive an Officer Evaluation Report (DA Form 67-9) at the end of the internship. Students will be required to submit an After Action Review (AAR) illustrating how he/she applied the 16 Leadership Dimensions during the internship. Prerequisites: successful completion of MSCI 331, 332, and 335 and approval of the Chair of the Department of Military Science.

**MSCI 390 — Socio-Emotional Response and Recovery to Disaster. 3 hour.**

Same as SOWK 390.

**MSCI 441 — Junior Officer Leadership I. 4 hours.**

Focusing on leadership, management, and ethics, MSCI 441 begins the final transition from cadet to lieutenant. The course focuses cadets, early in the year, on attaining apprentice-level knowledge and proficiency in several critical areas they will need to operate effectively as Army officers, including coordinating activities with staffs, counseling theory and practice within the "Army Context," training management, and ethics. Cadets will continue to sharpen these skills as they perform their roles as cadet officers in the Rolling Thunder Battalion and after commissioning. At the end of this semester, cadets should possess the fundamental skills, attributes, and abilities to operate as competent leaders in the cadet battalion and confidently communicate to subordinate cadets their preparedness to shoulder the responsibilities entrusted to them. Course includes weekly leadership lab, one weekend field trip, and physical training. Prerequisite: MSCI 332; corequisite: MSCI 022.

**MSCI 442 — Junior Officer Leadership II. 4 hours.**

A continuation of MSCI 441, MSCI 442 completes the transition from cadet to lieutenant. As a follow-up to the ethics instruction in MSCI 441, the course starts with a foundation in the legal aspects of decision-making and leadership. The next modules reinforce previous instruction on the organization of the Army, introduce how to organize for operations from the tactical to strategic level, and introduce administrative and logistical management issues that focus on the fundamentals of soldier and unit-level support. The final module that introduces new information focuses on the often confusing process of changing duty stations and reporting to a new unit. Upon completion of this semester, the cadets will be prepared to shoulder the responsibility of being a commissioned officer in the U.S. Army. Course includes weekly leadership lab, one weekend field trip, and physical training. Prerequisite: MSCI 441; corequisite: MSCI 022.

**MSCI 443 — American Military History. 3 hours.**

Introduces cadets to American military history using principles of warfare, threads of continuity, battle analysis, and oral biographies. This course is required for commissioning. Prerequisite: Contracted cadet in sophomore, junior, or senior standing, or approval of instructor.

**MSCI 444 —Advanced Physical Readiness II. 1 hour.**

Military Science Level (MSL) IV cadets are required to oversee the planning and development of the MSL III's planning, organization, and conduct of individual and team physical conditioning. MSL IV cadets plan and administer the Army's Physical Fitness Test (APFT) to underclassmen. The test measures both cardiovascular endurance and upper and lower body strength. MSL IV cadets enrolled in this course must achieve a minimum of 70% in each event prior to enrollment and must maintain or exceed that score through the course. Students are required to take the Army Physical Fitness Test twice (at a minimum) during the semester. Prerequisites: successful completion of MSCI 334 and a minimum score of 210 points (70 points in each of three events) on the APFT

**MSCI 445 — Ranger Challenge Preparation. 0-4 hours.**

An eight week course conducted on campus at Alfred Fortin Villa (ROTC building) that provides hands-on experience in preparation for the intense and rigorous training of the Army Ranger Course. This course is available to enrolled Military Science cadets. Students learn military mountaineering skills, advanced land navigation skills, and advanced survival skills. The course also includes advanced and intense physical training. It concludes with a three-day regional competition at Fort McCoy, Wisconsin involving Army ROTC programs from up to 30 colleges and universities. Students may only be admitted after competing in the Army Physical Fitness Test. Students will be required to submit a written paper using the U.S. Army's After Action Review (AAR) format in which they analyze the effectiveness of their pre-competition training and competition strategies in terms of the actual performance outcomes. They will also attend a breakfast seminar and participate in a roundtable discussion. Maximum enrollment is 22. Prerequisite: approval of the Chair of the Department of Military Science.

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**Music**

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**MUAP 050, 060, 070 — Studio Class. 0 hours.**

All students enrolled in 111 or 311 levels of applied study are required to take Studio Voice (MUAP 050), Studio Piano (MUAP 060, or Studio-Other Applied (MUAP 070). Weekly studio classes are held by each applied instructor. Provides exposure to appropriate literature as well as opportunities to perform.

**MUAP 109, 309 — Applied Study - Wind, String, Percussion. 2 hours.**

Private instruction for non-Music majors/minors in the following areas:

MUBN — Bassoon  
 MUCL — Clarinet  
 MUEU — Euphonium  
 MUFL — Flute  
 MUGU — Classical Guitar  
 MUHD — Harpsichord  
 MUHN — Horn  
 MUHP — Harp  
 MUOB — Oboe  
 MUPE — Percussion  
 MUDS — Drum Set  
 MUSA — Saxophone  
 MUSB — String Bass  
 MUTB — Trombone  
 MUTR — Trumpet  
 MUTU — Tuba  
 MUVA — Viola  
 MUVN — Violin  
 MUTC — Violoncello

Content and literature will be determined by the individual professor as appropriate to the ability level of each student. The 309 level is for non-Music majors/minors who have completed four semesters at the 109 level. Placement by Music Department.

**MUAP 111, 311 — Applied Study - Wind, String, Percussion. 2 hours.**

Private instruction for Music majors and minors in the following areas:

MUBN — Bassoon  
 MUCL — Clarinet  
 MUEU — Euphonium  
 MUFL — Flute  
 MUGU — Classical Guitar  
 MUHD — Harpsichord  
 MUHN — Horn  
 MUHP — Harp  
 MUOB — Oboe  
 MUPE — Percussion  
 MUDS — Drum Set  
 MUSA — Saxophone  
 MUSB — String Bass  
 MUTB — Trombone  
 MUTR — Trumpet  
 MUTU — Tuba  
 MUVA — Viola  
 MUVN — Violin  
 MUTC — Violoncello

Content and literature will be determined by the individual professor as appropriate to the ability level of each student. Students who enroll for either 111 or 311 level of Applied Study must concurrently enroll in MUAP 070. A performance exam is required at the end of each semester of study. Placement by Music Department. Prerequisite for 311 level: completion of four semesters of 111-level Applied Study in one emphasis and successful completion of the Upper-Division Hearing.

**MUAP 200 — Recital Lab. 0 hours.**

All Music majors are required to complete eight semesters of Recital Lab. Music minors are required to complete four semesters. Majors are required to attend 12 recitals per semester and minors are required to attend 6 recitals per semester. Attendance is taken by scanning ONU student ID cards at each event.

**MUAP 225 — Upper-Division Hearing. 0 hours.**

Students pursuing any concentration in Music must successfully complete the Upper-Division Hearing. Students are to complete this

process at the end of the fourth semester of college-level study, typically at the end of the sophomore year. The hearing includes both a public performance in the primary Applied emphasis and an interview with the full Music Department faculty. Students may only enroll in 300-level music courses upon successful completion of the Upper-Division Hearing process.

**MUAP 395 — Junior Recital. 2 hours.**

A well-balanced program of representative works from the Baroque, Classical, Romantic, and 20th century repertoires to be performed in public. Thirty minutes in duration. Only for those with a Music Performance concentration. Recitals must be approved during a pre-recital hearing by a three member committee from the Applied Study area. Prerequisite: permission of the Applied professor and successful completion of the Upper-Division Hearing.

**MUAP 490 — Senior Seminar. 1 hour.**

Designed to integrate previous studies in music, this capstone course explores the art of music and its connection to contemporary culture and the Christian faith. Refinement of the student's analytical and writing skills will be stressed through discussion of various topics and the presentation of individual projects. Other considerations include preparation for the Graduate Record Examination, graduate study, and professional career preparation in academic or church settings.

**MUAP 495 — Senior Recital. 2 hours.**

A well-balanced program of representative works from the Baroque, Classical, Romantic, and 20th century repertoires to be performed in public. Recitals must be approved during a pre-recital hearing by a three member committee from the Applied Study area. The program should demonstrate a broader grasp of repertoire and technique than the Junior recital. Time requirements:

Church Music concentration	30 minutes
Music Education concentration	30 minutes
Performance concentration	60 minutes

Prerequisite: permission of the Applied professor and completion of the Piano Proficiency Exam; MUAP 395 (Music Performance concentration only).

**MUAP 496 — Senior Composition Project. 2 hours.**

Students in the Church Music concentration and the General Music concentration may complete a substantive project related to the concentration in lieu of the Senior Recital, subject to the prior approval of the Music faculty.

**MUCH 350 — Church Music Administration. 2 hours.**

This course is designed to expose students to issues inherent in the administration of a church music program. Concepts to be covered include, but are not limited to, budgets, program recruitment/graded choirs, running a sound system, building acoustics, and staff reports. Offered alternate years. Prerequisite: successful completion of the Upper-Division Hearing.

**MUCH 377 — Music in Worship. 2 hours.**

Explores Biblical and philosophical foundations of worship, and the relationship and use of music in the workings of the church. Prerequisites: successful completion of the Upper-Division Hearing (Music majors); MUTH 130 (Music minors); FINA 101 and sophomore standing for other majors.

**MUCH 379 — Music in the Church Service. 2 hours.**

The study of aspects of church music that will prepare the student for a ministry in music in the local church. Materials and methods of church service design will be examined. Offered alternate years. Prerequisite: MUCH 377.

**MUCH 480 — Supervised Conducting Practicum. 1 hour.**

A course designed to give the student practical conducting experience. Includes ensemble conducting in a supervised peer setting. May be repeated for credit. Prerequisites: MUED 276, successful completion of the Upper-Division Hearing, and permission of the supervising ensemble conductor.

**MUCH 487 — Supervised Music Ministry Internship. 2 hours.**

Placement will be made in a church setting, which will provide practical training and serve as a culminating experience for those concentrating in church music; to be supervised cooperatively by a full-time music pastor and a member of the Department of Music faculty. Activities may include some or all of the following: choir-directing, congregational singing, working with children's music, directing a teen choir, directing the church orchestra, arranging for and participating in special music, and selecting music for all of the above. Prerequisite: MUCH 377 or MUCH 379; completion of the Piano Proficiency Exam.

**MUED 177, 377 — Music Drama Production. ½ - 2 hours.**

A course designed to enable students to study and participate in the workings of the production of music drama. Credit shall be given to students based on the quality of their involvement as well as the amount of time. Up to two hours of credit may be earned in one semester. The faculty member responsible for the course will determine how much credit can be given. May be repeated for credit.

**MUED 180 — Percussion Instruments Class. 2 hours.**

Study and development of fundamental skills needed for teaching percussion in a school setting. Methods and materials for school classes will be discussed. Prerequisite: MUTH 120.

**MUED 200 — Introduction to Instrumental Music for Voice Majors. 2 hours.**

A course designed to provide functional knowledge of the brass, percussion, string, woodwind families, and fretted instruments. Such areas as breathing, hand position, embouchure, and fingerings will be addressed. Required of those who concentrate in Music Education and select the voice emphasis.

**MUED 240 — Introduction to Music Technology. 2 hours.**

Introduction to computer uses and software with music applications including notation and sequencing software; basic knowledge of MIDI and uses of synthesizers; understanding of tone production techniques with electronic instruments; exploration of Internet and other resource options.

**MUED 276 — Beginning Conducting. 2 hours.**

A study of basic techniques in conducting, analysis, and score-reading, involving both choral and instrumental music. Lab experience will be included. Prerequisite: MUTH 120.

**MUED 280 — String Instruments Class. 2 hours.**

Study of violin, viola, cello, bass. Correct fingering, bowing, and positions. Methods and materials for school classes will be discussed. Prerequisite: MUTH 120.

**MUED 281 — Marching Band Techniques. 1 hour.**

This course is designed to give students background in the planning, charting, and executing of pregame and half-time marching band routines, including marching band philosophy, equipment needed, scheduling rehearsals, and plans for working with flag corps, rifle team, and drum major. Offered alternate years.

**MUED 350 — Choral Literature and Conducting. 2 hours.**

Students will make a broad survey of appropriate choral literature for ensembles, both school and church. Genre-specific issues, development

of choral tone, performance practice, chamber works, score preparation, and manual realization of scores will be stressed. Prerequisite: MUED 276 and successful completion of the Upper-Division Hearing; admission to the Teacher Education program.

**MUED 351 — Instrumental Literature and Conducting. 2 hours.**

Students will make a broad survey of appropriate instrumental literature for ensembles, both school and church. Genre-specific issues, performance practice, chamber works, score preparation, and manual realization of scores will be stressed. Offered alternate years. Prerequisite: MUED 276 and successful completion of the Upper-Division Hearing; admission to the Teacher Education program.

**MUED 376 — Advanced Conducting. 2 hours.**

Continuation of MUED 276. Specific attention will be given to the application of conducting gestures to standard choral and instrumental literature, appropriate for educational and church situations. Prerequisite: MUED 276 and successful completion of the Upper-Division Hearing.

**MUED 380 — Woodwind Instruments Class. 2 hours.**

Study of clarinet, oboe/bassoon, and saxophone. Correct fingering, tonguing, breathing, intonation, and development of embouchure. Various approaches to technical difficulties and development of technique. Methods and materials for school classes will be reviewed. Offered alternate years. Prerequisite: MUTH 120.

**MUED 381 — Brass Instruments Class. 2 hours.**

A study of the fundamental theory of brass instruments and correct embouchure. The development of the ability to play one brass instrument acceptably, and familiarity with the special techniques of the other instruments. Prerequisite: MUTH 120.

**MUED 460 — General Music Methods. 3-4 hours.**

An orientation course to assist the student in formulating a philosophy of music education (nonperformance) for grades 1–12. Curriculum building, unit planning, lesson planning, materials of instruction, and current methods will be examined. An overview of the historical background and philosophical influences on present practice will be included. The physical and psychological characteristics of the elementary school child and the needs and challenges of the student with special needs will be addressed. The multicultural aspect of music and the application of this pluralism to the teaching of music will be provided. Included in the course will be a pre-student teaching experience in the elementary general music classroom. All those concentrating in Music Education must enroll in four hours in order to complete the required 45-hour field experience in a public-school setting. Offered alternate years. Prerequisites: successful completion of the Upper-Division Hearing and admission to the Teacher Education program.

**MUED 465 — Middle/Secondary Methods. 3 hours.**

An orientation course designed to give Music Education students exposure to various philosophies and practices used in school performance-course settings. Characteristics, developmental issues, and administrative topics associated with teaching in middle school, junior high, and high school settings will be addressed. Students will complete a 45-hour practicum experience in a public school setting. Prerequisite: successful completion of the Upper-Division Hearing and admission to the Teacher Education program.

**MUED 470 — Advanced Conducting and Score Study. 2 hours.**

Emphasizes advanced techniques of manual realization as applied to standard repertoire appropriate to the student's primary concentration. A one hour lesson per week. Prerequisites: MUED 276, MUED 350/351 or MUED 376, and permission of the professor.

**MUED 480 — Supervised Conducting Practicum. 1 hour.**  
Same as MUCH 480.

**MULT 172–193, 372–393 — Ensemble. ½ –1 hour.**

After qualifying by audition, students of any department may participate in the numerous ensembles offered by the Department of Music. All who concentrate in Music are required to participate in at least one ensemble each semester. Freshmen and sophomores will enroll in the ensemble course under the MULT 172–193 series of numbers. Juniors and seniors will enroll under the upper-division numbers MULT 372–393. Ensembles are ½ –1 hour credit each semester unless noted.

**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 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 — Twentieth Century Popular Music. 2 hours.**

A course designed to acquaint students with the development and theory of twentieth century American folk, jazz, Broadway, film score, and popular music. Students will examine the development of each genre, and provide an analysis of the variant musical structures. Prerequisite: FINA 101.

**MULT 295 — Music History I. 2 hours.**

History of Western Musical Development from the Greek through the late Renaissance; concentration from Leonin through the Gabriellis.

**MULT 300 — Organ Literature. 2 hours.**

This course includes a survey of organ literature from the Renaissance through 20th-century compositions. Emphasis is placed on stylistic differences in each period and registration commonly associated with each style of composition. A study of the organ of different countries and periods for which the literature was composed is included.

**MULT 301 — World Musics. 3 hours.**

A study of representative music systems of the world, the function of these musics within the cultures of which they are a part, and a comparison of these phenomena with their Western counterparts. Seeks to provide an understanding of non-Western music systems as a means to appreciating the ethnic diversity in our pluralistic society. Open to all students; no prior musical training is necessary.

**MULT 302 — Organ Pedagogy. 2 hours.**

Different methods of technique training, choice of registration for different styles of literature, and source materials for various levels of organ training are included. The student will be given practical experience in coaching an organ student under the guidance of an organ faculty member.

**MULT 304 — Piano Literature. 2 hours.**

A survey of the historical, stylistic, and formal aspects of piano literature from 1700 to the present. Prerequisite: two semesters of MUPN 111 or permission of the instructor.

**MULT 305 — Piano Pedagogy. 2 hours.**

A course designed to prepare the advanced pianist for successful teaching in the private studio or the piano lab. The course includes a collective survey of currently available teaching method books, a study of the principles of good teaching, and instruction in the business procedures necessary for the self-employed music teacher. Prerequisites: two semesters of MUPN 111 or permission of the instructor. It is strongly recommended that students emphasizing Piano in the Music concentration substitute this course for two hours of upper-division Applied study.

**MULT 335 — Brass, Woodwind, String, and Percussion Instrument Pedagogy and Literature. 2 hours.**

This course is specific to the student's major applied instrument. Student must make arrangements with his applied instructor and the Chair of the Music Department.

**MULT 370 — Vocal Literature and Pedagogy. 2 hours.**

The study of vocal literature will include songs from the major periods and languages of music history, folk songs, musical theatre selections and other works that would be appropriate for the beginning voice student. Current voice publications will be surveyed. Fundamentals of voice production will be examined in order to give the student an overview of the teaching of singing. Includes peer teaching in a lab setting. Offered alternate years. Prerequisite: successful completion of the Upper-Division Hearing.

**MULT 395 — Music History II. 2 hours.**

Continuation of MULT 295. Western musical development in the Baroque, pre-Classical and Classical eras; concentration from Monteverdi through Beethoven. Prerequisite: MULT 295 and successful completion of Upper-Division Hearing.

**MULT 396 — Music History III. 2 hours.**

Continuation of MULT 395. Western musical development from the Romantic era through the present day; concentration from Schubert through Phillip Glass. Prerequisite: MULT 395.

**MUPN 100 — Beginning Piano (Non-Music Majors/Minors). 1 hour.**

Class piano instruction. Basic piano skills. Placement by the Piano faculty.

**MUPN 105 — Beginning Piano (Music Majors/Minors). 1 hour.**

Class piano instruction. Geography of the keyboard, hand position, staff reading, basic keyboard theory. Placement by the Piano faculty.

**MUPN 106 — Elementary Piano. 1 hour.**

Class piano instruction. Basic technique, reading in all major and minor keys, ensemble music, repertoire at the level of Bartok: Mikrokosmos, Volume 1. Prerequisite: MUPN 105 or placement by the Piano faculty.

**MUPN 107 — Late Elementary Piano. 1 hour.**

Class piano instruction. Scales and triads in all keys, reading easy two-voice textures, chord charts, open choral scores, harmonization, repertoire at the level of Bach: Little Preludes. Prerequisite: MUPN 106 or placement by the Piano faculty.

**MUPN 108 — Piano Proficiency. 1 hour.**

Class piano instruction. Preparation for the Piano Proficiency Examination, as described in the Music Student Handbook. All students desiring to complete a concentration in Music must complete the Piano Proficiency Exam.

**MUPN 109, 309 — Piano (Non-Majors/Minors). 2 hours.**

Private instruction for non-Piano majors/minors dealing with the less difficult compositions from the Baroque, Classical, Romantic, and 20th Century periods. Instruction will be given in technique, sight-reading, transposition, accompanying, and ensemble-playing. Non-Piano majors/minors must complete four semesters of 109 level before enrolling in 309 level. Course may be taken multiple times. Placement by Piano faculty.

**MUPN 111 — Piano (Majors/Minors). 2 hours.**

Private instruction for Piano majors and minors includes weekly private lessons, weekly studio class, memorization of literature from the standard classical repertoire, and a final performance examination adjudicated by the Keyboard faculty. Students enrolled in this level should be concurrently enrolled in MUAP 060 (Studio Piano). Course may be taken multiple times. Placement by Piano faculty.

**MUPN 311 — Piano. 2 hours.**

Continued private instruction for Piano majors and minors. The student should cultivate a well-balanced repertoire comprised of compositions of Baroque, Classical, Romantic, and Modern composers. A playing exam is required at the end of each semester. Students enrolled in this level should concurrently enroll in MUAP 060. Course may be taken multiple times. Prerequisites: Four semesters of MUPN 111 and successful completion of Upper-Division Hearing.

**MUOR 109, 309 — Organ. 2 hours.**

Instruction for non-Music majors/minors. Organ methods by Roger Davis and Wayne Leupold. Repertoire includes J.S. Bach's *Eight Little Preludes and Fugues*; pieces by Mendelssohn, Buxtehude, Pachelbel, and Rheinberger; and hymn-playing in three and four voices. The 309 level emphasizes larger works by these composers, anthem accompaniments, free harmonizations, and improvisation. Four semesters of MUOR 109 must be completed prior to enrolling in MUOR 309. Course may be taken multiple times. Placement by permission of the instructor.

**MUOR 111 — Organ. 2 hours.**

Private instruction for Music majors and minors. Organ methods by Roger Davis and Wayne Leupold. Repertoire includes J.S. Bach's *Eight Little Preludes and Fugues*; pieces by Mendelssohn, Buxtehude, Pachelbel, Rheinberger, and contemporary composers; easier hymn arrangements; and hymns in three and four voices. A final examination is required at the end of the semester. Students enrolled in this level must concurrently enroll in MUAP 060 (Studio Piano). Course may be taken multiple times. Placement by permission of the instructor.

**MUOR 311 — Organ. 2 hours.**

Continued private organ instruction. Repertoire from J.S. Bach: *Larger Preludes and Fugues*, *Trio Sonatas*, and the *18 Leipzig Chorales*. Compositions by Franck, Vierne, Langlais, Alain, and Messiaen. Hymn-playing in four parts, anthem accompaniments, transposition, and modulation are also included. A final examination is required at the end of the semester. Students enrolled in this level must concurrently enroll in MUAP 060 (Studio Piano). Course may be repeated multiple times. Prerequisites: four semesters of MUOR 111 and successful completion of Upper-Division Hearing.

**MUTH 101 — Introduction to Music Theory. 1 hour.**

A beginning course in music theory covering basic note reading and rhythms, major and minor key signatures, and scales. Music majors and minors must concurrently be enrolled in piano or demonstrate evidence of advanced piano skills. Prerequisite: Theory Placement Exam.



**MUTH 120 — Musicianship I. 2 hours.**

A course in developing basic musicianship. Rhythm, sight-singing, and melodic, rhythmic, and harmonic dictation are covered. For Music majors and minors. Student must be enrolled concurrently in piano and MUTH 130.

**MUTH 130 — Harmony I. 3 hours.**

A course in the study of diatonic harmony through analysis and partwriting. Emphasis on harmonization, voice-leading, and harmonic progression. Student must be concurrently enrolled in piano and MUTH 120. Prerequisite: Theory Placement Exam.

**MUTH 131 — Musicianship II. 2 hours.**

A continuation of MUTH 120 that culminates with taking the Rudimentary Music Skills Exam. Prerequisite: grade of 'C' or higher in MUTH 120.

**MUTH 135 — Musicianship III. 2 hours.**

A continuation of MUTH 131. Prerequisite: grade of 'C' or higher in MUTH 131.

**MUTH 150 — Composition Forum. 1 hour.**

This course lays the foundation for continued study in composition by freely experimenting with various textures and styles of music, and by developing listening skills. Prerequisite: permission of the instructor.

**MUTH 230 — Harmony II. 3 hours.**

A continuation of MUTH 130 covering seventh chords, chords of secondary function, modulations, and augmented sixth chords. The course culminates with taking the Rudimentary Music Skills Exam. Prerequisite: grade of 'C' or higher in MUTH 130.

**MUTH 232 — Harmony III. 3 hours.**

A study of the dissolution of tonality, tonal center, and rhythmic, melodic, and harmonic practices of the 20th century. Emphasis on analysis and composition. Prerequisite: grade of 'C' or higher in MUTH 230.

**MUTH 250 — Composition I. 2 hours.**

Music composition is applied study in the creation of original abstract music. The creative impulse is developed by gaining an understanding melody, harmony, rhythm, and motive and phrase structure. Simple forms, such as binary and ternary, and theme and variations will be explored. The creation of an original music work is to be performed in recital. May be repeated for credit. Prerequisite: MUTH 150 and permission of instructor.

**MUTH 300 — Form and Analysis. 2 hours.**

A progressive study of musical form of all style periods from the motive through the sonata and concerto. Descriptive and reduction analysis are covered. Offered alternate years. Prerequisite: MUTH 230 or approval of instructor.

**MUTH 320 — Counterpoint. 2 hours.**

A course in tonal counterpoint of the 17th and 18th centuries. Fugue as both a form and as a compositional technique is studied. Emphasis on writing culminates in the composition of a three-voice fugue with two counter subjects. Offered alternate years.

**MUTH 330 — Advanced Electronic Music. 2 hours.**

A continuation of Music Technology with emphasis on digital software. Exploration and application for using technology in composition will be included. Prerequisite: MUED 240.

**MUTH 420 — Composition II. 2 hours.**

A continuation of MUTH 250, composing in larger forms and a variety of styles utilizing different musical media. May be repeated three times for credit. Prerequisite: MUTH 250.

**MUTH 494 — Instrumentation. 2 hours.**

Range and transposition of the orchestra; timbres of instruments individually and in combination; arranging for small groups and for full orchestras. Emphasis will be placed on arranging for school orchestras, with limited instrumentation and players of moderate ability.

**MUVO 101 — Preparatory Voice. 1 hour.**

Class study incorporating lectures and practical applications for confidence, poise, posture, diaphragmatic breathing, and analysis of vocal performance. Vocalises are taught as a means of improving technique and correcting vocal faults. An examination is required at the end of the semester. Course may be repeated for credit. Placement by Voice faculty.

**MUVO 107 — Class Voice. 2 hours.**

Class study incorporating lectures and practical applications for confidence, poise, posture, diaphragmatic breathing, controlling registers, resonance, vowels, consonants, legato, interpretation and expression, analysis of vocal performance, and the fundamentals of Italian diction. Vocalises are taught as a means of improving technique and correcting vocal faults. The repertoire includes art songs (some in Italian) and other literature as appropriate. An examination is required at the end of the semester. Course may be repeated for credit. Placement by Voice faculty.

**MUVO 109, 309 — Voice for Non-majors/minors. 2 hours.**

Private instruction for non-Music majors/minors. Elements of voice culture; correct breath management; throat freedom through correct approach to vowels and consonants; rhythm, intervals, scales, arpeggios; stage deportment. Repertoire selected at discretion of teacher. Four semesters of MUVO 109 must be completed prior to enrolling in MUVO 309. Placement by Voice faculty.

**MUVO 111 — Voice for Music Majors/minors. 2 hours.**

Private voice instruction for Music majors and minors. Elements of voice culture; correct breath management; throat freedom through correct approach to vowels and consonants; rhythm, intervals, scales, arpeggios; stage deportment. Repertoire includes art songs in English, Italian, French, and German; oratorio and operatic arias; and other literature as appropriate. Required participation in studio class (MUAP 050). A jury/examination is required at the end of each semester. Two hours each semester until student passes the Upper-Division Hearing. Placement by Voice faculty.

**MUVO 240 — Diction I. 2 hours.**

The physiology of diction; introduction to the International Phonetic Alphabet (IPA); study of the rules of pronunciation for English, Italian, and Latin; practical application to solo and choral literature.

**MUVO 250 — Diction II. 2 hours.**

Continuation of applications from MUVO 240; study of the rules of pronunciation for German and French; practical application to advanced solo voice literature. Prerequisite: MUVO 240.

**MUVO 311 — Voice for Music Majors/minors. 2 hours.**

Continued technical development; sustained tone of *bel canto*; ornamentation, interpretation, tone color; pronunciation, enunciation, and articulation. Repertoire includes more advanced art songs in English, Italian, French, and German; oratorio and operatic arias; and other literature as appropriate. Requires participation in studio class (MUAP 050) as assigned. Two hours each semester until student is approved for senior recital. The candidate for graduation must present a recital including literature of the major periods, in original languages, demonstrating an understanding of various styles. (See MUAP 495 for time requirements). Prerequisites: four semesters of MUVO 111 and successful completion of Upper-Division Hearing.



**MUVO 320 — Seminar in Vocal Performance. 2 hours.**

A seminar-style course specifically designed for upper level voice majors who plan to pursue graduate study or professional careers in performance, or both. Topics to be covered include, but are not limited to, genre-specific diction and vocal technique, body movement and stagecraft, genre-specific repertoire, ensemble and accompanist issues, auditioning procedures and techniques. Prerequisite: successful completion of Upper-Division Hearing.

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**Nursing**

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**NURS 200 — Introduction to Health Care Professions. 2 hours.**

In this course the dynamic health care delivery system is explored in relationship to the practice of nursing. The nursing process will be introduced as a framework for decision making. Medical terminology is introduced as the basis for health care communication. Test-taking skills and study habits are reinforced. Demonstration of math competency will be required in the course. Application may be made at the end of this course for formal admission into the upper-division nursing courses. Must be taken immediately prior to Level I nursing courses.

**NURS 305 — Fundamentals of Nursing I. 4 hours.**

Foundational nursing knowledge and interventions are introduced in the classroom, practiced in the laboratory, and utilized in the clinical setting. The nursing process and its application to a plan of care will be initiated. Health assessment skills will be utilized in combination with beginning nursing skills in the practicum setting. Prerequisites: NURS 200 and admission to nursing program.

**NURS 306 — Health Assessment. 3 hours.**

This course will build on the knowledge attained in the foundational science courses with emphasis on the well individual. Content includes assessment of major body systems across the life span. Time will be spent in the Learning Resource Center perfecting assessment skills. The course will culminate with the student performing a complete history and physical. Prerequisites: NURS 200 and admission to nursing program.

**NURS 315 — Fundamentals of Nursing II. 4 hours.**

This course will build on the content presented in Fundamentals of Nursing I. Clinical skills are expanded and refined in the Learning Resource Center along with an off-campus clinical site. A plan of care will be developed for selected individuals utilizing beginning clinical judgment and the nursing process. Prerequisites: all Level I nursing courses.

**NURS 326 — Pharmacology for Nurses I. 2 hours.**

Provides a foundation of pharmacological concepts and principles. Assessment and evaluation of medication administration along with symptom evaluation and the diagnostics related to drug therapy for the long term client. Prerequisite: admission to nursing program or permission of the instructor.

**NURS 327 — Pharmacology for Nurses II. 2 hours.**

Assessment and evaluation of medication administration along with symptom evaluation and the diagnostics related to drug therapy for the acute client. Prerequisite: NURS 326.

**NURS 340 — Transcultural Family Nursing. 3 hours.**

Transcultural Family Nursing 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 emphasis on family structure, roles, and functioning due to developmental and situational stressors including illness. The nursing

process is applied for healthy and culturally diverse families.

Prerequisites: acceptance into the nursing program and NURS 200.

**NURS 342 — Mental Health Nursing. 4 hours.**

This course presents the theoretical and clinical foundation of ethical and professional nursing care to individuals and small groups experiencing acute and chronic behavioral problems. The needs of individuals with mental illness as they impact the family and the community will be discussed. Students will apply the principals of therapeutic communication and the nursing process in this diverse setting. Selected therapeutic groups will be observed and group assignments completed. Prerequisites: all Level I nursing courses.

**NURS 378 — Childbearing Family Health. 4 hours.**

The theoretical foundation of nursing care for the childbearing family during pre-pregnancy, pregnancy, intrapartum, postpartum, and neonatal periods is the focus of this course. Women's health issues and genetic considerations are addressed as they relate to the childbearing family. Community resources appropriate for the childbearing family are explored. Nursing research, cultural, sociopolitical, and legal aspects applicable to the childbearing family are studied. Students will spend time in the clinical setting observing and providing care for the childbearing family. Prerequisites: all Level I nursing courses.

**NURS 388 — Gerontology and Palliative Care. 2 hours.**

This course will focus on nursing care of the geriatric patient. Current theories of aging, health promotion, and maintenance for geriatric patients, and management of common geriatric health problems will be emphasized. Palliative care across the lifespan will also be studied, including ethical, legal, and sociocultural concerns. The role of the professional nurse will be explored. Prerequisites: all Level I nursing courses.

**NURS 405 — Adult Health Nursing. 8 hours.**

The theoretical foundation of nursing care to adults with acute and chronic illnesses and the application of that theory are the focus of this course. Medical, surgical, nutritional, and alternative treatment modalities are explored. Students use the nursing process as they provide care to clients in health care facilities, such as medical and surgical hospital units, surgery, and post-anesthesia. Students are encouraged to exhibit ethical, moral, spiritual, and professional behaviors. Prerequisites: all Level II nursing courses.

**NURS 415 — Child Health Nursing. 4 hours.**

The theoretical foundation of nursing care of children and adolescents is the focus of this course. The family is addressed as the central unit for providing nursing care of the acute and chronically ill child and adolescent. Health and wellness as related to the developmental levels is explored. Students will apply the theoretical knowledge and clinical skills in the care of children and adolescents. Development of clinical reasoning is emphasized in this course. Prerequisites: all Level II nursing courses.

**NURS 435 — Community Health and Population-Focused Care. 2 hours.**

Focus of this course is the theoretical foundation of the nurse's role in the health and well-being at a local and national level. Health promotion, health prevention, and health maintenance are assessed and evaluated in relation to sociopolitical forces and the health care delivery system. The effects of the environment on health are analyzed, and modification of risk factor in aggregates is explored, along with principles of epidemiology. Prerequisites: all Level II nursing courses.

**NURS 440 — Senior Synthesis I. ½ hour.**

This seminar integrates the application and analysis of scenarios utilizing nursing concepts and principles presented in Adult Health, Child Health,

## Course Descriptions - Traditional Undergraduate

and Community. Also included within the seminar are current issues impacting nursing today. Prerequisites: all Level II nursing courses.

### **NURS 441 — Advanced Adult Health. 8 hours.**

The theoretical foundation of nursing care to individuals who are experiencing complex multi-system dysfunction is the focus of this capstone course. The weekly practicum will apply the nursing process to co-morbid, high-risk, or critically ill patients. An emphasis upon professional role development and providing comprehensive care for a patient group is made in final preparation for entry into professional nursing. Prerequisites: all Level III nursing courses.

### **NURS 450 — The Global Community. 2 hours.**

This course presents the role of the nurse in preserving and promoting health in diverse Global communities. Students will discuss health promotion, health prevention, and health maintenance of the global communities. Populations are assessed and evaluated in relation to health care access and sociopolitical forces. The effects of the global environment on health are analyzed and modification of risk factors in aggregates is explored, along with principles of epidemiology. Students will apply theory during a practicum in such places as community clinics. Prerequisites: all Level III nursing courses.

### **NURS 455 — Leadership in Nursing. 3 hours.**

This course studies leadership theory, organizational structure of present health care systems, and the requisite professional nurse leadership behaviors and knowledge base. NCLEX preparation for entry into practice is guided through an online review of nursing theory. Successful completion of the Assessment Technologies Institute (ATI) predictor test is required for graduation approval. Prerequisites: all Level III nursing courses.

### **NURS 465 — Senior Synthesis II. ½ hour.**

This seminar integrates the application and analysis of scenarios utilizing nursing concepts and principles presented in Advanced Adult Health, Leadership, and Global Community. Nursing issues confronting the new graduate nurse will also be examined. Prerequisites: all Level II nursing courses.

### **NURS 466 — Nursing Research. 3 hours.**

This course focuses on research as a team process. Students will discuss the ethical, moral, legal, and professional concerns pertinent to the research process. Emphasis is on the importance of life-long learning as a foundation for evidence-based nursing practice and research utilization. Students will critique selected research articles. Prerequisites: all Level II nursing courses.

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## Philosophy

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### **PHIL 201 — Introduction to Philosophy. 3 hours.**

A survey of traditional topics and systems of philosophy.

### **PHIL 301 — Logic. 3 hours.**

An analysis of the logical use of language. The emphasis is placed upon integrity, clarity, and precision in argument.

### **PHIL 320 — Epistemology. 3 hours.**

The most recent shift toward skepticism, represented by the development of postmodernism in the late 20th century, is addressed. The questioning of the status of knowledge and belief will be examined using prominent theories regarding the nature of knowledge. Special attention will also be given to the historical development of these theories. Finally, the principles derived from the theories will be applied to the disciplines of

science and religion so that these two types of knowledge can be compared and contrasted. Prerequisite: PHIL 201.

### **PHIL 325 — World Religions. 3 hours.**

A study of the religions of the world. The course may survey the major religions or discuss selected ones.

### **PHIL 330 — Introduction to Christian Ethics. 3 hours.**

Students will be introduced to Christian ethics from its theological, philosophical and historical perspectives. Special attention will be given to the elements of Christian moral deliberation and to the application of Christian ethics to contemporary issues.

### **PHIL 351 — Ancient and Medieval Philosophy. 3 hours.**

An historical survey of the principal ideas of ancient and medieval philosophers. Prerequisite: PHIL 201.

### **PHIL 352 — Modern Philosophy. 3 hours.**

An historical survey of the principal ideas of philosophers of the Renaissance through the present. Prerequisite: PHIL 201.

### **PHIL 422 — History of Political Philosophy. 3 hours.**

Same as PSCI 422. Prerequisite: PHIL 201.

### **PHIL 430 — Augustine. 3 hours.**

Same as THEO 430.

### **PHIL 444 — Islamic Studies. 3 hours.**

Islamic Studies engages in the study of Islam as a textual tradition and practiced faith inscribes in history and particular cultural contexts. Provides an introduction to the origin and history of the Islamic movement. Special focus given to Muhammad, the Qur'an as revelation, the contemporary practice of the Islamic faith, Islam and power, contemporary manifestations of Islam, and Islam's relationship to Christianity and the West.

### **PHIL 451 — Philosophy of Religion. 3 hours.**

An inquiry into the nature of religious phenomena, the philosophical significance of the idea and reality of God, the relationship of faith to reason, and the meaning of religious language through readings in and discussions of the writings of philosophers who have made unusually important contributions to the field. Prerequisite: PHIL 201 or permission of the instructor.

### **PHIL 460 — Postmodern Philosophy. 3 hours.**

An inquiry into the principle ideas of Postmodern Philosophy. Same as PSCI 460.

### **PHIL 489 — Individual Reading and Research in Philosophy. 1–4 hours.**

Independent reading and research on a topic agreed upon by the instructor and of special interest to the student. Normally, such study involves a set of short papers and/or culminates in a research paper of substantial length.

### **PHIL 499 — Topics in Philosophy. 1–4 hours.**

A specialized analysis of a traditional topic, a philosopher, or a movement or problem involving individualized research and philosophical dialogue. Prerequisite: PHIL 201.

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## Physical Education

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### **PHED 108 — Golf. 1 hour.**

A course outlined for beginning players. Emphasis is placed on the development of fundamental skills.

## Course Descriptions - Traditional Undergraduate

### **PHED 121 — Conditioning. 1 hour.**

Designed for students to plan and carry out their own personal fitness program in the ONU fitness center. Students will make use of fitness tests.

### **PHED 123 — Conditioning for Varsity Athletes. 1/2 hour.**

A credit of ½ hour is earned by intercollegiate varsity sport participants at the completion of their sport season. A maximum of two hours may be earned.

### **PHED 126 — Nutrition, Health, and Fitness. 3 hours.**

Same as FACS 126. Includes a fitness laboratory component.

### **PHED 131 — Tennis. 1 hour.**

A course outlined for beginning players. Emphasis is placed on the development of fundamental skills.

### **PHED 169 — Survey of 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. Varsity Athletic participants and ROTC cadets register for 2 hours without the fitness lab.

### **PHED 210 — Teaching Rhythms and Aerobics. 1 hour.**

Techniques and procedures for teaching secondary level rhythmic activities and aerobics. For department majors and minors only.

### **PHED 211 — Teaching Basic Aquatic Skills. 1 hour.**

Progression levels of stroke readiness, stroke development, stroke proficiency for the following aquatic primary skills: backstroke, elementary backstroke, side stroke, breast stroke, butterfly and free style will be taught. Procedures for proper safety precautions for in the water and on the deck will be emphasized. For department majors and minors only.

### **PHED 219 — Theory of Coaching. 2 hours.**

A study and discussion into team organization, team selection, training, game preparation, travel budget, and coaches' decorum. Special emphasis will include the game in a Christian perspective and establishing a personal coaching philosophy. Includes a coaching practicum.

### **PHED 221 — Coaching Basketball. 2 hours.**

An intensive study of the rules and problems relative to the development of successful offensive and defensive play. For department majors and minors only.

### **PHED 222 — Coaching Track and Field. 2 hours.**

The study and practice of the various coaching techniques in track skills, methods of training and conditioning, and the methods of administering track meets. For department majors and minors only.

### **PHED 223 — Coaching Baseball/Softball. 2 hours.**

This course combines the rules and coaching techniques of baseball and softball. For department majors and minors only.

### **PHED 224 — Coaching Football. 2 hours.**

A study of rules, coaching techniques, and problems relative to the development of successful offensive and defensive play. For department majors and minors only.

### **PHED 227 — Team Sports Officiating. 2 hours.**

A study of techniques, team play, rules, and rule interpretation with emphasis on proper mechanics and judgment in officiating. Practical experience obtained. For department majors and minors only.

### **PHED 228 — Principles of Weight Training and Conditioning. 2 hours.**

This course provides a general understanding of the administration process of a weight training program, of strength training principles, and a practical knowledge of how to perform and teach the major exercises of weight training. For department majors and minors only.

### **PHED 231 — Coaching Volleyball. 2 hours.**

This course provides the student with an understanding of the fundamental skills, strategies, and rules of volleyball. Also covered are practice planning, conditioning, and team selection. For department majors and minors only.

### **PHED 232 — Coaching Soccer. 2 hours.**

This course provides the student with an understanding of the fundamental skills, strategies, and rules of soccer. Also covered are practice planning, conditioning, and team selection.

### **PHED 241 — First Aid and Emergency Care. 2 hours.**

Vital and practical applications and procedures in caring for an injured person, including safety, Heimlich method in choking, splinting, and bandaging. CPR and first aid certification may be achieved upon satisfactory completion of this course.

### **PHED 242 — Foundations of Health Education. 3 hours.**

An introduction to the field of health education. The history, theories, and contemporary issues in health education are examined.

### **PHED 243 — Personal and Community Health. 2 hours.**

The study includes essentials of personal and community health. Fundamentals of health science, scientific prevention of illness, and dynamics of health in the individual and family are studied. For departmental teaching majors and minors only. Prerequisite: PHED 242.

### **PHED 246 — Human Anatomy and Physiology I. 3 hours.**

Same as BIOL 246.

### **PHED 247 — Human Anatomy and Physiology II. 3 hours.**

Same as BIOL 247.

### **PHED 260 — Individual Sports Skills. 3 hours.**

Emphasis is placed on acquiring basic skills and teaching methods in a variety of individual sports. For department majors and minors only.

### **PHED 270 — Team Sports Skills. 3 hours.**

Emphasis is placed on acquiring basic skills and teaching methods in a variety of team sports. For department majors and minors only.

### **PHED 274 — Outdoor Education. 2 hours.**

The study includes essentials of personal and community health. Fundamentals of health science, scientific prevention of illness, and dynamics of health in the individual and family are studied. For departmental teaching majors and minors only. Prerequisite: PHED 242.

### **PHED 305 — Human Sexuality. 3 hours.**

Same as SOCY 305. Offered alternate years.

### **PHED 310 — Curriculum Design in Physical Education. 3 hours.**

A study of curriculum and various methods used in teaching physical education for both regular and special populations. Prerequisites: PHED 260, 270, EDUC 385.

### **PHED 315 — Drug/Chemical Use and Abuse. 3 hours.**

Same as SOCY 315. Offered alternate years.

**PHED 325 — School Health Programs. 3 hours.**

Proper health and safety practices are studied with emphasis on the materials that should be taught in a secondary school health class. Prerequisites: PHED 243, EDUC 385.

**PHED 352 — Assessment and Evaluation of Physical Education. 3 hours.**

Introduction to scientific assessment and evaluation, special studies, research projects, and instrumentation applied specifically to physical education for both regular and special populations. Prerequisite: admission to Teacher Education Program.

**PHED 360 — Physiology of Exercise. 4 hours.**

Study of the effects of exercise on various systems of the human body. Includes lecture and laboratory. Prerequisites: PHED 169 or BIOL/PHED 246 and 247.

**PHED 367 — Methods and Materials in Physical Education for the Elementary School. 2 hours.**

A study of curriculum and various methods used in teaching physical education in grades K–6. The course includes lesson and unit planning, organizational procedures and methods used in teaching basic movement, stunts and tumbling, rhythms, and sports skills. Prerequisite: admission to Teacher Education Program

**PHED 370 — Adaptive Physical Education. 3 hours.**

A course designed to acquaint the student with the principles of planning and conducting an adaptive physical education program to meet the needs of handicapped students. The public laws and their applications to the physical educator are included. Includes a practicum experience.

**PHED 375 — Community Health Programs. 2 hours.**

Organization and administration in local, state, and national health agencies; their purposes and functions are studied. An overview of methods for meeting community health needs and for solving community health programs. Prerequisite: PHED 243.

**PHED 410 — Curriculum and Evaluation of Health Education. 3 hours.**

Issues related to designing curriculum in health education, including analysis of topics and methods of organizing and executing instruction. Students will develop a curriculum guide for use in secondary school health education programs. Prerequisites: PHED 325, EDUC 385.

**PHED 472 — Kinesiology. 3 hours.**

Study of the human body in motion. Prerequisite: PHED 169.

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## Physical Science

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**PHSC 102 — General Physical Science. 3 hours.**

A broad survey course designed for students from majors that do not require any other physical science course. Major unifying themes and concepts from astronomy, chemistry, geology, atmospheric science, and physics are emphasized. Two hours lecture and two hours lab per week.

**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.

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## Physics

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**PHYS 121 — College Physics I. 4 hours.**

Mechanics, sound, fluids, thermodynamics. A non-calculus course for life scientists and general education. Emphasis is on life science applications. Three lecture periods and two laboratory hours per week. Prerequisite: MATH 131 or its equivalent.

**PHYS 122 — College Physics II. 4 hours.**

Continuation of PHYS 121. Electricity, magnetism, optics, and atomic and nuclear physics. Prerequisite: PHYS 121.

**PHYS 201 — General Physics I. 5 hours.**

Mechanics, fluids, waves, sound thermodynamics. A calculus based course for physical scientists and engineers. Four lecture periods and two laboratory hours per week. Corequisite: MATH 147 or equivalent.

**PHYS 202 — General Physics II. 5 hours.**

A continuation of PHYS 201. Optics, electricity, magnetism, atomic physics, modern physics. Prerequisite: PHYS 201.

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## Political Science

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**PSCI 101 — Introduction to Political Science. 3 hours.**

Offers a factual and conceptual foundation for the study of political science. Topics addressed will include basic political theory, political structures, political behavior, and basic approaches to methodology in gathering and analyzed information on the practice of politics.

**PSCI 221 — Foundations of International Relations. 3 hours.**

This course studies the structure and organization of the global, international system. Special attention will be paid to the role of international organizations and international law. Behavior between states will be examined within their larger global context. This course will examine the historical interaction between states and the differing models of state interaction over time.

**PSCI 223 — American Government. 3 hours.**

A study of the structure and functions of the federal government in the United States. Fulfills the teacher education requirement for passing the U.S. Constitution test.

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

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

**PSCI 343 — American National Politics: 3 hours.**

This course covers both the constitutional and the non-constitutional elements of American national government. The first half of the course examines the federal government's structure, including the executive, legislative, and judicial branches, in addition to civil rights and civil liberties. The second half covers the history and development of political parties, elections, and campaigns; the voting process; and political behavior.

**PSCI 344 — American Public Policy. 3 hours.**

A study of the major domestic policy issues in American national politics. Students will be exposed to a variety of viewpoints regarding contemporary issues such as health care, energy and toxic waste, the national debt, homelessness, public education, etc. The ethical dimensions of these issues are integrated into the course. Major emphasis is also placed on understanding the public policy process at the national, state, and local levels. Offered in alternate years.

**PSCI 352 — Christianity and Politics. 3 hours.**

An historical analysis of the ways Christians have participated in culture. Particular emphasis will be placed on an examination of the major, contemporary Christian voices in American politics and the terms of the ethical debates that are taking place. The course is designed to answer the question: What is a Christian view of politics? Offered in alternate years.

**PSCI 360 — Politics of Russia. 3 hours.**

Same as HIST 360.

**PSCI 379 — The Developing World. 3 hours.**

Same as HIST 379.

**PSCI 385 — Selected Topics in Political Science. 3 hours.**

This course is a senior-level history/political science course in which the professor or professors chooses a topic, event, or development and structure a one-time course around that specific interest. The topic will be given in the schedule of courses when the course is offered. Prerequisite: one foundational course in Political Science or permission of instructor.

**PSCI 390 — Historiography. 4 hours.**

Same as HIST 390.

**PSCI 422 — History of Political Philosophy. 3 hours.**

A survey of the significant political philosophies and theories within the Western tradition. A major focus will be placed on understanding the present state of Western civilization, rooted in its philosophical and ethical context. Part I of this course will cover ancient political philosophy, including pre-Socratic, Greek, Hellenic, and Stoic philosophy. Part II covers medieval political philosophy, including the philosophy of St. Thomas Aquinas. Part III covers modern political philosophy from the early Renaissance through contemporary postmodern political philosophy.

**PSCI 447 — American Constitutional Law. 3 hours.**

Includes the study of the origin, adoption, and the Supreme Court's interpretation of the federal Constitution in such areas as judicial review, federalism, separation of powers, interstate commerce, contract clause, taxing powers, due process clause, equal protection of the laws, and civil liberties. Recommended for all Pre-Law students. Prerequisite: HIST 231, PSCI 223, or consent of instructor. Offered alternate years.

**PSCI 460 — Postmodern Political Theory. 3 hours.**

The students will study the most recent significant developments in postmodern political theory. The students will study the arguments of political theorists in the post-Enlightenment age, focusing on the work of theorists in the past 20 years. The students will also be challenged to think about postmodern political theory from a Christian perspective.

**PSCI 471 — Senior Seminar in Political Science. 2 hours.**

Same as SSCI 471. Prerequisite: PSCI 390.

**PSCI 490 — Political Internship. 1-6 hours.**

This course offers supervised opportunities for senior students to work in a variety of paid and volunteer internship opportunities in local, state, or national government during the school year or in the summer. Each internship is arranged in consultation with the student.

**PSCI 494 — Readings in Political Science. 1-4 hours.**

Same as HIST 494.

## Psychology

**PSYC 101 — Introduction to Psychology. 3 hours.**

An introduction to the scientific study of mind, brain, and behavior. A variety of content areas will be covered including psychological disorders, therapy and treatment, neuroscience, learning and conditioning, memory, theories of personality, sensation and perception, motivation and emotion, human development, social relationships and influence, research methods used to study human and animal behavior, and careers within psychology.

**PSYC 200 — Lifespan Development. 3 hours.**

This course gives an overview of theory and research on human development in physical, cognitive, and social-emotional domains from conception to death. For non-majors only.

**PSYC 202 — Educational Psychology. 3 hours.**

Same as EDUC 249.

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

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

**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 241 — Statistics. 4 hours.**

Same as MATH 241.

**PSYC 320 — Sports Psychology. 3 hours.**

Same as EXSS 320.

**PSYC 321 — Social Psychology. 3 hours.**

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

**PSYC 323 — Human Diversity. 3 hours.**

This course seeks to enhance understanding of an individual's identity, development, and culture from the perspectives of gender, ethnicity, religion, age, socioeconomic level, and disabilities.

**PSYC 324 — Industrial/Organizational Psychology. 3 hours.**

A survey of the theory, research and strategies used in business, industry, and government in the following areas: (1) personnel selection, assessment and training; (2) human engineering, motivation, work efficiency, and job satisfaction; (3) organizational structure and

## Course Descriptions - Traditional Undergraduate

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

### **PSYC 331 — Basic Research and Statistics. 4 hours.**

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

### **PSYC 332 — Advanced Research and Statistics. 3 hours.**

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

### **PSYC 343 — Learning and Behavior Modification. 4 hours.**

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

### **PSYC 345 — Physiological Psychology. 3 hours.**

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

### **PSYC 346 — Cognitive Psychology. 3 hours.**

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

### **PSYC 361 — Theories of Personality. 3 hours.**

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

### **PSYC 362 — Psychological Testing. 3 hours.**

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

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

Same as SOWK 365.

### **PSYC 398 — Psychology Seminar. 1 hour.**

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

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

A departmentally approved experimental research project designed, conducted, analyzed, and reported by the student. Fall enrollment in the

course is expected, though the project continues through spring semester. Prerequisites: six Psychology courses, including PSYC 331, 332.

### **PSYC 461 — Counseling Process and Technique. 3 hours.**

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

### **PSYC 467 — Psychotherapy. 3 hours.**

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

### **PSYC 468 — Abnormal Psychology. 3 hours.**

A comprehensive study of the various types of personality and behavioral abnormalities, including their etiology, symptoms, dynamics, and treatment. A comparison is made between normal and maladaptive functioning. Prerequisite: PSYC 101.

### **PSYC 474 — Group Counseling. 3 hours.**

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

### **PSYC 478 — Professional Issues. 1 hour.**

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

### **PSYC 479 — Supervised Practicum. 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.

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## Social Science

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### **SSCI 302 — World Regional Geography. 3 hours.**

A survey of the human societies of the world by regions, including political, cultural, economic, religious, and environmental characteristics, concentrating on the interaction of human societies and their physical environments.

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

Credit is given for participation in an extended seminar in Washington, D.C., involving lectures, group sessions, and visits to various governmental agencies. Attendance at, and participation in, campus-based class sessions and follow-up activities may also be required. This

course may not be applied toward the general education history requirement, nor does it fulfill the teacher education requirements of American history or American government. If taken for 3 credit hours, this course may be applied as an elective for the Business Administration (Management Concentration) major or the Marketing (Management Concentration) major.

**SSCI 320 — Urban/Rural America. 3 hours.**

Same as SOCY 320.

**SSCI 390 — Historiography. 4 hours.**

Same as HIST 390.

**SSCI 471 — Senior Seminar in Social Science. 2 hours.**

A course to correlate the fields of social science and summarize current problems of society with a view of their possible solutions. The student will be required to apply social science research methods to a topic of interest. Prerequisite: SSCI 390.

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## Social Work

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**SOWK 200 — Introduction to Social Work. 4 hours.**

Offers students the opportunity to learn about Olivet's generalist social work program. It is further designed to help students make an educated decision about whether or not to pursue social work as a profession. Students will learn about the nature and mission of social work. They will also be introduced to social work's history, ethics, values, knowledge base, and skills. Students will learn about career options, licensure, diversity, populations-at-risk, and the relationship of religion and politics to social work. They will also be introduced to social work's unique person-in-environment perspective. In addition to classroom learning, students are required to perform 30 clock hours of applied learning during the course of the semester. Prerequisite: SOCY 120.

**SOWK 202 — Applied Learning Experience. 1 hour.**

This course is designed for transfer students who have not completed sufficient practicum hours in their introduction to social work courses. It is the same service learning component that those students enrolled in SOWK 200 take as part of their requirements for that course. It requires the student to participate in social service work for a minimum of 30 clock hours over the course of a semester, or about two hours per week. The goals of the course are to (1) enable students to participate in the actual on-site work of social services and to (2) enable students to make a more educated decision about their interest in pursuing further education in social work. Students will be exposed to diverse systems and populations where social workers are employed.

**SOWK 213 — Human Behavior and the Social Environment I. 3 hours.**

Human Behavior and the Social Environment (HBSE) I is designed to introduce students to ideas and theories that are fundamental to understanding human behavior. This course is the first of two sequential courses teaching life-span development using a biological, psychological, and social foundation. It uses the ecological and strengths-based perspectives to teach about human development in infants, children, adolescents, and young adults in the context of individual, family, group, organization, and community systems. The course examines the issues of diversity, discrimination, and oppression in human development. Social work ethics are applied. In addition to classroom learning, students are required to perform 10 clock hours of applied learning during the course of the semester. Prerequisites: SOCY 120, PSYC 101, and BIOL 169.

**SOWK 214 — Human Behavior and Social Environment II. 3 hours.**

Human Behavior and the Social Environment (HBSE) II is an extension of HBSE I. HBSE II teaches ideas and theories about human development in adults and the elderly. These stages in the life span are examined from the ecological and strengths-based perspectives across the systems of individual, family, group, organization, and community. The course also examines the issues of diversity, discrimination, and oppression in human development. Social work ethics are applied. In addition to classroom learning, students are required to perform 10 clock hours of applied learning during the course of the semester. Prerequisite: SOWK 213.

**SOWK 310 — Social Work Practice I. 3 hours.**

For social work majors only. It is the first in a three-course sequence of generalist social work practice courses. The course focuses on generalist social work practice with individuals. It centers on empirical and ethical applications of generalist social work practice. It includes case examples and projects that emphasize the problem-solving process: interviewing, assessment, planning, intervention, evaluation, termination, and follow-up. Diversity, social and economic justice, populations-at-risk, and cultural competence are integrated in the course content. A 10-hour applied learning experience in a social work practice field is required in this course. Prerequisites: SOWK 200, 213, 214. Corequisite: SOCY 331.

**SOWK 311 — Social Work Practice II. 3 hours.**

For Social Work majors only. It is the second in a three-course sequence of generalist social work practice courses. The focus is generalist social work practice with families and groups. It centers on empirical and ethical applications of generalist social work practice. It includes case examples and projects that emphasize the problem-solving process with families and groups, including group dynamics, processes, and roles. Diversity, social and economic justice, populations-at-risk, and cultural competence are integrated in the course content. A 10-hour applied learning experience in a social work practice field is required in this course. Prerequisites: SOWK 310, SOCY 331.

**SOWK 315 — Drugs in Society. 3 hours.**

Same as SOCY 315.

**SOWK 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 340 — Topics in Social Work. 3 hours.**

This course is designed to address current topics and issues in social work. A study of the historical, theoretical, political, and practical applications will be made for each topic. Course content will include addressing issues related to ethics and diversity in the context of the topic. Prerequisite: SOWK 200.

**SOWK 360 — Child Welfare Services. 3 hours.**

Designed to provide students with an overview of child welfare services from a historical, theoretical, and practice perspective. Child welfare services are examined through ethical, empirical, political, and practical applications. Issues of poverty, discrimination, oppression, and social and economic justice are explored in the context of child welfare services. Students will learn basic child welfare competencies and how to ensure safety, permanency, and well-being for children. Prerequisite: SOWK 200 or permission of the instructor.



**SOWK 365 — Crisis Intervention. 3 hours.**

Designed to provide a framework for intervention with individuals, families, groups, and communities in crisis. Ethical, theoretical and practical skills necessary for crisis assessment and resolution will be examined. Specific attention is given to populations-at-risk, including women, ethnic and racial minorities, and persons with disabilities. In addition, issues related to mental and physical health, life transitions, and global matters are studied. Research and evaluation in crisis intervention settings are also presented.

**SOWK 370 — Mental Health Issues in Social Work. 3 hours.**

This course is designed to provide an introductory knowledge of mental health issues affecting the delivery of services to clients in social work practice. Content will include assessment, service plans, treatment options, appropriate interventions, referrals, and multi-disciplinary teams. Issues related to legalities, ethics, diversity, service delivery, and professional collaborations will be addressed. Prerequisites: PSYC 101, SOWK 200, 213, and 214.

**SOWK 390 — Socio-Emotional Response and Recovery to Disaster. 3 hours.**

This course is designed to provide an understanding of appropriate social and emotional responses to the recovery efforts following disaster and tragedy. Using the strengths-based and ecological perspectives, this course will help learners understand how to respond appropriately to the socio-emotional needs of victims. Content will include collaboration with Emergency Management Teams, social and emotional assessments, and the coordination, implementation, and delivery of services.

**SOWK 394 — Juvenile Justice. 3 hours.**  
Same as CJUS 394.

**SOWK 400 — Field Placement. 10 hours.**

This course must be taken during the senior year after all other social work courses have been successfully completed. All students enrolling in this course are required to complete SOWK 401 in the semester prior to the planned placement. Special attention is given to placing students in areas of their interest and with agencies where professional supervision and experiences covering a broad spectrum of generalist practice are available. Agencies offering supervision by a professional possessing a Master of Social Work (MSW) degree are preferred. The Social Work Field Coordinator reserves the right to affirm or deny specific placements.

**SOWK 401 — Social Work Field Seminar. 1 hour.**

Designed to prepare the senior social work student for the social work field placement program (SOWK 400) in the following semester. Orientation to field placement, selection of field agencies, interviewing, professional ethics, resumé-writing, and applying for field placement are all part of this preparatory course. Students will meet weekly for one hour. Prerequisite: Senior status in social work program.

**SOWK 405 — Social Work Field Seminar II. 2 hours.**

A practice seminar for senior social work majors to be taken concurrently with Social Work Field Placement (SOWK 400). The knowledge, skills, values, and ethics of social work will be discussed in the context of agency policy and practice. The course uses critical thinking skills to integrate theory and practice. Students in this course will meet bi-weekly for three hours.

**SOWK 412 — Social Work Practice III. 3 hours.**

For social work majors only. It is the third in a three-course sequence of generalist social work practice courses. It is about generalist social work practice with organizations and communities. It centers on empirical and ethical applications of generalist social work practice. This course will assist the student in building a cognitive framework to identify systems in need of change, the type of change needed, and strategies for bringing

about change. This course reviews the social worker in the role of administrator, supervisor, committee participant, program developer, and program evaluator. The social work role in community systems regarding needs assessments, client advocacy, and encouraging consumer participation will be presented. Diversity, social and economic justice, populations-at-risk, and cultural competence are integrated in the course content. An 8-hour applied learning experience in a social work practice field is required in this course. Prerequisite: SOWK 311.

**SOWK 420 — Social Policy Analysis. 3 hours.**

This class examines the origins of the American welfare state, the making of government policy, issues in social service delivery, the voluntary and corporate sector, income maintenance, health care, mental health, housing policy, employment policy, and international perspectives. Past and present social policy will be examined with a view toward the development of future social policy. Students are presented a format for thinking critically about political and social systems as arenas for culturally competent and ethical social work practice. A 2-hour applied learning experience in a social work practice field is required in this course. Corequisite: SOWK 412.

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## Sociology

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**SOCY 120 — Introduction to Sociology. 3 hours.**

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

**SOCY 270 — Social Problems. 3 hours.**

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

**SOCY 273 — Criminology. 3 hours.**

Same as CJUS 273.

**SOCY 280 — Ethnic Relations. 3 hours.**

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

**SOCY 305 — Human Sexuality. 3 hours.**

Human sexuality is addressed from social, spiritual, and developmental points of view. Physiological facts, pregnancy stages, relationship issues, and social trends will be discussed. Emphasis will be given to developing healthy sexual attitudes and behaviors. Offered alternate years.

**SOCY 315 — Drugs in Society. 3 hours.**

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

**SOCY 316 — Corrections. 3 hours.**

Same as CJUS 316.



**SOCY 320 — Urban/Rural Sociology. 3 hours.**

This course educates students about the transition from rural to urban that has taken place in the United States and is taking place throughout the world. This transition has remarkable cultural and economic implications. The course emphasizes the historical dependence between the rural and the urban environment. The relationship of the variables of population, organization, environment, and technology are emphasized. Attention is given to current urban and rural problems, especially to social and economic justice issues, housing issues, food issues, and health issues, and to their possible solutions. Prerequisite: SOCY 120 or permission of instructor.

**SOCY 321 — Social Psychology. 3 hours.**

Same as PSYC 321.

**SOCY 325 — Sociology of Education. 3 hours.**

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

**SOCY 330 — Sociology of the Aging. 3 hours.**

Same as SOWK 330.

**SOCY 331 — Basic Research and Statistics. 4 hours.**

Same as PSYC 331.

**SOCY 332 — Advanced Research and Statistics. 3 hours.**

Same as PSYC 332. Prerequisite: SOCY 331.

**SOCY 340 — Sociology of Marriage. 3 hours.**

The course covers issues pertaining to dating, courtship, and marriage relationships. The current state of marriage will be discussed and attention will be given to factors that contribute to healthy and stable marriages. Social trends that influence marriage, as well as popular alternatives to marriage, will be analyzed.

**SOCY 351 — Sociology of the Family. 3 hours.**

Sociology of the Family is designed to help students understand both historical and current trends and functions of the family. Emphasis is given to major sociological trends and debates that occupy family studies. Various models of family life will be analyzed, with special emphasis given to characteristics of healthy families.

**SOCY 364 — Anthropology. 3 hours.**

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

**SOCY 366 — Global Issues. 3 hours.**

Global Issues is a course designed to analyze contemporary social issues that have a broad international impact. Causes, consequences, and possible solutions to relevant problems will be discussed. Sociological analysis, problem solving, and expanding one's global awareness are integral elements of the course.

**SOCY 371 — Sociology of the Deaf Community. 3 hours.**

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

**SOCY 374 — World Food Problem. 3 hours.**

Same as FACS 335.

**SOCY 381 — Sociology of Religion. 3 hours.**

Classical and contemporary sociological religious issues are discussed in detail. Emphasis is given to how sociologists deal with and explain various religious phenomena, giving particular attention to the religious environment in America. Offered alternate years.

**SOCY 390 — Historical Research Methods. 4 hours.**

Same as HIST 390.

**SOCY 394 — Juvenile Delinquency. 3 hours.**

Same as CJUS 394.

**SOCY 440 — Selected Topics in Sociology. 3 hours.**

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

**SOCY 460 — Readings in Sociology. 1-3 hours.**

Independent and in-depth study of a topic in sociology under the direction and supervision of a faculty member. Available for seniors and qualified juniors who are Sociology majors.

**SOCY 483 — Social Theory. 3 hours.**

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

**SOCY 489 — Senior Research. 3 hours.**

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

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## Spanish

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**SPAN 110 — Spanish for Specific Professions. 3 hours.**

This introductory course will aid students in gaining basic knowledge of Spanish in the professional context. Possible sections could be Language for Health Care, Language for Social Work, Language for Criminal Justice, etc.

**SPAN 111 — Elementary Spanish I. 4 hours.**

A comprehensive elementary course that includes grammar, pronunciation, oral practice, written composition, and culture.

**SPAN 112 — Elementary Spanish II. 4 hours.**

An intermediate-level course which is a continuation of SPAN 111 with an additional emphasis on reading. Prerequisite: SPAN 111 or two years high school Spanish.

**SPAN 211 — Intermediate Spanish I. 3 hours.**

Grammar review and speaking, listening and reading practice. Prerequisite: SPAN 112 or 3 years of high school Spanish.

**SPAN 212 — Intermediate Spanish II. 3 hours.**

A continuation of Intermediate Spanish I with increasing focus on the more complex aspects of Spanish grammar. Speaking, listening, and

reading practice are an integral part of course work. Prerequisite: SPAN 211 or 4 years of high school Spanish.

**SPAN 284 — Spanish Phonetics. 2 hours.**

A study of the phonetic system and phonology of the Spanish language with emphasis on practice and application. The knowledge of common phonological processes in Spanish will help to improve pronunciation and comprehension of Spanish. Prerequisite: SPAN 112 or 3 years high school Spanish.

**SPAN 321 — Spanish Culture and Civilization. 3 hours.**

A survey of Spanish history, geography, and institutions intended as a background for literary studies and as preparation for teaching Spanish. Prerequisite: SPAN 212.

**SPAN 322 — Latin American Culture and Civilization. 3 hours.**

A survey of Latin American history, geography, and institutions intended as a background for literary studies and as preparation for teaching Spanish. Prerequisite: SPAN 212.

**SPAN 341 — Advanced Spanish Conversation. 3 hours.**

A course designed to develop the student's fluency and self-confidence in expressing ideas in grammatically and phonetically correct Spanish through the discussion of reading selections and contemporary topics. Prerequisite: SPAN 321, 322, or consent of instructor.

**SPAN 345 — Advanced Spanish Composition. 3 hours.**

A course designed to develop the student's ability to write clearly, accurately, and effectively in Spanish. Some attention will be given to grammar review and vocabulary development, and extensive practice in writing in a variety of contexts will be required. Prerequisite: SPAN 321, 322 or consent of instructor.

**SPAN 361 — Spanish Literature. 3 hours.**

Spanish literature from *Poema del Cid* through the 20th century. A survey course that includes a history of the literature and the reading of selected works representative of the various periods. Prerequisite: SPAN 345.

**SPAN 362 — Latin-American Literature. 3 hours.**

Latin-American literature from the *Conquistadores* through the 20th century. A survey course that includes a history of Latin-American literature and the reading of selected works representative of the various periods. Prerequisite: SPAN 345.

**SPAN 450 — Introduction to Interpretation and Translation. 3 hours.**

Students will learn the processes involved in interpreting and translating. Extensive practice in a variety of interpreting situations working with native speakers. Prerequisite: SPAN 341, 345, and 498 or consent of instructor.

**SPAN 486 — Topics in Spanish Studies. 1 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. 1 hour.**

A course intended to help transition students from college life to their lives beyond college. Topics will focus on career plans (graduate school, future employment opportunities, résumé preparation), ethical issues graduates face, and working with immigrant populations. All students will have their speaking and listening proficiency evaluated as a part of this course. Students must be classified as seniors to take this course.

**SPAN 498 — Study Abroad. 8 hours.**

Students must submit a plan of study to be approved in advance by the department.

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## Theology

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**THEO 101 — Christian Formation. 3 hours.**

This course is designed to explore issues of the church, holy and ethical living, church/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 340 — Culture and the Christian. 3 hours.**

The impact of popular culture on the worldview and value system of western society in general, and for Christians in particular, is examined. Attention will be given to the philosophical and theological underpinnings of popular culture and the ways these underpinnings affect shifts in thought across time. Focus will then shift to the methods culture uses to affect individual lifestyle choices. Connections will then be made to align faith commitments with moral choices. Special attention will be given to relevant biblical texts that offer direction for contemporary Christian lifestyles.

**THEO 350 — Christian Love. 3 hours.**

Using the love commandments as the cornerstone of a theology of love, this course will examine the place of love in the Christian life. Various aspects of love will be explored so that love for God, love for others, and love for self can be more fully understood and brought into harmony. The material will thus include a broad survey of theological and philosophical writings on love as well as an analysis of relevant biblical texts. Special emphasis will be placed on the expression of love in concrete situations. As such, the course will typically include a service learning unit.

**THEO 351 — History of Christianity I. 3 hours.**

A survey of the history of Christianity during the Patristic, Medieval, and Reformation periods.

## Course Descriptions - Traditional Undergraduate

### **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 theological tradition. Included will be the critical reflection both on doctrinal matters and on matters of the church and Christian life/practice. Prerequisite: BLIT 303.

### **THEO 410 — Topics in Christian Theology. 3 hours.**

A concentrated study of the work of one or more theologians, or of a particular theological issue or movement, or the theology of a particular era. Special attention will be given in this course to the meaning and implications of the person and work of Jesus Christ. This course may be repeated with a different subtitle. Prerequisites: PHIL 201 and one course in Christian Theology (THEO 310 or 320); or permission of the instructor.

### **THEO 430 — Augustine. 3 hours.**

This course is an introduction to the life and thought of St. Augustine of Hippo and his foundational role in the development of the theology of the Christian Church in the West. This course will give attention to his location in a transitional historical context and the ways Augustine reflects and influences the movement from the late Roman to Medieval world. Attention will also be given to considering implications for doing theology today. Same as PHIL 430. Prerequisite: THEO 310.

### **THEO 435 — Theology in the Era of Reformation. 3 hours.**

This course will explore theological development in the Reformation period giving attention to historical and theological context. Reading of primary source material will be emphasized. Study will be focused on key representative thinkers and the theological systems they both reflect and helped to shape. Attention will be given to the major streams of thought and development that emerge from the Reformation. Prerequisite: THEO 310.

### **THEO 451 — Twentieth Century Theological Ethics. 3 hours.**

A survey of Christian theological ethics in the twentieth century, focusing predominantly on Protestant thinkers. The relationship between theology and ethics will be analyzed throughout the course. Prerequisite: THEO 310 or permission of the instructor.

### **THEO 462 — Doctrine of Holiness. 3 hours.**

An inquiry into the meaning and implications of the doctrine of holiness and, in particular, of the doctrine of entire sanctification or Christian perfection. This course will focus its attention on the witness of Scripture, the historic testimony of the Church (especially of the Wesleyan tradition), classical and contemporary modes of thought, and the meaning of this doctrine for the life of the student and the Church. To be taken the senior year, unless special permission is granted by the instructor. Prerequisite: THEO 310, or permission of the instructor.

### **THEO 469 — Contemporary Issues in Theology. 3 hours.**

This course will explore recent trends and current issues in Christian Theology, examining them in light of their faithfulness to Scripture, Christian tradition, and Christian practice. Attention will be given to their inner theological coherence and their impact on related Christian

doctrines. Reading of primary source material will be emphasized. Prerequisite: THEO 310.

### **THEO 472 — History, Missions, and Polity of the Church of the Nazarene. 3 hours.**

This course covers three related topics: (1) a selective historical study of the world regions of the Church of the Nazarene, with primary emphasis upon the U.S. regions; (2) a review of the World Mission division and a discussion of internationalization and its implications; and (3) a concentrated examination of the *Manual of the Church of the Nazarene*, with focus on the government of the Church at its various administrative levels and consideration of the denomination's distinctive identity.

### **THEO 473— Christian Institutions. 3 hours.**

A study of the history, polity, and missions program of a particular denomination. The student, in consultation with the professor, will reflect the denomination that will be the focus of the study. May, with permission, substitute for THEO 472.

### **THEO 489 — Individual Reading and Research in Christian Theology. 1–4 hours.**

Independent reading and research on a topic agreed upon by the instructor and of special interest to the student. Normally, such study involves a set of short papers and/or culminates in a research paper of substantial length. Prerequisite: THEO 310 or permission of the instructor.

## Chapter 9

# SCHOOL OF GRADUATE AND CONTINUING STUDIES

**Ryan Spittal, M.B.A., Dean**

Living, learning, and faith. Here, they are united, indivisible, one. Faith is at the heart of Olivet Nazarene University.

At Olivet, the priorities go beyond providing the finest programs. The true aim of the University is to train men and women for lives of service to God and humanity. The School of Graduate and Continuing Studies meets the challenge of providing quality, innovative educational programs to fulfill the lifelong learning needs of adults, giving them the expertise they need to impact their world.

Formed in 1986 in response to a growing demand for adult education, the School of Graduate and Continuing Studies desires to accommodate the special requirements of adults who are interested in receiving an associate, bachelor's, master's or doctorate degree, but who must also continue to meet their personal and professional commitments.

Recognizing that learning continues throughout life, Olivet Nazarene University serves adults interested in pursuing graduate and undergraduate professional studies. The School of Graduate and Continuing Studies attempts to fulfill the following general objectives:

- To provide for intellectual, spiritual, and personal growth through quality degree programs that integrate education, values, and faith.
- To offer educational degree programs to adult students who appreciate the religious and ethical teachings of the University and whose occupations, family responsibilities, personal preferences, and/or geographical location do not permit them to live in residence on the campus.
- To provide an atmosphere that will stimulate intellectual curiosity and constructive critical thinking through the exploration of the ideas inherent in the liberal arts, professional traditions, and the Christian faith.
- To develop an appreciation of current research, the value of research, and an acquaintance with basic research methodology.
- To strengthen the professional competencies of students in their areas of specialization.
- To develop an increased understanding of human nature and Christian values, with an emphasis on the individual's ethical and moral responsibilities.

Most of the programs are offered in special packages in which the degree may be earned in about two years by enrolling in classes which meet once a week, or in some programs, through classes which meet for one week, two or three times a year. In addition, most programs integrate study group activities. Our programs combine theory with practical experience to give working adults the skills needed to advance in today's rapidly changing economy.

In addition to programs meeting on campus in Bourbonnais, Olivet has authorization to offer the following degree programs throughout the greater Chicago area: Master of Business Administration, Master of Arts in Education, and the undergraduate degree-completion programs in Business Administration and Nursing. Classes are held in Chicago's northwest and south suburbs, downtown Chicago, Champaign, and other locations in Illinois.

Olivet's School of Graduate and Continuing Studies maintains offices in Bourbonnais (815-939-5291) and in Rolling Meadows (847-590-0675). The toll free number is 877-4OLIVET (877-465-4838).

The material contained in this chapter is for information only and does not constitute a contract between the student and the University. At the time of printing, the information is complete and accurate to the best of our knowledge. However, the School of Graduate and Continuing Studies reserves the right to revise information, requirements, or policies; amend rules; alter regulations; and change financial charges at any time in accordance with the best interests of the institution.

The School of Graduate and Continuing Studies also reserves the right to determine the number of students in each course. If an insufficient number of students enroll for a course, the School of Graduate and Continuing Studies reserves the right to cancel the course, change the time, or provide a different professor of any course.

## Accreditation

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

As part of the School of Education unit, the graduate education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE). All of the courses have been specifically aligned with national content-specific standards and/or Illinois State Content Area Standards. Note: Since Olivet is accountable for aligning program/course content to state and national standards, transfer credit is not accepted for any of the advanced programs. In addition, the Illinois Department of Education has approved Olivet as a degree granting institution in teacher preparation and advanced master's degrees. The Illinois State Board of Education also has granted entitlement rights for certifications – Types 03, 04, 09, 10, 73, and 75; and endorsements. These programs are approved by specialty organizations as well as the State of Illinois:

Art Education, K-12	English/Language Arts Education, 6-12	Music Education, K-12	Social Studies Education, 6-12
Curriculum and Instruction	Family/Consumer Science Education, 6-12	Physical Education, K-12	Spanish Education, K-12
Educational Leadership	Library Information Specialist	School Counseling	Teacher Leadership
Elementary Education, K-9	Mathematics Education, 6-12	Science Education, 6-12	Reading Specialist

## History of Adult Education at Olivet

Adult education began at Olivet as early as 1949, when the North Central Association Studies committee at Olivet recommended that an increased emphasis be placed on adult education and the opportunities for lifelong learning. The focus of adult education at that time was educating returning war veterans and assisting local school teachers with certification requirements.

Graduate education at Olivet had its beginning in 1961, when the Board of Trustees authorized a Master of Arts degree with a major in Religion. The chronology of Olivet's graduate programs:

1961	Master of Arts with a major in Religion
1968	Master of Arts in Education
1976	Master of Church Management
1985	Master of Pastoral Counseling
1987	Master of Business Administration
1989	Master of Arts in Teaching
1990	Master of Practical Ministries
1996	Master of Arts with a major in Professional Counseling
1999	Master of Education
2000	Master of Science in Nursing
2003	Master of Arts in Education: School Improvement Leadership
2005	Master of Organizational Leadership
	Master of Ministry
	Master of Arts in Education: Reading Specialist
	Master of Arts in Education: Library Information Specialist
	Master of Arts in Christian Ministry
	Master of Arts in Biblical Studies
	Master of Arts in Youth Ministry
	Master of Education: School Leadership
2007	Master of Education: Curriculum and Instruction
	Master of Arts in Philosophy of History and Master of Arts in Political Theory
	Master of Arts in Education: Teacher Leadership
	Master of Arts in Education: Curriculum and Instruction
	Doctor of Education in Ethical Leadership

Degree-completion programs began at Olivet in 1980. The first official off-campus program was an Associate of Arts degree established for cadets from The Salvation Army School for Officers Training based in Chicago. The history of Olivet's degree-completion programs:

- **Practical Ministries:** The associate degree program with The Salvation Army continued until 1989. With the discontinuation of the associate degree for The Salvation Army, a Bachelor of Science degree with a major in Practical Ministries (BSPM) specifically designed for The Salvation Army was started in 1990.
- **Nursing Degree-Completion Track:** In 1985, a degree-completion track in nursing for RNs began on campus. The current Bachelor of Science in Nursing (BSN) degree specifically designed for working adults began in 1991.
- **Administration** — The Bachelor of Science in Human Resources Management and the Bachelor of Applied Science in Supervision and Leadership were first offered in 1990. The Bachelor of Business Administration (BBA) degree was first offered in 1998.
- **Business** — The Associate of Arts in Business (AAB) degree was first offered in 2001.

## Graduate Programs

In addition to offering the Doctor of Education degree in Ethical Leadership, the School of Graduate and Continuing Studies offers courses leading to the following master's degrees: Master of Arts in Religion, Master of Arts in Biblical Studies, Master of Arts in Christian Ministry and Master of Arts in Youth Ministry; Master of Arts in Professional Counseling and Master of Arts in School Counseling; Master of Arts in Education with majors in Curriculum and Instruction, English Education, School Improvement Leadership, Teacher Leadership, Reading Specialist, and Library Information Specialist; Master of Arts in Teaching, with majors in K-12, Elementary and Secondary Education; Master of Business Administration; Master of Education (distance delivery) with majors in Curriculum and Instruction and School Leadership; Master of Ministry; Master of Organizational Leadership; Master of Practical Ministries (only for Salvation Army Officers); Master of Science in Nursing; Master of Arts in Philosophy of History and Master of Arts in Political Theory.

## Undergraduate Programs

In order to meet the needs of working adults, Olivet Nazarene University offers an Associate of Arts in Business program and a number of degree completion program offerings as alternatives to the usual residential degree program. The offerings include the Bachelor of Business Administration,

## SCHOOL OF GRADUATE AND CONTINUING STUDIES

Bachelor of Science in Nursing, and Bachelor of Science in Practical Ministries (only for Salvation Army Officers). The degree completion options have several features that are designed to make them ideal programs for adults with other responsibilities.

- Classes are at locations that are convenient to students' residences or work.
- Classes usually meet once a week, or in extended sessions at a time compatible with students' work schedules.
- Course content is geared toward practical application in the everyday life and occupation of a student.
- Because Olivet recognizes that adult students bring a wide variety of experiences and skills with them, college credit is awarded, under specified circumstances, for some of these appropriate experiences.
- Students participate in and contribute to every class session using a variety of methods meaningful and appropriate to the adult learner.
- Student/faculty class contact hours vary based on the objectives and intended outcomes of each course.
- Adult cooperative learning strategies are utilized.

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# Admissions Policies — SGCS

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Olivet Nazarene University carefully assesses applicants for the various program offerings on the basis of evidence provided in all application materials. Therefore, while a personal interview is not required for most programs, application materials submitted must be prepared thoroughly, thoughtfully, and professionally for full consideration. Applications will be processed upon receipt of all required materials.

## General Admission Requirements — SGCS

To be admitted into an SGCS program at Olivet Nazarene University, an applicant must meet the following general prerequisites:

1. Submit a completed Olivet Nazarene University application form, along with a \$50 application fee. The application fee for programs in the School of Theology and Christian Ministry is \$25.00. Other fees may be required by some programs. Application forms may be obtained from the School of Graduate and Continuing Studies office. For Education programs, application forms may be obtained from the office of the Director of Enrollment Management.
2. Demonstrate moral character consistent with attendance at a Christian university.
3. Possess ability and discipline to pursue rigorous college-level studies or graduate level studies.
4. Schedule an academic advising appointment with a student services counselor, by calling the School of Graduate and Continuing Studies at 1-877-4OLIVET. Please be sure to tell them which program you would like to pursue.
5. Submit an official transcript from all colleges and universities previously attended.

**\* Official Transcript: A transcript with the registrar's seal from the institution granting credit sent directly to the Director of Admissions and Student Services, Olivet Nazarene University, School of Graduate and Continuing Studies, One University Avenue, Bourbonnais, IL 60914-2345.**

For all programs in the School of Theology and Christian Ministry, materials should be sent to: Graduate Program Specialist; ONU School of Theology and Christian Ministry; One University Avenue Box 6048; Bourbonnais, IL 60914.

Please refer to the programs listed below for additional admission requirements. Special and probationary admission requirements are detailed later in this section of the catalog.

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### Admission to Associate of Arts in Business — SGCS

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In addition to the General Admissions Requirements, the applicant must:

1. Provide one of the following forms of acceptable proof of high school graduation or GED completion:
  - a. Copy of official high school transcript
  - b. Copy of official GED transcript
2. Be minimum age of 22 and present proof of at least two years of significant work experience. An applicant who is at least 20 may be considered by providing proof of at least two years of significant work experience and a written narrative describing the reason why the applicant should be considered for early entry into the program.

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### Admission to Bachelor of Business Administration — SGCS

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In addition to the General Admissions Requirements, the applicant must:

1. Possess an Associate of Arts, an Associate of Science, or an Associate of Applied Science degree, or a minimum of 60 transferable semester hours from a regionally accredited college or university. Coursework must be college-level to be eligible for transfer. Developmental, Continuing Education Units (CEUs), or pre-college-level courses are not transferable.
2. Have a minimum cumulative grade point average of 2.0 from all institutions previously attended.
3. Be a minimum of 23 years of age. An applicant who is at least 21 may be considered by providing two letters of recommendation that describe mature adult responsibility.

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### Admission to Bachelor of Science in Nursing — SGCS

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In addition to the General Admissions Requirements, the applicant must:

1. Possess an associate degree in nursing from a regionally accredited institution or a diploma from a school for registered nurse education.
2. Submit a copy of a current R.N. license.
3. Have a minimum cumulative grade point average of 2.75 from all credits transferred from institutions previously attended.

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### Admission to Bachelor of Science in Practical Ministries — SGCS

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In addition to the General Admissions Requirements, the applicant must have earned a minimum cumulative grade point average of 2.0 from all institutions previously attended.

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### Admission to Master of Business Administration — SGCS

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In addition to the General Admissions Requirements, the applicant must:

1. Provide proof of Bachelor's degree from a regionally accredited college or university.
2. Have an undergraduate grade point average of 2.5 or better (4.0 scale).
3. Present a professional résumé demonstrating a minimum of three years of significant work experience as a manager, supervisor,

executive, or related professional position in business, public service, or nonprofit organizations. If the applicant does not meet the requirement of three years of significant work experience, the applicant may provide for additional consideration:

- a. An official transcript showing a recently earned degree in business or a related field with a grade point average of 2.5 or better (4.0 scale) and
  - b. A letter of recommendation from the applicant's current supervisor explaining the applicant's job duties and evaluating the applicant's job performance. The Admissions committee will review such letters and make admission decisions in such cases.
4. Have successfully completed (defined as a grade of C- or above) the following four undergraduate courses: accounting; microeconomics; finance; and statistics.  

NOTE: Applicants may be admitted on probation without undergraduate credit in the areas of statistics, accounting, finance, and economics. However, those applicants will be required to take undergraduate online tutorial courses or demonstrate proficiency through testing.
  5. Although the MBA program is structured with flexibility to serve learners with baccalaureate degrees in business as well as those having degrees in other disciplines, those without the relevant academic background in business core areas are required to attain the appropriate prerequisite knowledge before attempting advanced work.

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### Admission to Master of Organizational Leadership — SGCS

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In addition to the General Admissions Requirements, the applicant must:

1. Provide proof of Bachelor's degree from a regionally accredited college or university.
2. Have an undergraduate grade point average of 2.5 or better (4.0 scale).
3. Present a professional resumé demonstrating a minimum of three years of significant work experience as a manager, supervisor, executive, or related professional position in business, public service, or nonprofit organizations. If the applicant does not meet the requirement of three years of significant work experience, the applicant may provide for additional consideration:
  - a. An official transcript showing a recently earned degree in business or a related field with a grade point average of 2.5 or better (4.0 scale) and
  - b. A letter of recommendation from the applicant's current supervisor explaining the applicant's job duties and evaluating the applicant's job performance. The Admissions committee will review such letters and make admission decisions in such cases.

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### Admission to Master of Arts in Education, Master of Education — SGCS

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In addition to the General Admissions Requirements, the applicant must:

1. Submit a copy of a current teaching certificate.

2. Submit an unofficial copy of an undergraduate degree transcript from a regionally accredited college or university clearly indicating a minimum GPA of 2.5.
3. Submit a written School Administrator Agreement verifying current teaching status, at least two years of consecutive teaching, and consent to host the practicums/research projects/clinical experience-creative project in the school.

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### Admission to Master of Arts in Teaching, Elementary, K-12, and Secondary — SGCS

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In addition to the General Admissions Requirements, the applicant must:

1. Submit a copy of Basic Skills Test, indicating passing scores.
2. Submit an official copy of an undergraduate degree transcript from a regionally accredited college or university clearly indicating a minimum 2.5 GPA. Secondary and K-12 majors must have a cumulative GPA of 2.5 with a GPA of 2.75 in their content teaching field and must have completed at least 32 semester hours in their teaching field.
3. Submit a one-page typed autobiography.
4. Submit Teacher Education Application.
5. Submit Character Reference.

This program requires a Criminal and Fingerprint Background check; please refer to that topic under the General Policies section of this chapter.

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### Admission to Middle School Endorsement — SGCS

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In addition to the General Admissions Requirements, the applicant must:

1. Provide a copy of a valid Illinois teaching certificate (Type 3 - Elementary, Type 9 - Secondary, or Type 10 - Special K-12).

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### Admission to Master of Arts in Professional Counseling, Master of Arts in School Counseling — SGCS

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In addition to the General Admissions Requirements, the applicant must:

1. Submit official transcripts from a regionally accredited college or university showing the undergraduate degree earned with at least 18 hours of credit in psychology (six hours of which may be equivalent courses from allied fields, such as nursing, sociology, social work or special education).
2. Have an undergraduate minimum cumulative grade point average of 3.0 or above (4.0 scale).
3. Participate in an interview with the Program Director from the Department of Behavioral Sciences.
4. Submit three letters of recommendation to affirm applicant's professional promise, character, and capacity to pursue graduate-level education in the field of counseling.
5. In addition to the \$50.00 application fee, upon admission, a \$200 registration fee will be due with reservation for first course.
6. Special admission to the two year program option may be granted if learners meet one of the following conditions:



- a. Learners have taken PSYC 461 – Counseling Process and Techniques and PSYC 467 – Psychotherapy, or equivalent, as part of the 18 hour prerequisite requirement. The remaining 12 hours may include a combination of other undergraduate psychology coursework or equivalent coursework from closely allied disciplines, such as social work. Equivalent coursework will be evaluated by course description and course content.
- b. One year of direct clinical experience in a work related setting in addition to the 18 hour undergraduate requirement. This experience will be supported by a reference from a direct supervisor documenting this clinical work. This clinical experience must include one-on-one counseling and/or group counseling work.

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### Admission to Master of Arts, Philosophy of History or Political Theory — SGCS

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In addition to the General Admissions Requirements, the applicant must:

1. Provide proof of Bachelor's degree from a regionally accredited college or university. Submit official transcripts for all relevant undergraduate courses.
2. Have an undergraduate grade point average of 3.0 or better (4.0 scale). Probationary admission may be granted to applicants with lower grade point averages on a case by case basis, as explained elsewhere in this section.
3. Submit an original essay of not more than 1000 words explaining the rationale for pursuing an graduate degree. In lieu of this essay an applicant may submit part or all of an academic paper previously submitted for credit in an upper division course in college in the past three years, or all or part of a substantial report prepared for an employer in the past two years.
4. Submit two confidential recommendations from two persons in a position to be familiar with the student's abilities; one should be from a college professor; the other may be from a professor or a supervisor.

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### Admission to Master of Practical Ministry — SGCS

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In addition to the General Admissions Requirements, the applicant must:

1. Have earned a bachelor's degree from a regionally accredited college or university. NOTE: Applicants with a Bachelor of Science in Practical Ministries from Olivet Nazarene University are not eligible for the Master of Practical Ministries.
2. Have a minimum overall grade point average of 2.5 (4.0 scale).

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### Admission to Master of Arts, Biblical Studies — SGCS

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In addition to the General Admissions Requirements, the applicant must:

1. Possess a bachelor's degree from a regionally accredited college or university with a grade point average of 3.0 or better (4.0 scale).
2. Submit an official transcript of the student's undergraduate college work and of any graduate work being used to support the application for admission.
3. Satisfy these curricular prerequisites for admission.
  - a. Old Testament Introduction (3 hours)

- b. New Testament Introduction (3 hours)
- c. An exegetical course (3 hours)
- d. A systematic theology course (3 hours)
- e. An introduction to either Biblical (or Classical) Greek or Biblical Hebrew (6 hours)
- f. A demonstrated ability to write well

Students whose undergraduate preparation does not meet these prerequisites may apply for conditional admission, if they satisfy the other requirements. Rules and deadlines for making up the deficiency will be decided on a case-by-case basis.

4. Demonstrate the ability to succeed as a graduate student in Olivet's Master of Arts in Biblical Studies program, as evidenced by three recommendations. Two of these should be from people able to address the applicant's academic ability and potential. The third should be personal and may address the applicant's moral and spiritual character.

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### Admission to Master of Arts, Christian Ministry — SGCS

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In addition to the General Admissions Requirements, the applicant must:

1. Possess a bachelor's degree from a regionally accredited college or university with a grade point average of 2.5 or better (4.0 scale).
2. Demonstrate the ability to succeed as a graduate student in Olivet's Master of Arts in Christian Ministry program, as evidenced by three recommendations. One should be from a person able to speak about the applicant's academic ability, one from a pastor or other person who can speak to the applicant's Christian and moral life, and one that is personal. The personal recommendation may be a second academic reference or it may be from a person who has supervised the applicant in work or ministry. While this master's degree, as a "gateway" program, has no specific undergraduate prerequisites in theology, biblical studies, or ministry, an education that emphasizes critical thinking and clear expository writing and that provides a general knowledge of Western Culture as well as at least a brief acquaintance with one other culture would be especially appropriate. Students with an undergraduate background in specific areas in the curriculum will be placed in advanced courses in those areas.

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### Admission to Master of Arts, Religion — SGCS

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In addition to the General Admissions Requirements, the applicant must:

1. Possess a bachelor's degree from a regionally accredited college or university with a grade point average of 2.7 or better (4.0 scale).
2. Submit an official transcript of the student's undergraduate college work and of any graduate work being used to support the application for admission.
3. Have successfully completed at least 15 semester hours in upper-division undergraduate courses in theology, Bible, Christian ministry, Christian education, and/or philosophy. Students whose undergraduate preparation in religion is deficient may apply for conditional admission, if they satisfy the other requirements. Rules and deadlines for making up the deficiency will be decided on a case-by-case basis.
4. Demonstrate the ability to succeed as a graduate student in Olivet's Master of Arts in Religion program, as evidenced by three recommendations. One should be from a person able to comment

knowledgeably on the applicant's academic ability and one from a pastor or other person who can speak to the applicant's Christian and moral life. The third may be another academic reference. Or it may be a reference from a work or ministry supervisor. If the person making the pastoral reference is not also a supervisor, then a reference from a supervisor is especially appropriate.

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### Admission to Master of Arts, Youth Ministry — SGCS

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In addition to the General Admissions Requirements, the applicant must:

1. Possess a bachelor's degree from a regionally accredited college or university with a grade point average of 2.7 or better (4.0 scale).
2. Have completed at least 15 semester hours of undergraduate religion courses, including at least 6 hours of systematic theology and 3 hours in each of the following areas: biblical hermeneutics, homiletics or preaching, and pastoral care and counseling. Students whose undergraduate preparation is deficient in these areas may apply for conditional admission, if they satisfy the other requirements. Rules and deadlines for making up the deficiency will be decided on a case-by-case basis.
3. Demonstrate the ability to succeed as a graduate student in Olivet's Master of Arts in Youth Ministry program, as evidenced by three recommendations. One should be from a person able to speak about the applicant's academic ability, one from a pastor or other person who can speak to the applicant's Christian life, and one that is personal. The personal recommendation may be a second academic reference, or it may be a reference from a work or ministry supervisor. If the person making the pastoral reference is not also a supervisor, then a reference from a supervisor is especially appropriate.

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### Admission to Master of Ministry — SGCS

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In addition to the General Admissions Requirements, the applicant must:

1. Possess a bachelor's degree from a regionally accredited college or university with a grade point average of 2.5 or better (4.0 scale).
2. Have successfully completed a minimum of 15 undergraduate hours in religion, Bible, or theology. Students whose undergraduate preparation in religion is deficient may apply for conditional admission, if they satisfy the other requirements. Rules and deadlines for making up the deficiency will be decided on a case-by-case basis.
3. Demonstrate the ability to succeed in the graduate-level Master of Ministry program, as evidenced by two or three recommendations -- one from a pastor or other spiritual adviser and one from a person who can speak to the applicant's academic capacity. If pastor or spiritual adviser is different from the student's supervisor in ministry, the student is encouraged to include a third recommendation from a ministry supervisor such as, in the case of a Nazarene applicant, the District Superintendent.
4. Be actively involved in church ministry.

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### Admission to Master of Science in Nursing — SGCS

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In addition to the General Admissions Requirements, the applicant must:

1. Submit an official transcript from a regionally accredited college or university showing an earned Bachelor of Science in Nursing degree.
2. Have attained an undergraduate grade-point average of 2.75 or better (4.0 scale).
3. Have current registered nurse licensure in a geographical jurisdiction of the United States.
4. Have successfully completed (defined as a grade of C or above) an approved undergraduate statistics course. An official transcript for same should be submitted. If this course is not completed prior to admission, it must be completed prior to enrolling in Nursing Research I.

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### Admission to Doctor of Education — SGCS

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In addition to the General Admissions Requirements, the applicant must:

1. Submit official transcripts from a regionally accredited college or university showing a master's degree.
2. Submit a one-page resume (follow specific format).
3. Complete an interview. This time will be an opportunity to assess personal goals, oral communication skills, and ability to interact with other professionals.
4. Submit a critique (writing on demand) on a specific topic at the time of the personal interview. Guidelines will be provided regarding the expectations of the critique. Hand-written work is not accepted. The computer lab will be available for this writing sample.

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### International Student Admissions Policy — SGCS

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All applicants to the School of Graduate and Continuing Studies who are not citizens or permanent residents of the United States must comply with the admission requirements as listed below. The requirements must be met before the University may issue an I-20 form to an international applicant. Specifically, the conditions are as follows:

1. The prospective student must complete and return a written international student application to the School of Graduate and Continuing Studies. When all required information is received, the application file is evaluated and an admission decision is made. The applicant is notified, and instructions for further action are sent to the applicant.
2. The prospective student must have all official transcripts sent directly from each school attended to satisfy the University that the applicant has successfully completed a course of study equivalent to that required of a US-educated applicant to the same program. All records submitted must be official transcripts certified by the appropriate school official and should list the subject taken, grades earned, or examination results in each subject, as well as all certificates or diplomas. These documents must be accompanied by an official English translation and an "Educational Credential Evaluators Report" secured at the applicant's expense if the transcripts are from a school outside the U.S. All records must be submitted at least six months prior to the expected enrollment date.
3. The University requires that the prospective student demonstrate possession of adequate English language proficiency to pursue a course of study on a full-time basis. A minimum score of 500 on the paper-based test, 173 on the computer-based test, or 61 on the

internet-based test is required on the Test of English as a Foreign Language (TOEFL) of all new undergraduate international students. A minimum score of 550 on the paper-based test, 213 on the computer-based test, or 79 on the internet-based test is required for graduate international students. If English was the medium of instruction throughout formal education, a TOEFL score may not be needed. Students with more than 48 academic semester units from U.S. colleges/universities taken just prior to attending Olivet may be able to waive their TOEFL requirement for admission.

4. The prospective student is required to provide a notarized affidavit of financial support along with a current bank statement to confirm that he/she will be able to provide for his/her full program (tuition and fees, books, living costs, etc.) at the University without resorting to unauthorized employment. Payment of tuition and fees for the first year may be required before the applicant is eligible to receive the I-20 form.
5. It is the responsibility of an international student on an F-1 visa to maintain full-time status.
6. The applicant must take a physical examination and present medical history records. In addition, the student is required to purchase a college health insurance policy or provide proof of adequate coverage. The international student should also provide the name and address of a friend or relative in the United States who is empowered and willing to make decisions on behalf of the student in case of an emergency.
7. The applicant may not proceed any further in the application process unless the above conditions are met and the student's I-20 form is signed by the appropriate school authority. All questions concerning admission and status of international students seeking admittance into the School of Graduate and Continuing Studies should be referred to the Director of Admissions and Student Services.

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### Probationary Admission, Undergraduate Programs — SGCS

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A student who does not meet regular admission requirements for the degree completion programs may be permitted to enroll in the core program. Continued enrollment in the core program is contingent upon the student's completion of the admission requirements. It is the responsibility of the student to assure completion of any missing items from the admission file. The student is given a due date by which to fulfill this responsibility and thereby continue in the program. If the requirement is not met by the given date, the student may be administratively withdrawn from the program.

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### Probationary Admission, Graduate Programs — SGCS

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A student who does not meet regular admission requirements, but who desires to pursue work leading to a master's degree at Olivet is, in some cases, permitted to enroll with probationary status in a limited number of graduate courses. Regular status is obtained after removal of deficiencies and/or after completion of the first two consecutive courses with a 3.0 GPA or higher.

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### Special Admission, Undergraduate Programs — SGCS

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A student who does not plan to become a candidate for a bachelor's degree in this institution, or a student who does not meet regular or conditional criteria, but wishes to take work for academic credit as a special student, may do so by submitting all application forms for admission and meeting the following requirements:

1. Submitting official transcripts from previously attended institutions intended for use in transferring credits for applicable programs.
2. Meeting all course prerequisites.
3. Providing recommendations as required by a particular program.
4. Demonstrating ability to do college-level coursework, as evidenced by transcripts and recommendations.
5. Completing other requirements as stated in the general admissions section above.

A student admitted by special admission is not expected to pursue a program leading to a degree at Olivet Nazarene University. Should the student desire to do so later, an application for change of status must be submitted to the office of Admissions and Student Services, approval obtained, coursework evaluated, and regular steps in the program followed. Credit earned as a special student is not automatically applied toward degree requirements. Credit is not granted for an audited course.

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### Special Admission, Graduate Programs — SGCS

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A student who does not plan to become a candidate for the master's degree in this institution, but who wishes to take work for graduate credit as a special graduate student, may do so by submitting all application forms for admission and meeting requirements that include:

1. Possessing of a bachelor's degree from a regionally accredited college or university.
2. Submitting official transcripts from previously attended institutions.
3. Providing recommendations as required by a particular program.
4. Demonstrating ability to do graduate-level course work as evidenced by transcripts and recommendations.
5. Completing other requirements as stated in the general admissions section above.

A student admitted by special admission is not expected to pursue a program leading to a degree at Olivet Nazarene University. Should he or she later desire to do so, an application for change of status must be submitted to the Office of Admissions and Student Services, approval obtained, coursework evaluated, and regular steps in the graduate program followed. Credit earned as a special student is not automatically applied toward degree requirements.

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### Admission for College Seniors, Graduate Programs — SGCS

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A senior who is within the last year of completing the course requirements for the baccalaureate degree or another person who has not earned the baccalaureate degree and who (1) is of good moral character as evidenced by either pastor and friend or associate's recommendations or a current undergraduate student at Olivet Nazarene University, and (2) is seemingly able to do graduate work as evidenced by transcripts, may, with the approval of the School of Graduate and Continuing Studies, register for one graduate course per semester. To obtain regular graduate

status after being granted the bachelor's degree, the student must follow regular graduate admission procedures. Senior-graduate students may take courses to fill undergraduate needs, for certification, for enrichment, or for future use in the graduate program. However, graduate courses will not count for both undergraduate and graduate credit.

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### **Transfer of Credit, Undergraduate Programs — SGCS**

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Students who enter bachelor's degree-completion programs at Olivet with an Associate of Arts (A.A.) or Associate of Science (A.S.) degree from regionally accredited colleges and universities will have met all general education requirements for graduation from Olivet, except for two upper-division Religion courses and six hours of International Culture credits. However, these students may be required to complete additional elective courses beyond the required core courses in their programs to satisfy the 128 credit-hour requirement for graduation from Olivet.

Transcripts of students without A.A. or A.S. degrees will be evaluated on a course-by-course basis to determine transferable credits, and students will be notified of courses that must be completed before graduation. Student services advisers will assist and advise students in preparing plans of study to meet program, general education, and graduation requirements.

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### **Transfer of Credit, Graduate Programs — SGCS**

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Transfer work is normally not considered for packaged programs due to the nature of these degrees. In programs where transfer credit is permitted, graduate credit with a grade of B or above may be accepted as substitute for comparable core courses if work was completed within five years of a student's Olivet matriculation. Students must submit a "Request to Transfer Credit" form, course description, and a copy of the catalog cover to the Office of Admissions and Student Services prior to beginning a graduate program. To determine transferability of credit, a recommendation for transfer must come from the specific graduate program coordinator.

There is no provision for proficiency testing in graduate-level courses.

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## Financial Information — SGCS

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The accountant in the School of Graduate and Continuing Studies deals with accounts for the Associate program, the programs in Business, and programs in Nursing. The Director of Student Accounts, located in Miller Business Center, deals with accounts for all other programs.

Tuition costs through Olivet's School of Graduate and Continuing Studies vary by program. Program and individual course financial obligation information is presented during information meetings and/or at registration. A schedule of payments and analysis of fee structures, along with due dates, is outlined at the class orientation sessions. Students are expected to meet these obligations according to the schedule.

For packaged programs, the student is charged a locked-in tuition rate for the total program. The locked-in rate is designed to reduce the per-credit-hour cost for the student committing to the entire program. The locked-in rate is honored for students who complete the program according to the prescribed curriculum schedule. Generally, this time does not exceed two years. The student is charged the full tuition rate and appropriate fees for any course taken that is not a part of his or her program core. Students wishing to start a packaged program without all financial aid paperwork on file must pay for the first course at the time of registration. If financial aid paperwork is not received within 30 days of registration, the student will continue to be billed per course. Once all financial aid paperwork has been completed, and provided aid is awarded, these funds may be used as payment for educational costs for the remainder of that academic year.

***Please note that graduate religion programs are NOT packaged, and their tuition rate may be subject to change at the beginning of each fiscal year.***

Olivet Nazarene University's general education requirements and electives to complete the degree may be taken at the package price for a period of no more than two years.

Students unable to complete a course in a packaged program are allowed to repeat that course with another group of students if arrangements are made through the School of Graduate and Continuing Studies office. Tuition and fees at the current packaged rates are charged for repeating the course.

Olivet Nazarene University reserves the right to change the tuition and fee schedule at any time. However, tuition and fee schedules are guaranteed for students who complete packaged programs according to the prescribed curriculum schedule.

## Single Course Registration Policy — SGCS

Single Course Registration (SCR) requests should be made to the School of Graduate and Continuing Studies no later than three weeks before the course start date for students using financial aid. All financial aid paperwork must be received no later than one week prior to the start date.

Those not using financial aid should make the request no later than two weeks before the start date. Payment for the course must be received no later than 5:00 p.m., one week before the course's start date.

**Students are required to be current on their core program before being cleared to register for additional coursework. Please go to [www.mystudentaccount.org/olivetnazarene](http://www.mystudentaccount.org/olivetnazarene) to view the status of your student account for business and nursing programs.**

These policies are strictly enforced.

## Financial Aid — SGCS

The Director of Financial Aid is located at the Miller Business Center. Financial aid counselors are available to advise students concerning application for financial aid. Correspondence regarding financial aid should be addressed to the Director of Financial Aid. The Office of Financial Aid is open for regular office hours, 9 a.m.–4 p.m. each workday; however, because of the demand for assistance, students seeking assistance should schedule an appointment with office personnel.

Students are responsible for completing all necessary application forms for financial aid and for following the appropriate procedures in seeking aid. Securing financial aid may take time, and students may be advised to delay the start of their program until aid is secured.

Application for financial aid must be made for each academic year. This generally requires students in packaged programs to complete financial aid paperwork two or three times during their program.

Financial assistance may not be immediately available for students who intend to take courses outside the core curriculum. The Office of Financial Aid should be contacted prior to registering for such courses.

## Payment — SGCS

Payment methods for programs in the School of Graduate and Continuing Studies vary by program. Most of the programs offer three payment options: Total Package Payment (at the program's start), Payment with Financial Aid, and the Monthly Payment Plan. Students should refer to their program specialist for specific information on paying for their program.

Students should pay special attention to the program's delinquency policy. Any student becoming delinquent through failure to make payment or proper arrangements may be administratively withdrawn until such matters are satisfactorily settled. There is a \$15 charge for any returned checks due to non-sufficient funds or a declined credit card.

A transcription fee of \$50 per credit-hour is charged for CARE, CLEP, REGENTS COLLEGE, DANTES, and proficiency hours. All assessed credit fees are due 30 days from the invoice date.

Student accounts must be paid in full to be eligible for the transfer of credits, participation in Commencement ceremonies, and degree conferral. Students who qualify for August graduation must be current with financial obligations and in good standing in order to participate in the May Commencement ceremonies.

## Refund Policy — SGCS

1. Application, registration, general, lab, graduation, and other special fees are not refundable. Tuition is refunded according to the following policy:
  - a. Full tuition: Written notification of withdrawal *prior to* the first class session of a course.
  - b. All but \$50 refund: Written notification of withdrawal *prior to* the second class session of a course. Failure to provide official notification directly to the Office of Admissions and Students Services will result in administrative withdrawal. Students are then charged full tuition, plus fees.
  - c. No refund, except for semester-long courses: Withdrawal after the second class session. For these traditional semester-long courses, the following refund policy applies:
    - first week — 90 percent
    - second week — 80 percent
    - third week — 60 percent
    - fourth week — 40 percent
    - fifth week — 20 percent
    - sixth week — none
2. Material fees are not refundable once the student attends one class meeting.
3. The Accountant or the Director of Student Accounts makes the determination of refunds when an official withdrawal form is received in the School of Graduate and Continuing Studies office.
4. Students who begin class without full admission status and who are subsequently denied admission are eligible for a refund of the full tuition amount, less a \$50 fee per class session attended. Exceptions:
  - a. Any tuition paid for a course completed by the student is not refundable.
  - b. Any tuition paid by students attending/completing a course without being registered is not refundable.

## Withdrawal — SGCS

The date official notification is received in the School of Graduate and Continuing Studies office is the effective date of any withdrawal or course drop (see Student Withdrawal/Change in Status in the “Academic Policies” section of this chapter).

If a student withdraws with an unpaid balance, an interest charge of 1.5% is assessed monthly to the balance (see Financial Aid for more details).

When a student withdraws (or is withdrawn) from the program prior to the completion of a term, federal and state financial aid must be repaid to the appropriate program(s) as mandated by regulations published by the U.S. Secretary of Education.

## Financial Aid and Academic Standing — SGCS

A student's eligibility for financial aid is affected by his or her academic standing. A cumulative grade point average of 2.0 is necessary for undergraduate students to obtain and maintain eligibility for financial aid.

For undergraduate transfer students, academic standing at the time of admission to the University is based on the cumulative grade point average at previous institutions. After completion of the first three courses at Olivet, the academic standing of degree-completion students is based on the grade point average for all coursework accepted toward a degree and included on the Olivet transcript.

## Financial Aid and Academic Classification — SGCS

The undergraduate academic year is defined here as a measure of the academic work to be accomplished by the student. Federal law and regulations set minimum standards for the purpose of determining student financial aid awards. For students enrolled in the undergraduate degree-completion programs, an academic year is defined as the completion of 24 credit-hours, consisting of at least 30 weeks of instructional time within a 12-month period. The completion of at least 12 credit-hours constitutes one academic term. All students enrolled in these programs are full-time students.

Although most programs are completed within two calendar years, some extend slightly beyond that time frame. ***For the period of time that exceeds two calendar years, financial aid may not be available.*** Students should consult their financial aid counselor for details regarding their program.

A student's eligibility for financial aid is affected by his or her classification. Undergraduate students transferring in less than 60 hours are classified as sophomores. The minimum classification for a sophomore is 30 hours, 60 hours for a junior, and 90 hours for a senior. ***It is the responsibility of the student to become aware of how this classification affects his or her financial aid situation.*** This is especially significant for students admitted with fewer than 60 hours.

## Veterans Benefits — SGCS

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

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# General Policies — SGCS

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## Student Information and Policies — SGCS

### Student's Responsibility

The student is responsible for thorough knowledge of all regulations and procedures as published in the University Catalog. Failure to read this publication and comply with the regulations does not exempt the student from this responsibility. Enrollment at Olivet Nazarene University implies an understanding of and willingness to abide by the academic and administrative regulations.

Candidates for graduation who complete a prescribed course of study within the program cycle's sequence or who complete all degree requirements within one year from the final date of the program cycle are expected to meet the requirements for graduation in force at the time of enrollment. Students who fail to meet program time limits are expected to meet the requirements for graduation in force at the time of that graduation.

### Olivet Nazarene University's Responsibility

Olivet Nazarene University policy prohibits discrimination on the basis of race, sex, age, color, creed, national origin or ethnic origin, marital status, or disability in the recruitment and admission of students and in the operation of all university programs, activities, and services.

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

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

### Office Hours

BOURBONNAIS CAMPUS OFFICE

Monday, Tuesday, Thursday: 8 a.m. to 6 p.m.

Wednesday, Friday: 8 a.m. to 4:30 p.m.

CHICAGO REGIONAL OFFICE

Monday through Friday: 9 a.m. to 5 p.m.

Traditional holidays are observed. Olivet Nazarene University and the School of Graduate and Continuing Studies are closed December 24 through January 1. Any special temporary changes in hours are posted on the voice mail and Blackboard systems.

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### Parking — SGCS

All motor vehicles driven to campus at any time must be registered through the Department of Public Safety and have an Olivet Nazarene University decal properly attached. Registration cards and decals are provided during the first class meeting. Students may contact a student services counselor to receive additional or replacement decals. Students may park in the designated University parking lots.

Handicapped spaces are reserved for the handicapped both in the day and evening; cars parked in handicap spaces not displaying a handicap sticker will be ticketed and towed.

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### Inclement Weather — SGCS

In cases of inclement weather, School of Graduate and Continuing Studies personnel decide on the cancellation of classes. This decision is made by 2 p.m. on the day of class. Every effort is made to notify students of cancellation. If the class is canceled, the instructor and the class, in consultation with the Director of Academic Services, reach an agreement on a makeup session.

Students are advised to use their own discretion in attending during inclement weather. If a student perceives his or her safety would be at risk, he or she should not attend. Refer to the attendance policy for information regarding missed classes.

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### Change in Personal Information — SGCS

Students should notify the School of Graduate and Continuing Studies office *in writing* of any change of address, telephone number, or name.

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### Confidentiality of Student Records — SGCS

Olivet Nazarene University is the custodian of many types of student records and recognizes a duty to protect the confidentiality of information therein. Unless a student requests confidentiality in writing the first night of class, the University reserves the right to notify the general public of general information about students, such as address, telephone number, college major, classification, and graduation date, if applicable. All student records are available for official use to authorized personnel who demonstrate a need to have access to such records.

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### Students with Disabilities — SGCS

Since the passage of Section 504 of the Rehabilitation Act of 1973, which applies to all colleges whose students receive federal financial assistance, and the Americans with Disabilities Act (ADA) of 1990, which applies to private entities that serve the public, students with disabilities are

protected from discrimination by colleges and universities. In keeping with both the letter and the spirit of the law, most colleges and universities welcome the enrollment of “otherwise qualified” students with disabilities and make every effort to provide “reasonable accommodations” to meet the particular needs of these students.

### Otherwise Qualified

As required by law students with disabilities, including students with learning disabilities, must demonstrate that they are “otherwise qualified” to successfully handle the rigor and pace of college-level learning. Demonstration of the “otherwise qualified” criterion for admission will include (1) appropriate documentation of the disability and (2) documentation of the ability to benefit from academic support services.

For full disclosure of the students with disabilities policy, please see the student handbook.

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## Criminal and Fingerprint Background Check — SGCS

All candidates for Illinois Teacher Certification through programs under the purview of Olivet Nazarene University Teacher Education Unit are required to submit to a fingerprint based criminal background check by the Illinois State Police prior to their initial field experience in the schools. The public schools require completion of a successful background check for the safety and security of their students.

Illinois State Law requires all teacher education candidates and other education candidates not employed by a school district to submit to a criminal background investigation. Placement in any initial field experience will be denied whether offenses and/or conviction occurred inside or outside the State of Illinois for the following: first degree murder; any Class X felony; juvenile pimping; soliciting for a juvenile prostitute; exploitation of a child; obscenity; child pornography; possession of harmful material; criminal sexual assault; aggravated criminal sexual assault; criminal sexual abuse; aggravated criminal sexual abuse; offenses set forth in the Cannabis Control Act; and crimes defined in the Illinois Controlled Substances Act.

If a candidate does not successfully pass the criminal background check, he/she may petition in writing the Teacher Education Executive Committee for any review/appeal. If the appeal is denied by the Teacher Education Executive Committee, the candidate may continue to take courses, but **will not** receive credit in classes requiring field experience/student teaching placements. Thus, if the field experience hours are not met, the candidate **will not complete the Teacher Education Program**.

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## Standards of Conduct — SGCS

### No Smoking Policy — SGCS

Olivet Nazarene University has established a smoke-free environment on campus. Smoking or other forms of tobacco are prohibited at all Olivet and School of Graduate and Continuing Studies locations. Refusal to comply may result in dismissal from the University.

### Alcohol and Firearms — SGCS

Alcoholic beverages and firearms are not permitted on Olivet Nazarene University premises, including rented classrooms and any building or parts of buildings owned or operated by Olivet Nazarene University. Any student or faculty member whose profession requires him or her to carry a firearm during class time must first notify the School of Graduate and

Continuing Studies office to obtain permission. Refusal to comply may result in dismissal from the University.

### Illegal Substances — SGCS

Olivet Nazarene University, in agreement with civil laws, forbids the use, possession, or distribution of mood-altering chemicals including (but not limited to) amphetamine mixes, barbiturates, hallucinogens, marijuana, cocaine, PCP, ecstasy, and LSD. Other dangerous and illegal substances are also forbidden. In addition, trafficking in chemicals results in immediate expulsion from the University.

### Use of Profanity — SGCS

Students are expected to refrain from the use of profanity in all School of Graduate and Continuing Studies class locations. Refusal to comply may result in dismissal from the University.

### Classroom Deportment — SGCS

Students are expected to project a scholastic demeanor and to interactively respond to class activities. Students, at all times, are expected to be respectful of their peers, the institution, its facilities, and its personnel.

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## Appearance and Dress — SGCS

Students at all locations are expected to be accountable for maintaining a standard of dress designed to be in harmony with generally accepted guidelines for good taste and modesty. As an institution that adheres to Christian principles and seeks to maintain a relaxed, professional, educational environment, dress may be casual, but must appropriately support the adult, modest, professional atmosphere desired by the faculty and administration of the University. A faculty member may advise a student when his or her attire is considered to be inappropriate.

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## Sexual Harassment Policy — SGCS

The University is committed to maintaining a work environment that is free of sexual harassment. In keeping with this commitment, the University will not tolerate sexual harassment of any University student, staff member, or faculty member by anyone, including any instructor, supervisor, co-worker, student, or vendor of the University.

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, made by an executive, administrative staff or faculty member to a student, or by a student to a faculty or administrative staff member, or any conduct of a sexual nature that substantially interferes with the student's educational performance or creates an intimidating, hostile, or offensive educational environment. It includes any threat, subtle or direct, that a sexual or social relationship is part of one's higher educational performance, in terms of earning grades or honors. Sexual harassment may include explicit sexual propositions, sexual innuendo, suggestive comments, sexually-oriented “kidding” or “teasing,” “practical jokes,” “jokes” about gender-specific traits, foul or obscene printed or visual material, and physical contact such as patting, pinching, or brushing against another's body.

All employees and students of the University are responsible for complying with this policy and for helping to avoid harassment. Students feeling they have experienced or witnessed harassment should promptly report the incident to the office of either the Dean of Graduate and Continuing Studies or the Director of Admissions and Academic Services in the School of Graduate and Continuing Studies. The University forbids



retaliation against anyone for reporting sexual harassment, assisting in making a sexual harassment complaint, or cooperating in a sexual harassment investigation.

The University will investigate all such complaints thoroughly, impartially, and promptly. To the fullest extent possible, the University will keep all complaints and the terms of their resolution confidential. If an investigation confirms that harassment has occurred, the University will take corrective action, including such discipline as is appropriate, up to and including termination or expulsion.

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### Cell-Phone and Pager Etiquette — SGCS

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Cell phones and pagers are often used as a vital means for staying in contact with business associates and family members. Conversely, these electronic devices can be intrusive and disruptive within the classroom. Should students be required to maintain electronic connection to their business or family, it is expected that these devices will be on silent or vibrate mode. Otherwise, students are expected to be considerate to instructors and classmates and *turn cell phones and pagers off during class*.

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### Class Representatives — SGCS

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Each class selects one member to be the class representative. This person serves as the class contact and as spokesperson for the class to the School of Graduate and Continuing Studies administrative team. A list of duties of the class representative is provided for the representative.

#### Duties and Responsibilities

1. Serve as a liaison/spokesperson for the class in order to maintain constructive dialogue — including complaints from the class — with the School of Graduate and Continuing Studies.
2. Collect end-of-course surveys, seal the envelope, and return the envelope to the instructor of each module.
3. Introduce yourself to each new instructor and offer assistance if needed.
4. Oversee the distribution of program course materials:
  - a. Distribute materials for each class.
  - b. Make sure each student signs the sign-off sheet for each class.
  - c. Contact absent members and arrange for them to pick up materials and/or return unclaimed materials to Olivet.
5. Develop and coordinate the use of the telephone chain for informing class members of important information (e.g., class cancellation due to inclement weather, faculty member illness, etc.).
6. Ensure that the classroom and/or break room are left in satisfactory condition at the end of each class.
7. Facilitate organizing social events as appropriate.
8. Ensure (when applicable) that the key is available to the classroom/storage facility.
9. Contact the School of Graduate and Continuing Studies when equipment does not work properly.
10. Contact the School of Graduate and Continuing Studies regarding problems with room arrangement/size.
11. Know Olivet's contact person at the class site. [Occasionally, messages may be left with that contact person for the class (e.g., instructor being late for class).]

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### E-mail and Login ID — SGCS

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Students are provided with an Olivet e-mail address and login ID that allows them to access the Internet and the Olivet library from remote sites. Students are expected to use their Olivet e-mail address for communication purposes with their instructors. A listserv is made for each cohort.

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### Identification Card — SGCS

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A student ID card is furnished to each student at the beginning of his or her program, usually within the first two weeks of class. The ID card is required to check out books from the library and may be used to attend sporting or cultural events on campus.

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### Computer Use — SGCS

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Learners must have on-demand access to a computer with the following capabilities: e-mail access, Internet access, word processing, spreadsheets, and presentation graphics. To effectively and efficiently access computer-based learning resources, learners' computers and Internet providers must meet the University's minimum specifications. It is highly recommended that learners' computers and Internet providers exceed the minimum specifications.

Computer labs are available to students on the Olivet campus and at the Chicago Regional Center. Campus computer labs are located at

- Benner Library
- Burke Administration Building
- Reed Hall of Science
- Parrott Convocation Center
- Larsen Fine Arts Center
- Wisner Hall for Nursing
- Weber Center

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### Learning Resources — SGCS

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Olivet Nazarene University offers a rich variety of learning resources to enhance the academic process. Olivet maintains current technologies and continually strives to remain contemporary in the field of higher education.

#### Benner Library and Learning Resource Center — SGCS

As the name implies, the Benner Library and Learning Resource Center is more than a library in the traditional sense. In addition to a collection of over 170,000 books, the library also houses more than 300,000 other items in various formats (print periodicals, DVDs, video tapes, compact discs, maps, microfilm, etc.), subscribes to almost 1,000 print journals, and provides access to over almost 130,000 full-text electronic journals. As a participant in the Federal Depository program, the library receives U.S. government documents on a selective basis. Photocopiers, printers, microfilm reader-printers, and fax services are available for a nominal fee.

Additional on-site library services include computer labs, an instruction lab, public-access computers, wireless access to the Internet, a laptop checkout program, group-study rooms, listening and viewing facilities, the Curriculum Center with children's books and materials for educators, and an after-hours study room. Original documents pertaining

to the history of Olivet and the Church of the Nazarene are available in the Archives.

Using the library's online catalog, BLISweb, students and faculty may search the library's collection via the Internet from within the library, from other campus locations, and from off-campus sites. Through the library's home page, users can access BLISweb and a wide variety of other electronic resources and services, including Web databases, and research guides for departments and classes, and useful Internet sites.

Patrons may search for materials from other libraries using the I-Share catalog. I-Share is a joint catalog of the 76 Illinois college and university member libraries of the Consortium of Academic and Research Libraries in Illinois (CARLI). I-Share features a universal borrowing system, which allows Olivet students, faculty, and staff to request books and other materials directly from CARLI libraries. Patrons can search I-Share at any computer with Internet access. For direct access to I-Share, use <http://I-Share.carli.illinois.edu/uc>.

Benner Library also provides services specifically for off-campus students through the offices of the Outreach Librarian and the Interlibrary Loan Department. To access online electronic resources and full-text documents through the library's databases from off-campus, patrons must first be authenticated by entering their ONU username and password when prompted. If the full-text for a document is not available online, patrons may use either the Interlibrary Loan (ILL) option or the "request" option to order the item. Direct email requests to the Interlibrary Loan Departments are also accepted.

Students in the SGCS program can expect Interlibrary Loan staff to process requests for books or journal articles within 24 hours, Monday through Friday. If an item is ordered that Olivet owns, the patron should receive it within a few days after the request is processed. Items ordered from other libraries will be shipped to the patron as soon as the Benner Library staff receive them. Journal articles will be photocopied and sent according to the method specified by the patron. Books are sent by 2-day UPS and include prepaid return postage.

### **Distance-Learning Classroom — SGCS**

An electronic classroom is equipped in Benner Library and provides two-way interactive class sessions between teachers and students at remote locations. Through current technological advances, the electronic classroom allows Olivet to provide two-way, audio and visual, real-time interactivity with students at sites off campus and bring guest lecturers to campus via the latest technology.

### **Smart Classrooms — SGCS**

Smart classrooms are communication rich classrooms. Currently, there are 60 smart classrooms on campus. Smart classrooms bring the outside world into the traditional classroom. This is accomplished by the use of state-of-the-art interactive information systems. Resources available in the classrooms are satellite feeds, cable television, VCRs, laser-disc players, DVD players, and video CODECs. Sharing the resources is as easy as sharing traditional computer network file servers, CD-ROM servers, and print servers.

### **University Bookstore — SGCS**

The Hammes Bookstore at Olivet Nazarene University is located on the campus in Ludwig Center on University Avenue in Bourbonnais, Illinois. Normal business hours for the bookstore are Monday, Wednesday, and Friday, 8:30 a.m.–5 p.m. (4:30 p.m. during the summer); Tuesday and Thursday, 8:30 a.m.–6 p.m. (4:30 p.m. during the summer); and Saturday 10 a.m.–2 p.m. (These hours are subject to change.)

Study supplies, novelties, gifts, stationery, clothing, and personal items may be purchased there. Class rings and graduation announcements are also available through the University bookstore.

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## Academic Policies — SGCS

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The academic guidelines contained in this section represent a general set of rules for learners. Each program in the School of Graduate and Continuing Studies may have additional requirements that are listed along with the program's curriculum.

All applicants and students are required to meet with a student services adviser prior to enrollment and throughout the duration of their program. This counseling provides students with an understanding of their academic status prior to admission and the requirements they must satisfy for both admission to and the completion of their degree program.

### Cohort Format of Programs — SGCS

Most programs in the School of Graduate and Continuing Studies use the accelerated, cohort model, in which an entering group of learners stays together for the entire program. Cohorts average 15 learners. Classes meet one evening per week for four hours. Some of the coursework, both in class and outside the classroom, is completed by learners working in collaborative learning teams.

**NOTE: Programs in the School of Theology and Christian Ministry do not utilize the cohort model.**

### Attendance Policy — SGCS

In programs/courses where the collaborative learning team approach is used, the course grade is affected by learning team performance, and team attendance and participation are mandatory. This information is reported weekly to the faculty member in the collaborative learning team report and attendance form. As with workshop attendance, even one learning team meeting absence results in a grade reduction. Grade reduction also results from a failure to live up to fellow learning team- members' expectations, as reported to the faculty member at the last workshop in the end-of-course collaborative learning team-member performance evaluation form.

The team participation grade is established by the course facilitator with the following recommendations:

- Not more 30 percent of the course grade is allocated to the team grade.
- Team product should be graded on the content of the product and the learner's individual participation in the team process. It is recommended that not more than half the team grade be allocated to the team project and half to the team processes.

#### On-Ground Attendance and Participation Policy

On-ground courses will begin on the first day that the course is scheduled to meet. In some programs, assignments may be made for the course prior to the start of the first week of class. The office of Admissions and Student Services and the office of Academic Services monitor attendance records.

1. One absence (and ONLY one) may be excused without the grade being affected, provided make-up work is satisfactorily completed. In case of absence:
  - a. The learner must contact the instructor.
  - b. The absence must be the result of unavoidable circumstances.
  - c. Make-up work is satisfactorily completed before the start of the following workshop.
2. All subsequent absences will result in an automatic grade reduction.
3. The number of absences relative to grade reduction will reflect number of workshops in the course (assuming one absence is excused based on the approved criteria listed above):

Total Sessions	Maximum Final Grade After ...		
	Second absence	Third absence	Fourth absence
7, 8, or 9	B	C	Failure
4, 5, or 6	C	Failure	n/a
2 or 3	alternate cohort	n/a	n/a

4. If the first absence is not excused or the learner does not complete the necessary make-up work, the grade will be reduced beginning with the first absence.
5. Grades will be monitored with final attendance.
6. Grades must reflect absences; no exceptions will be allowed.

Instructors will address tardiness on an individual basis. Learners are expected to arrive for class on time and remain for the entire four-hour period.

Learners are encouraged to contact their academic advisor to discuss his/her options regarding attendance and withdrawal based on personal circumstances. Any learner who has missed 29 consecutive calendar days will be withdrawn from his/her respective program.

In the event a learner incurs a serious illness or has another extraordinary circumstance which necessitates missing scheduled class sessions, the learner must contact his/her academic advisor to discuss whether continued enrollment in the course and the program should be considered.

The Office of Financial Aid must be notified by the Director of Admissions and Student Services immediately upon withdrawal. If a learner is withdrawn from the program by the Director of Admissions and Student Services and the Director of Academic Services due to non-attendance, the date the withdrawal is requested is the date of the withdrawal. The maximum leave of absence from the program is 180 days if the learner has financial aid.

### Online Attendance Policy and Course Requirements

Learners in online courses must post a weekly message online in each of the weeks that the course is being held in order to be in attendance. Learners who do not have the required attendance may be withdrawn from the program. Participation is not the same as attendance. Participation requirements are determined by the instructor and will be thoroughly explained in the course syllabus.

Learners must complete all assignments for the week no later than midnight of the seventh day. This should be accomplished with the number of postings required in the module. If class starts on Monday, all work is to be completed by midnight the following Sunday with three or more substantive posts (on separate days, for nursing). A definition of substantive posting:

- Expands the topic of discussion.
- Adds to the topic of discussion.
- Introduces a related topic (provided new information).
- Provides a personal or professional example of the topic.
- Stimulates discussion about the topic.
- Provides positive feedback to peers with a rationale.

Learners must adhere to the number and timing of postings required for each workshop

The online forum is designed to be a professional dialogue. Demeaning comments are not permitted. Inappropriate or derogatory language and ethnic, racial, or gender-based comments or slurs are not tolerated.

**NOTE: Please consult program directors for all programs in the School of Theology and Christian Ministry for applicable attendance policy.**

## Student Withdrawal/Change in Status — SGCS

Withdrawals from the School of Graduate and Continuing Studies may be one of the following: a temporary withdrawal, a program withdrawal, a course withdrawal, or an administrative withdrawal.

### Leave of Absence Policy

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

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

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

To process a leave of absence, students should contact the Office of Admissions and Student Services to request the necessary form. A student may be asked to schedule an appointment with his or her adviser. The form must be returned promptly, because the balance on the learner's account is determined according to when the signed request form is received in the Office of Admissions and Student Services. *Informing a course facilitator of intentions to take a leave of absence does not mean a learner has officially been granted a leave. The Office of Admissions and Student Services must receive official documentation from the learner.*

**NOTE: Please consult program directors for all programs in the School of Theology and Christian Ministry for applicable leave of absence policy.**

### Program Withdrawal

A program withdrawal is to withdraw completely from the program. Should it be necessary to withdraw from a program, students should request a withdrawal from the Office of Admissions and Student Services. A program withdrawal must be filed to initiate a tuition refund, and the balance on the learner's account is determined according to when the withdrawal request is received in the Office of Admissions and Student Services. The refund is processed according to the refund policy of the School of Graduate and Continuing Studies.

### Course Withdrawal

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

**NOTE: In matters relating to withdrawing from graduate courses and programs, students must notify their Academic Advisor at the School of Graduate and Continuing Studies office. Failure to notify of course withdrawal may result in an "F" for that course.**

### Administrative Withdrawal

If a learner is absent more than 29 days in either an online or on-ground course without contacting the Office of Admissions and Student Services, he or she may be withdrawn by the administrative staff of the School of Graduate and Continuing Studies. This is considered an administrative withdrawal, with a grade of W. If an administrative withdrawal occurs, the date of withdrawal is the date the withdrawal notification is received.

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

## Readmission — SGCS

A learner who has withdrawn or has been dismissed from a program may file a petition for readmission with the Office of Admissions and Student Services. Readmission is allowed or disallowed on the merits of the petition and may require a personal interview with the Director of Admissions and Student Services and the program coordinator. A non-refundable charge of \$50 will be required for each readmission petition. Readmission does not guarantee a place in the learner's previous group and is contingent upon an available group.

## Auditing a Course — SGCS

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

For the learner, the only requirements in an audited course are proper registration and attendance. For the faculty, the only responsibility is validating attendance.

## Independent Study — SGCS

An independent study is a course offered in an individualized program of instruction and supervised by a faculty member. Independent studies may occasionally be recommended for learners who are unable to take regular courses because of scheduling conflicts. An independent study course requires the same amount of work and carries the same amount of credit as a regular course. Grading standards established for regular courses are applied to independent study courses.

1. While independent study is valuable and sometimes necessary, no more than six semester hours of independent study are permitted for the entire degree program.
2. An independent study is considered only if all previous coursework is complete, as demonstrated by the learner's Olivet transcript.
3. Forms for registration are available from the Office of Admissions and Student Services.
4. Upon receipt of the registration form from the learner, the Office of Academic Services contacts a faculty member to supervise the independent study.
5. In order to receive credit for an independent study, the learner, in consultation with the course facilitator, must submit appropriate documentation of the plan of the study to the office of the Director of Admissions and Academic Services. The independent study form should provide a thorough description of the project or coursework to be undertaken, including an indication of papers, assignments, test dates, conferences, and projected completion date. The proposal must be approved by the course facilitator, the program coordinator and the Director of Admissions and Academic Services.
6. Independent study forms are to be completed and the independent study approved before the learner begins working on the project.
7. The maximum time limit for completion of an independent study course is three months from the date of registration.

## Academic Integrity — SGCS

Olivet Nazarene University seeks to support and promote qualities of academic honesty and personal integrity. Serious offenses against the University community include cheating, plagiarism, and all forms of academic dishonesty. Any learner who knowingly assists another learner in dishonest behavior is equally responsible.

Academic violations and dishonesty are defined as deception of others about one's own work or about the work of another. Examples of academic violations include, **but are not limited to:**

1. Submitting another's work as one's own or allowing another to submit one's work as though it were his or hers.
2. Failure to properly acknowledge authorities quoted, cited, or consulted in the preparation of written work (plagiarism). All work submitted by a learner must represent the learner's original work. Outside sources used as references should reveal the name and source and the extent to which the source is used.
3. The use of a textbook or notes during an examination without permission of the facilitator.
4. The receiving or giving of unauthorized help on assignments.
5. Submitting for credit borrowed or purchased papers.
6. Unauthorized multiple submissions of papers.
7. Defacing or unauthorized removal of course materials or equipment from classrooms, offices, or the library.
8. Dishonesty in reporting completion of reading assignments.

9. Signing the roll for someone who is not present in class.
10. Tampering with experimental data to obtain a "desired" result or creating results for experiments not conducted.
11. Tampering with or destroying the work of others.
12. Lying about academic matters.
13. Falsifying college records, forms, or other documents.
14. Unauthorized access of computer systems or files.
15. Violating copyright of any form of media.

Learners who are guilty of academic violations can expect to be penalized. A course facilitator whose definition of cheating may differ from that stated above has the responsibility and obligation to so inform the learners, in writing, at the beginning of the course. Those facilitators who fail to do so have no basis for disciplinary action in instances of purported learner dishonesty outside of the above provisions.

The course facilitator has the authority to deal with instances of academic dishonesty within the following guidelines:

1. Courses of action may include, but are not limited to, the following:
  - a. Work may not be redone, and no credit is given for that particular assignment.
  - b. Alternative assignments may be given for full or partial credit.
  - c. The learner may be dismissed from the university.
2. Course facilitators must report any incident of violation of the policy on academic integrity to the Director of Admissions and Academic Services and the Dean for Graduate and Continuing Studies. Following two reports against a particular learner, action is initiated that may lead to dismissal of the learner from the University.
3. The learner has the right to appeal action under this policy through the regular channels as established by the grade-appeals process.

## Guidelines for Preparation of Written Assignments — SGCS

All written work must adhere to the style conventions stated in the fifth edition of the Publication Manual of the American Psychological Association (APA), except for programs in the School of Theology and Christian Ministry, which use Turabian style, and the Master of Arts in Education: English degree program, which uses the Modern Language Association (MLA) style. Learners should review all aspects of assignments using the APA manual as a reference point.

Learners are to edit their work or have someone proof their work before submitting it for final grading.

**Learners should keep a copy of everything submitted to Olivet's School of Graduate and Continuing Studies' faculty and staff.** To protect against lost work by the learner, facilitator, institution, or the U.S. mail, as well as through electronic transmission, learners must take responsibility to keep a copy of their work, records, and documents.

## Written Work, Minimum Standards — SGCS

The School of Graduate and Continuing Studies is committed to helping learners develop mature, effective writing skills. The following criteria must be met in written work before passing grades can be given for that work:

1. Clear thesis statements.
2. Development of thought through supporting evidence and relevant concrete details or examples.
3. Development within a paragraph and between/among paragraphs, particularly through clear order and transition.
4. Clarity of statement.
5. Demonstration of care, creativity, and variety in the choice of words, phrases, and sentence structure.
6. Substantially free of mechanical errors: spelling, punctuation, and sentence construction.
7. Strong introduction and conclusion.
8. Citations provide appropriate support and integration.
9. The final project, thesis, or research projects should be submitted in two forms; on a CD, and as a bound paper copy, including a signature page for approvals.

## Oral Presentations, Minimum Standards — SGCS

The School of Graduate and Continuing Studies is committed to helping learners develop mature, effective oral presentation skills. These criteria for both content and presentation must be met before a passing grade can be given for oral work:

### Content

1. Ability to explain study.
2. Clear explanation of concepts.
3. Documentation.
4. Proper methodology.

5. Organization of main points.
6. Presentation of all sides of the issues.
7. Answering of all class questions with explanations and elaboration.

#### Presentation

1. Evidence of preparation.
2. Organization of ideas: strong beginning, middle, end; sequenced and logical.
3. Appropriate selection of visual aids and technology: visual aids are simple, clear, and easy to interpret, and free of misspellings or grammatical errors.
4. Eye contact with audience, seldom returning to notes.
5. Strong elocution: clear voice and correct, precise pronunciation of terms so that audience can hear.
6. Creativity apparent: presented with imagination and freshness; captures the attention of the audience.
7. Timeliness.

## Grading — SGCS

Evaluation for each course is the responsibility of the course facilitator. Evaluation of the learner may include performance in the classroom, group participation, outside assignments, problem-solving exercises, take-home tests, and examinations. Generally, guidelines for appropriate assignments and evaluation checklists are provided for each course, but individual facilitators may modify assignments and formulate their own evaluation criteria for a given course, prior to the course start.

Curricula for and courses in programs offered by the School of Graduate and Continuing Studies are subject to modification without advance notice to students. In the event curricula or courses are modified, students currently enrolled in the affected programs will complete the modified curricula or courses.

All coursework, including authorized rework of assignments, must be completed by the last night of a course unless defined otherwise in the facilitator's syllabus. No rework is permitted once the facilitator has submitted the course grades. If an emergency occurs that requires an extension of time to complete coursework, the learner may receive a grade of Incomplete at the discretion of the course facilitator. (Please refer to section on 'Incompletes.')

A record of attendance and scholarship is kept for each learner. Formal grades can be retrieved through Oasis, by the student upon completion of each course. Approximately two weeks are needed to process grades after the completion of a course.

The following alphabetical system of grading, with + or – added at the discretion of the facilitator, is used to denote the quality of work done in a course. Some programs may have more stringent standards than noted below (refer to program requirements).

A	Superior
B	Above Average
C	Average (minimum passing grade for graduate level)
D	Passed, Below Average (not given for graduate work)
F	Failure; the course must be repeated to receive credit
H	Audit (no credit earned)
S	Satisfactory Work (credit toward graduation, but not computed in GPA)
U	Unsatisfactory Work (no credit toward graduation)
X	Work in Progress (e.g., continuing thesis)
W	Withdrawn
WP	Withdrawn, Passing
WF	Withdrawn with Failure
I	Incomplete (calculated as an F until work is completed)

## Grade Evaluation Criteria, Graduate Courses — SGCS

The grading scale for School of Graduate and Continuing Studies graduate courses, with the exception of the Nursing program, is as follows:

94–100	A	Superior Graduate Work
90–93.9	A-	
87–89.9	B+	
83–86.9	B	Satisfactory Graduate Work
80–82.9	B-	
77–79.9	C+	
73–76.9	C	Below Average
70–72.9	C-	
< 70	F	Failing

## Grade Evaluation Criteria, Undergraduate Programs — SGCS

The grading scale for the School of Graduate and Continuing Studies undergraduate courses with the exception of the Nursing program, is as follows:

94–100	A	Superior Work
90–93.9	A-	
87–89.9	B+	
83–86.9	B	Above Average Work
80–82.9	B-	
77–79.9	C+	
73–76.9	C	Average
70–72.9	C-	
67–69.9	D+	
63–66.9	D	Poor
60–62.9	D-	
<60	F	Failing

## Grade Evaluation Criteria, Nursing Programs — SGCS

The Nursing programs adhere to a special grading scale, which is listed below. Additional specific program grade requirements follow the grading chart.

95–100	A	
92–94.9	A-	
89–91.9	B+	
86–88.9	B	
83–85.9	B-	
80–82.9	C+	
77–79.9	C	
74–76.9	C-	non-passing scores
71–73.9	D+	"
68–70.9	D	"
65–67.9	D-	"
64.9 or lower	F	Failure

### BSN Program

- A minimum grade of C (2.0) must be earned in all Nursing courses and in all required supporting courses.
- A cumulative grade point average of 2.75 is required to progress in the Nursing courses and to graduate with the Bachelor of Science in Nursing degree.
- A course may be repeated once with permission from the Director of Nursing.

### MSN Program

- A cumulative grade point average of 3.0 is required to remain in and successfully graduate from the program.
- No more than two C's (including C+) may be earned in the course of the program. A third C or C+ requires a learner to repeat one of the three courses. Only one repeated course is allowed during the program.

## Grading Guidelines, Graduate Programs — SGCS

### Grades of A, A- (Excellent)

To earn an A in a class, learners must consistently demonstrate superior performance. A mark of this order suggests a very high level of performance on all criteria used for evaluation. Contributions deserving an A are distinguished in virtually every aspect. They show that the individual (or group) significantly shows initiative, creativity, insight, and probing analysis where appropriate. Further, the achievement must show careful attention to course requirements as established by the instructor. On assignments, A learner should demonstrate insight into the material, articulate their ideas clearly and comprehensively, and integrate ideas previously learned in the program or in life experiences. In class and collaborative learning teams, A learner should demonstrate outstanding preparation for and enthusiastic participation in discussions and activities.

### Grades of B+, B, B- (Satisfactory)

To earn a B in a class, learners consistently perform at an adequate, or average, level or, perhaps, fluctuate between average and excellent work. This category of achievement is typified by adequate, but unexceptional performance when the criteria of assessment are considered. It is distinguished from A level work by problems such as

- One or more significant errors in understanding.
- Superficial representation or analysis of key concepts.



- Absence of any special initiatives.
- Lack of coherent organization or explication of ideas.

In class and collaborative learning teams, B learners demonstrate average preparation, and they participate in discussions and activities, although with less enthusiasm and consistency than an A learner. The work of a B learner usually meets all the requirements, but only on an adequate level.

#### Grades of C+, C, C- (Below Average)

Work that is barely adequate as graduate-level performance.

#### Grade of "F" (Failing)

Work that is unsatisfactory or not submitted.

## Grading Guidelines, Undergraduate Programs — SGCS

#### Grades of A, A- (Excellent)

Clearly stands out as excellent performance; has unusually sharp insight into material and thoughtful question; sees many sides of an issue; articulates well and writes logically and clearly; integrates ideas previously learned from this and other disciplines; and anticipates next steps in progression of ideas.

Example: "A" work should be of such nature that it could be put on reserve for all students to review and emulate. The "A" student is, in fact, an example for others to follow.

#### Grades of B+, B, B- (Satisfactory)

Demonstrates a solid comprehension of the subject matter and always accomplishes all cursory requirements; serves as an active participant and listener; communicates orally and in writing at an acceptable level for an undergraduate student; work shows intuition and creativity. A "B" learner usually meets all the requirements, but only on an adequate level.

Example: "B" work indicates a good quality of performance and is given in recognition for solid work; a "B" should be considered a good grade and awarded to those who submit anything less than the exemplary work described above.

#### Grades of C+, C, C- (Below Average)

Quality and quantity of work in and out of class is below average and barely acceptable for an undergraduate student; has marginal comprehension, communication skills, or initiative.

Example: "C" work is passing by a slim margin, but is unacceptable if repetitive in nature.

#### Grades of D (Poor) or F (Failing)

Quality and quantity of work in and out of class is unacceptable for an undergraduate student.

Example: This work does not qualify the student to progress to a more advanced level of work.

## Honor Points, Graduate Programs — SGCS

In order to graduate, the student must earn a grade point average of 3.0. Honor points are based on quality of work performed and are determined as follows: A = 4 points per credit hour; A- = 3.7; B+ = 3.3; B = 3.0; B- = 2.7; C+ = 2.3; C = 2.0; C- = 1.7. **Grades lower than C- (C in the Nursing program) are not acceptable for graduate students.**

## Honor Points, Undergraduate Programs — SGCS

In order to graduate, learners must earn twice as many honor or grade points as the semester hours of work attempted. Honor points are based on quality of work performed and are determined as follows: A = 4 points per credit hour; A- = 3.7; B+ = 3.3; B = 3.0; B- = 2.7; C+ = 2.3; C = 2.0; C- = 1.7; D+ = 1.3; D = 1.0; D- = .7; F = 0. The grades of H, S, U, X, and W are neutral. **Grades lower than C are not acceptable in the Nursing program's required core and supporting courses.**

## Incompletes — SGCS

Learners who fail to complete all course requirements on a timely basis due to crisis circumstances may receive the grade of Incomplete (I) at the discretion of the course facilitator. **A grade of "I" is given as a result of illness or other emergencies and not for unsatisfactory work or failure to submit work.** Learners may receive an "I" provided they have demonstrated effort toward meeting the course requirements. In order to receive a temporary grade of "I" and receive an extension of time to complete a course offered through the School of Graduate and Continuing Studies, a form must be filled out by the learner and submitted to the course facilitator prior to the end of the course. The form is the learner's assurance that late work will be accepted. Keep in mind, however, that *late work generally does not receive full credit.*

A learner receiving an "I" will then have a specified length of time from the final meeting date of the course to complete course requirements and remove the grade of "I" from the record. Length of time is specified by the course facilitator and does not exceed four weeks. If, at the end of the four week extension, the learner fails to remove the "I," the grade becomes an F (see graduate programs for specific project guidelines).

Learners who do not complete course requirements during the extension period are required to repeat the course *at the current tuition rate and purchase the necessary textbooks for the course (if the textbooks have changed)*. The original course with the grade of F remains permanently on the official transcript. The repeated course is added with the new grade. While both grades remain on the transcript, only the new grade is figured into the grade point average.

In the event of an extreme situation, a written request for an extension may be submitted to the Office of Academic Services in the School of Graduate and Continuing Studies and must include the anticipated date of completion. A learner with more than one incomplete on his or her record is subject to academic suspension.

## Grade Appeal — SGCS

Evaluation in the form of grading is viewed by the administration as a contractual relationship between faculty member and learner. Although learners have the right to appeal, actual changes in grades are rare and at the option of the course facilitator. The administration does not intervene, except in cases of extreme circumstances, and acts only as intermediary.

Should a learner feel there is concrete reason to appeal a course grade, these procedures should be followed:

1. The learner should initiate the appeal with the course facilitator who assigned the grade. The learner and the facilitator should seek a resolution to the situation.
2. If the learner is not satisfied with the initial appeal to the facilitator or if the facilitator is not available, the learner may initiate a formal grade appeal. *Grade appeals must be initiated within 14 days after the date grades are posted.* Learners should contact the Office of Academic Services to request a grade appeal form. Learners in the Nursing program should contact the Director of Nursing.
3. The learner should fill out the form completely and return it to the Office of Academic Services within 30 days. A copy of the appeal is kept on file in the School of Graduate and Continuing Studies office, and one is sent to the faculty member.
4. The course facilitator responds to the appeal on an appropriate form and returns it to the Office of Academic Services.
5. If the learner is not satisfied with the response from the faculty member, he or she may appeal to the Academic Review Committee. *The learner must submit an appeal within 30 days of the date the course facilitator's response is mailed.*
6. The Office of Academic Services notifies the facilitator and convenes the Academic Review Committee. The Academic Review Committee is comprised of the Director of Academic Services, the Director of Admissions and Student Services, the Program Coordinator, and a University faculty member. If the appeal is based on a decision made by a member of the committee, that member steps down from the appeal; an appropriate substitute is appointed by the Dean for Graduate and Continuing Studies.
7. The Academic Review Committee records the nature of the appeal, action taken, and rationale. The Office of Academic Services gives copies of the appeal record to the learner, the facilitator responsible for the course grade, and the Dean for Graduate and Continuing Studies.
8. The office of Academic Services notifies the learner in writing of the disposition of the appeal, as determined by the Grade Appeal Committee.
9. The Academic Review Committee is considered the highest formal level of appeal.

## Probation, Suspension, and Dismissal — SGCS

Learners are placed on probation if the GPA falls below 2.00 for undergraduates, 2.5 for the BBA core, 2.75 for the Nursing degree-completion program or 3.00 for graduates. The learner is given two consecutive courses to satisfactorily raise his or her GPA. If the learner successfully raises the GPA, probationary status is removed. Failure to remove the probationary status results in suspension from the program. The learner is notified of the academic suspension in writing.

A learner with two grades of failure (F) on an academic record is suspended when the grades are recorded by the Office of Admissions and Student Services.

Once a learner is suspended, he or she may reapply for admission after six months. A petition for readmission is made in writing to the School of Graduate and Continuing Studies and may require a personal interview. A non-refundable charge of \$50 is required for each readmission petition.

Once a learner's GPA falls below the minimum required and he or she has previously undergone academic suspension, he or she will be dismissed as a learner from Olivet Nazarene University and will not be eligible to reapply.

## Learning Team Conduct and Participation — SGCS

It is essential to the program and to students' academic and professional success that students work in an efficient and appropriate manner with their collaborative learning teams. Conflicts that cannot be resolved within the group should be brought to the instructor; if required, to the adviser; and finally, to the ONU administration. ONU will take any steps that they deem necessary and appropriate to resolve the problem(s) up to and including removal of individual(s) from the program.

## Grievance Procedure — SGCS

When disagreements occur within a course or program (other than a grade appeal), the informal process is the first mechanism of resolution. This process involves documented conferences progressing sequentially between

1. The student and the involved individual.
2. The student, the involved individual, and the program coordinator (as applicable).

3. The student, the involved individual, and the Office of Admissions and Student Services

This informal process should be instituted no later than 10 business days after the disputable incident. If a satisfactory conclusion is not attained by Step 3 of the informal process, the student may then initiate the formal process with the Office of Admissions and Student Services.

To formalize a grievance, the student must submit a written statement of the grievance, along with any pertinent attachments, to the Office of Admissions and Student Services. This must be accomplished within three business days after the completion of the informal process. The Grievance Committee will be convened for a hearing. All discussions within the Grievance Committee are strictly confidential. All parties directly involved will be notified of the proceedings.

## Transcripts — SGCS

The learner's official transcript is prepared by the Olivet Nazarene University Office of the Registrar and shows the course, grade, credit, and semester of instruction for each course. Upon successful completion of the required curriculum, credits awarded from the assessment are recorded on the transcripts.

Requests for transcripts of coursework at Olivet Nazarene University must conform to the Privacy Act of 1974, which requires that all requests for transcripts or other grade reports be submitted in writing and signed by the learner. A transcript request form may be requested from the Office of Admissions and Student Services or be printed from Olivet's internet via the Blackboard system. A transcript is not issued to any individual who is indebted to the University. A fee is assessed for each official transcript requested.

Diplomas are granted in January, May, and August. However, if official certification of degree completion is needed prior to the conferral date, a learner may make a special request of the SGCS for an official transcript which is marked "completed degree requirements" and carries the date of program completion.

## Program Time Limits — SGCS

Coursework over four years will be evaluated by the department director (business, education, nursing, or counseling). Students may be expected to meet current program requirements, which may mean retaking one or more courses. Most graduate programs at Olivet are planned for a two- to three-year sequence. A student is allowed a time limit of four years from the beginning of the first graduate course to complete the entire program. This guideline does not apply to the Master of Business Administration, or Master of Organizational Leadership, which allows a one-year time limit from the end of the scheduled program cycle. The Master of Ministry student is allowed six years to complete the degree program.

## Time Limit for Completing Course Assignments — SGCS

Generally, course assignments must be completed by the last day of classes. However, due to the delivery mode of various graduate degrees, some programs have specific requirements for completing course assignments. See each program section for time limits specific to that degree.

At the discretion of the instructor, students with extenuating circumstances may be granted an extension. The length of time is determined by the course facilitator. Extensions may not exceed four weeks. Requests for extensions must be made in writing by the instructor and submitted to the School of Graduate and Continuing Studies office.

## Research Options, Graduate Programs — SGCS

Candidates for the master's degree whose programs require a scholarly research paper must show evidence of scholarly interest and proficiency by registering for and satisfying the requirements of the research options as required in specific degree programs.

### Scholarly Options with Committee and Defense

The following options require the formation of a graduate committee and an oral defense:

1. Thesis: The thesis option allows the graduate student to become a specialist in a particular aspect of academic inquiry and to develop the necessary background skills for the possibility of continued graduate work. A thesis reflects the use of a recognized research methodology to test an adequate hypothesis. Implementation of a credible research design is possible only when the problem being addressed is within the scope appropriate to the master's degree program at Olivet. The specific style required for the thesis paper is determined by the individual program. These components must be clearly evident:
  - a. A clear and concise statement of the problem.
  - b. The development of and rationale for hypothesis(es) to be tested.
  - c. A review of related research/literature.
  - d. An identified, defensible research methodology and design appropriate to the hypothesis(es) being tested (i.e., historical, descriptive, experimental).
  - e. The study, including evaluation of the findings.
  - f. Conclusions of the study and implications for the larger problem in the discipline.
2. Creative Project: The creative project allows the graduate student to look reflectively at issues and strategies within his or her own context. Although similar in some respects to the more traditional thesis, the creative project is fundamentally action research, which has an application

orientation. The creative project draws upon existing research relating to particular issues and strategies as a foundation for the creative development of innovative approaches to address critical issues or improve practices in the student's workplace.

The creative project document may assume myriad forms. However, these elements must be present:

- a. Clear and concise statement of the issue or practice to be addressed in the project and a rationale for its merit.
- b. An adequate review of related literature reporting current research on the educational issue or practice to be addressed.
- c. A description of the project design, action plan, and time line.
- d. The project materials and pre-post-assessments, an evaluation of the project's effectiveness, and a reflective essay regarding the project's objectives, outcomes and future implications.

Before grades are officially recorded, theses/projects must be submitted to the Office of Academic Affairs in School of Graduate and Continuing Studies and have a minimum grade of B, unless otherwise stated.

## Other Options — SGCS

### MBA Capstone Courses

Master of Business Administration cohorts will complete two capstone courses, BSNS 634 and 635, which will culminate in submission of individual strategic business plans, rather than a Management Project. The individual strategic plans require approval of the capstone course facilitator and the Coordinator/Director of Business Programs.

### Additional Coursework/Internship

The Professional and School Counseling major requires an internship experience. The Master of Arts in Teaching program includes field experiences and student teaching.

## Research Option Completion Deadlines, Graduate Programs — SGCS

Failure to complete the research option within the prescribed program sequence may result in a grade of Incomplete (I). A learner receiving an Incomplete has four weeks from the final date of the course to complete the project and remove the grade of "I" from the record. If, at the end of the four-week extension, the learner fails to remove the Incomplete, the grade becomes Withdrawn (W). A learner who receives a "W" for the final research, management, or thesis project must complete the entire course (e.g., BSNS 634,635) when offered with a subsequent cohort group

## Graduation Requirements, Graduate Programs — SGCS

Additional specific program requirements for graduation can be found in the section of this Chapter relating to that program.

1. Grade Point Requirements: All master's degree candidates must have a grade point average of 3.0 or higher. All doctoral candidates must have a cumulative grade point average of 3.5 or higher.
2. Thesis/Scholarly Paper: Where appropriate, the candidate submits copies of a thesis or other scholarly paper meeting standards outlined in "Guidelines for Preparation of Thesis" or "Other Scholarly Option Paper" (available in the School of Graduate and Continuing Studies office). This paper is submitted after any required written or oral examination relative to the thesis or other scholarly paper is complete. The deadline for submission is December 15 for January conferral of degree, April 15 for May conferral of degree, and August 1 for August conferral of degree. Theses must be on file in the School of Graduate and Continuing Studies office with a minimum grade of B-, unless otherwise stated.
3. Degree candidates are required to file an "Intent to Graduate" form, which can be found at <http://www.olivet.edu/graduate/graduation/>. This form must be received at least two months prior to the expected date of graduation for January and May conferrals, and six months before August conferral.
4. Payment of all tuition and fees (including graduation fee).

Graduate learners may participate in Commencement as August graduates only if they are within 6 hours of graduation before the May ceremony, and have filed a plan of studies with the Office of Admissions and Student Services by April 1.

Degree candidates are expected to meet the requirements for graduation in effect at the time of initial enrollment, assuming they complete the degree within the normal program cycle (or within one year of completion of program cycle).

In cases where a learner's years of enrollment at Olivet exceed specified time limitations, the learner is expected to meet the requirements of the Catalog in effect for the academic year in which he or she graduates.

**Note: Only one graduate degree is conferred in a given Commencement exercise.**

## Graduation Requirements, Undergraduate Programs — SGCS

Degree candidates are *personally responsible* for meeting all requirements for graduation, including payment of all tuition and fees.

All bachelor's degree candidates are required to complete at least 128 hours, 40 of which are Upper Division (300 or 400 level) hours, in addition to completion of General Education Requirements (see Undergraduate Programs section), and completion of specific courses required for the major.

Grade Point Requirements are as follows: the Associate of Arts in Business program requires a cumulative grade point average of at least 2.0; the Bachelor of Business Administration and the Bachelor of Science with major in Practical Ministries programs require a minimum cumulative grade point

average of 2.0, with a minimum of 2.5 in core courses). The Bachelor of Science in Nursing program requires a minimum cumulative grade point average of 2.75 and a minimum grade of C in all Nursing and supporting courses.

Degrees are conferred in January, May, and August, but Commencement exercises are held only in May. Graduating learners are encouraged to participate in the Commencement activities. All requirements must be successfully completed, with grades, transcripts, and credits received in the Office of Admissions and Student Services by established deadlines in order to participate in graduation ceremonies and/or for degree conferral.

Degree candidates are required to file an "Intent to Graduate" form, which can be found at <http://www.olivet.edu/graduate/graduation/>. This form must be received at least two months prior to the expected date of graduation for January and May conferrals, and six months before August conferral.

Undergraduate learners may participate in Commencement as August graduates only if they are within 12 hours of graduation before the May ceremony, and have filed a plan of studies with the Office of Admissions and Student Services by April 1.

Degree candidates are expected to meet the requirements for graduation in effect at the time of initial enrollment, assuming they complete the degree within the normal program cycle (or within one year of completion of program cycle).

In cases where a learner's years of enrollment at Olivet exceed specified time limitations, the learner is expected to meet the requirements of the Catalog in effect for the academic year in which he or she graduates.

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

Additional requirements for graduation that are program-specific are discussed in the program descriptions, later in this Chapter.

## Honors — SGCS

### Graduation Honors (bachelor's programs only)

Baccalaureate degree candidates with outstanding scholarship qualify for honors recognized at Commencement. Learners who qualify for honors receive honor cords at Commencement, are noted in the Commencement program, and are recognized during the ceremony.

Learners with a cumulative grade point average of 3.50 or higher are eligible for graduation with honors. To qualify, graduates of continuing studies programs must complete all required courses within the major at Olivet. The honor ranks are as follows:

- Cum Laude (with honors) requires a grade point average of 3.50–3.69.
- Magna Cum Laude (with high honors) requires a grade point average of 3.70–3.89.
- Summa Cum Laude (with highest honors) requires a grade point average of 3.90 or higher.

### Dean's List (undergraduates only)

A learner who completes a minimum of 12 credit hours in a semester with an average of 3.50 qualifies for the Dean's List.

### Ralph E. Perry Student Award of Excellence

At each Commencement, one student is selected to receive the Ralph E. Perry Student Award of Excellence. The criteria for selection include outstanding scholarship and excellent leadership. The selection is made by the School of Graduate and Continuing Studies administrative team based on recommendations presented by program coordinators, faculty, and classmates.

## Statute of Limitations — SGCS

Coursework must be completed within certain time limits of the date of the first registration in a degree program. Learners not completing within these time limits must re-enroll and pay for the entire core. See undergraduate and graduate specifications on this issue.

## Core Courses and Student Load — SGCS

The student must complete every course of a core program. Upper-division courses that duplicate a course, either by course title or course content, will not transfer.

A student is considered a full-time student if he or she carries the number of hours called for in a packaged program during a given term.

## Assessment of Prior Learning — SGCS

Students enrolled in Olivet's Business Administration and Practical Ministries degree-completion programs may be awarded college credit on the basis of prior learning experiences. Such credit is granted in two ways under the Credit for Academically Relevant Experiences (CARE) program. Under CARE I, students may be awarded credit for documented learning. Under CARE II, students may receive credit through submitting essays and documentation on college level learning gained through experience. Credit- hours may be counted toward the 60 hours required for admission to the core curriculum of the core program (maximum of 50 credit-hours). Credit is not awarded to meet the requirements of a major.

The student is responsible for developing a CARE notebook independently, following guidelines given at an academic advising session. The CARE guidelines include all documentation necessary to submit material for evaluation. All assessment of items submitted are performed by assessors whose knowledge and expertise qualify them to evaluate learning gained through experience.

Credits awarded through CARE are not transcribed to a student's permanent record until the student has successfully completed at least 12 semester hours of coursework at Olivet. Students who are suspended from the program are not allowed to complete the CARE process. To receive any credit through the CARE program, the student submits all requests for credit eight months before the scheduled completion of the major core of courses in his or her program.

The CARE submission fee is due when the CARE notebook is submitted to the Office of Admissions and Student Services for evaluation. All assessed fees for credits awarded through CARE are billed after each assessment and are due 30 days from that date. Credit is not placed on the transcript until payment is received.

## **College Level Examination Program (CLEP) — SGCS**

The College Level Examination Program (CLEP) may be used to establish credit for students on approved CLEP general and/or subject tests. CLEP tests are available at open test centers throughout the country. Scores required for credit on CLEP tests are available through the Olivet Registrar's Office. A fee of \$50 per hour of credit is charged to students receiving CLEP credit. Students who receive credits in these areas should not take equivalent courses at Olivet Nazarene University or elsewhere, since credit cannot be given twice for the same course. Questions about the CLEP program should be directed to a student services counselor during academic advising.

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# Graduate Programs — SGCS

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## Doctoral Studies Program — SGCS

Olivet Nazarene University introduced its first doctoral level program in 2007 with the Doctor of Education in Ethical Leadership. Doctoral studies are by nature intense, research-driven programs, where the student will apply research throughout the course of study to a selected topic with the purpose of developing, presenting and, at the conclusion of the program, defending a detailed written dissertation.

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### Doctor of Education: Ethical Leadership

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#### **W. Melvin Welch, Ph.D., Director**

The Ed.D. in Ethical Leadership is designed for the working practitioner. The program curriculum is a stimulating, rigorous, challenging, and standardized course of study designed to be completed within a three year period. Participants will complete the program as a cohort. Learners will attend class sessions one Saturday a month. Class attendance is mandatory. The instructional delivery system includes lectures, group work, technology, presentation, and extended time beyond actual class meetings for reflection. In addition, an on-campus residency period is required during the three summers of the program. Learners participate with cohort members, peers, and faculty members in scholarly and innovative activities. This experience provides group cohesion, collegial interaction, cultural experiences, and inspirational time. The class work, assignments, and participation are considered rigorous and demanding during this time.

Participants work on an applied research dissertation across all courses. The dissertation is a comprehensive applied research study of significant importance. It is the intent of the program that the dissertation, regardless of the type of methodologies used, be designed to make a contribution within the researcher's sphere of influence. Each dissertation must have a clear and precise statement of purpose that includes identification of scope and limits. This dissertation contributes substantially to the body of knowledge that is important to academia, business, or other settings. The learner conducts original research and generates a dissertation for the purpose of addressing a specific issue and, thus, makes a difference in his or her particular profession. Doctoral students are required to follow the dissertation track and cannot be granted extensions and/or delays by the dissertation team.

#### **Required:**

#### **60 hours**

#### **EDUC 900 — Intrapersonal Leadership**

- 901 — Research Theory: Principles and Methods
- 902 — Leadership Paradigms
- 903 — Research: Methods and Techniques I
- 904 — Interpersonal Leadership
- 905 — Systems Theory: Leadership and Management
- 906 — Legal and Ethical Issues in Leadership
- 907 — Policy, Politics, and Social Action
- 908 — Research: Methods and Techniques II
- 909 — Leading Change
- 910 — Covenant Leadership

#### **911 — Dissertation**

*Note: a cumulative grade point average of 3.5 (4.0 scale) is required to successfully complete the program. Courses with grade lower than B must be repeated.*

## Business Master's Programs — SGCS

Master's degree candidates in both the Master of Business Administration and Master of Organizational Leadership programs learn practical management and leadership skills with a Christian worldview. Students become employees who can think independently and provide solutions in the workplace. Olivet Nazarene University MBA and MOL graduates are prepared for expanded roles within their organization through enhanced abilities to:

- Analyze the functional components of business and the interrelationship of functions within an organization that form the total business enterprise;
- Express ideas clearly, concisely, and logically through effective speech, written communication, and interpersonal/human relations skills;
- Apply critical-thinking skills to identify problems and to develop problem solving abilities;
- Apply theoretical concepts to real life business situations;
- Develop effective decision making skills based upon an understanding of the total enterprise, its role in the global environment, and business ethics;
- Clarify and develop an individual philosophy of ethics, both personal and professional, to apply to managerial situations;
- Access and utilize current technology to increase managerial ability to achieve short term and long range business objectives;
- Recognize global aspects of conducting business, including economic, political, and cultural considerations;
- Utilize qualitative, human relations abilities as well as individual quantitative abilities to fulfill cross functional roles within an organization.

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### Master of Business Administration

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#### **Matt Dwyer, M.B. A., Director**

Olivet's Master of Business Administration (MBA) program was created to enhance the professional skills of business managers and executives. The program is designed for adult professionals who seek to build upon their business education foundations and work experiences in order to further their personal and professional career objectives through the acquisition of additional knowledge and skills in the area of business management.

The program is intended to develop individuals' ability to comprehend internal and external social, legal, political, and economic forces as they affect decision making processes within organizations.

The emphasis in the MBA program is on strengthening leadership skills needed by business managers to achieve success in the professional world. The core curriculum is designed to provide learners with an integrated educational experience consisting of a foundation of

basic business administration courses; values education related to the mission of the institution, and the application of a value system to the individuals' professional and personal situations; and a vertical sequencing of business/management courses that enables graduates to deal effectively with an increasingly complex business environment.

The program offers a curriculum that examines the ethical and legal aspects of business operation within a community environment, thereby providing a philosophy and way of conducting business that emphasizes long term corporate accountability, as well as profitability. Throughout the program, learners' experiences are drawn upon to focus issues and to integrate academic coursework with practical applications.

The MBA program is designed to provide the business professional with a graduate education that helps him/her link state of the art business theory with actual practice; develop the skills necessary to become a more effective manager; prepare to assume greater responsibility and meet new challenges; and evaluate the ethical and legal implications of business decisions.

### **39 hours**

#### **Required:**

- BSNS 612 — Graduate Strategies for Success
- 618 — Advanced Managerial Accounting
  - 619 — Advanced Marketing Management
  - 620 — Organizational Communication
  - 621 — Personal and Professional Development
  - 624 — Management and Leadership
  - 625 — Managerial Statistics
  - 626 — Managerial Decision-Making
  - 628 — Managerial Finance
  - 629 — Managerial Economics
  - 633 — International Business
  - 634 — Strategic Business Policy I
  - 635 — Strategic Business Policy II

***BSNS 612 must be successfully completed with a grade of B before continuing in the program. In addition, only two C grades are allowed in the curriculum. Additional C grades or a C- grade would require a repeat of the course. Capstone courses (BSNS 634, 635) must be completed with minimum grade of B-.***

#### **Online Tutorial Courses**

Learners who are admitted without appropriate undergraduate credit in the areas of statistics, accounting, finance, and microeconomics are required to successfully complete online tutorial courses prior to taking the corresponding graduate courses.

Those without comparable course preparation on a transcript but with demonstrated competence via work experience or other means may petition to take a proficiency test to demonstrate general level of ability. A grade of 70 percent or above on this exam satisfies the prerequisite requirement and waives the need to take a particular tutorial course. A proficiency exam may be taken only one time.

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## **Master of Organizational Leadership**

### **Matt Dwyer, M.B.A., Director**

The Master of Organizational Leadership (MOL) is a program for adult learners designed to enhance professional leadership skills of business owners, managers, supervisors, and other persons in comparable positions in governmental, nonprofit, and community-based

organizations. The MOL focuses on providing learners with a variety of human relations, conceptual, and technical skills to prepare these individuals to successfully fulfill the planning, communicating, problem-solving, and decision-making activities of their professional positions.

Courses in the MOL will require learners to apply theories and/or models to specific problems and issues or change initiatives in their organizations. Emphasis will also be placed on the development and continuous improvement of the learners' communication skills through speeches and presentations, papers and essays, and journal-portfolios, in which learners assess their own growth and development of leadership skills. Collaborative learning team projects will involve the study of specific leadership issues, with the expected outcome of proposing solutions to effectively address the issues or better facilitate a change initiative.

### **39 hours**

#### **Required:**

- BSNS 612 — Graduate Strategies for Success
- MOL 600 — Intro to Graduate Study of Organizational Leadership
- 601 — Leading, Learning, and Communicating in an E-World
  - 602 — Leadership Theories and Practices
  - 604 — Organizational Culture and Politics
  - 606 — Organizational Ethics, Values, and the Law
  - 608 — Developing a Multicultural Perspective
  - 612 — Leading High-Performance Teams
  - 614 — Coaching, Mentoring, and Resolving Conflicts
  - 616 — Leading Change and Transformation
  - 618 — Financial Environment of Organizations
  - 620 — Performance-Based Evaluation Systems
  - 622 — Strategic Leadership: Planning, Problem-Solving, and Decision-Making
  - 625 — Capstone Seminar in Organizational Leadership

***MOL 600 and BSNS 612 must be successfully completed with a minimum grade of B to continue in the program. In addition, only two C grades are allowed in the curriculum. Additional C grades or a C- grade would require a repeat of the course. Capstone course (MOL 625) must be completed with minimum grade of B-.***

## **History and Political Science Programs — SGCS**

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### **Master of Arts: Philosophy of History or Political Theory**

#### **William Dean, Ph.D., Coordinator**

Designed through the Department of History and Political Science, this program is intended to meet the educational goals of a broad range of baccalaureate students, including teachers in public or private secondary schools who teach Western or world history, as well as those who seek an accredited MA as preparation for a career in politics, business, or higher education. For teachers, this degree offers a superior content degree because it offers foundational help throughout entire courses. For professionals in other careers, this unique degree gives deep insights into why civilizations developed as they have, by focusing on the institutions and ideas that were carriers of ultimate meaning. While not designed for pre-doctoral students in particular, it would certainly enhance the possibilities of acceptance into doctoral programs because it



provides solid expectations common in doctoral programs in North America.

The program features two research tracks: Philosophy of History and Political Theory. Students take the same courses, but the structure and content of the research projects connected with each course, as well as the thesis or thesis project, focus on one of the two tracks. Courses will be taught by both history and political science faculty at Olivet Nazarene University. Course topics are arranged in a generally chronological order and address topics from the ancient Greeks and Romans to the current role of the United States in world affairs. One faculty member serves only as Research Director and serves as both adviser and critic in guiding students throughout the program in choosing and formulating their research topics. The goal is that students will be building background and content for their theses or thesis projects from their first course, so that when coursework is completed, they will have substantial amounts of thesis research already in hand.

The structure of the program assumes that students are working full time, with additional family and church responsibilities. To achieve the goal of a rigorous academic experience, courses are focused on the development of intellectual skills in analysis, argumentations, clear and cogent written and oral expression. Required reading averages about 2000 pages per course and exposes the students to a wide range of perspectives and representative scholars. The guidance and focus provided by the format of the program ensure both real-world feasibility and academic integrity.

The program attempts to draw the best from both the online and classroom educational dynamics. Most of the day-to-day coursework is online, using Blackboard software. However, five times during the program students come to campus for two-day conferences: first for orientation at the beginning, then every four months thereafter. These campus conferences provide face-to-face interaction, opportunities for student presentations, guest lectures, and extended discussions with research advisers. Housing and transportation are not included in the program fee, but there are no additional charges for the conferences.

### **30 hours**

#### **Required:**

HIST/PSCI 600 — Historiographical Foundations

- 601 — Ancient Greek and Roman Thought
- 602 — The Medieval European Experience
- 603 — The European Enlightenment
- 604 — Postmodernism
- 605 — Seminar in Current Christian Thought
- 606 — The American Experience
- 607 — Seminar: America in the World
- 608 — Seminar
- 697 — Project
- 699 — Thesis

## **Practical Ministries Program — SGCS**

The Salvation Army Central Territory and Olivet have collaborated on a program which enables Salvation Army officers to earn an advanced degree. Coursework that teams qualified personnel from the Salvation Army with Olivet faculty is offered during May and August. Candidates are prepared for a ministry that confronts society as a whole while focusing on religious, social, and cultural issues.

## **Master of Practical Ministries**

### ***Ryan Spittal, M.B.A., Coordinator***

The Master of Practical Ministries (MPM) is designed specifically for officers of The Salvation Army who have already obtained a bachelor's degree.

The Territorial Secretary, Education Department of The Salvation Army Central Territory, collaborates with Olivet's program coordinator of the MPM. The major goal of the program is the preparation of students at the graduate level for ministry that confronts society as a whole while focusing on religious, social, and cultural issues, especially as they relate to The Salvation Army.

Learners are involved in concentrated studies during week-long seminars, offered during May and August, with experts in the field of practical ministries. Instructors include faculty from Olivet as well as qualified personnel from The Salvation Army. Work relating to these seminars and various aspects of practical ministries as carried on by The Salvation Army (readings and papers) are assigned as work study projects.

### **30 hours**

#### **Required:**

Select eight of the following 10 courses:

- PRM 602 — Organizational Behavior
- 603 — Spiritual Formation and Personal Development
- 606 — Principles of Management
- 610 — Discipling
- 616 — Worship and Preaching
- 617 — Community Relations
- 621 — Faith in Action Through Social Work
- 635 — Counseling
- 660 — Youth and Family Ministry
- 671 — Family Dynamics and Intervention

#### **Plus (required for all)**

- PRM 698 — Ministry Practicum
- 699 — Thesis

#### **Program Objectives**

The purposes of the MPM program are to:

1. Assist learners in the continuing development of the skills of understanding and communicating the Biblical message to everyday circumstances, especially the difficult spiritual, social, and economic circumstances of the needy.
2. Help learners develop a personal growth plan — spiritually, socially, and professionally.
3. Encourage learners to do competent research and writing in the areas of practical ministry, such as pastoral care, social service, including programs of enrichment for seniors, youth, and ministry management.
4. Foster the continued development of those skills necessary for community leaders in the fields of pastoral leadership (both in church and institutional settings), social welfare ministries, community service ministries and development, and public relations responsibilities.

#### **Time Limit**

Coursework for May seminars must be completed and submitted to instructors no later than the end of November (dates to be assigned).

Coursework for August seminars must be completed and submitted to instructors no later than the end of February (dates to be assigned).

#### **Graduation Requirements**

1. Completion of eight week long seminars including subsequent work study assignments. Each seminar is worth three semester hours of graduate credit toward the 30-semester hour graduate program. Ten seminars are available. Five seminars are offered in May, and five seminars are offered in August. The learner may take two seminars per year.
2. Completion of a two hour ministry practicum. The proposal is to be approved by the learner's advisory committee and is to deal with a specific area of ministry in which the learner is directly engaged.
3. Completion of a master's thesis. The subject is to be approved by the learner's graduate advisory committee.

#### **Graduate Committee**

The Graduate Committee is developed by the program coordinator. The Committee consists of a major adviser and two additional faculty members, one of whom is appointed by Olivet. The Committee approves the thesis topic and conducts the oral defense. The completed thesis is recommended by the Committee to the program coordinator for final approval.

## **Counseling Programs — SGCS**

**Rebecca C. Taylor, Ph.D., Director**

Open doors of opportunity in life via new and expanding fields in mental health. A master's degree in professional counseling forms the basis for advanced counseling practice, continued professional development, and further graduate study. Master's degree-equipped counselors serve as agency based therapists, pastoral counselors, case managers, human resource specialists, human service agency supervisors, consultants, and psycho- education specialists. Some choose to establish private practice after full licensure by examination in the State of Illinois. Create career choices by enrolling in Olivet's Master of Arts degree in Professional Counseling (MAPC).

The School Counseling program is designed to prepare graduates, who may not be certified school staff, to provide counseling services in K-12 educational settings. Master's degree equipped school counselors serve within K-12 schools and perform diverse counseling services and interventions appropriate for the school setting. This program is approved by the Illinois State Board of Education and meets all requirements to prepare learners for the Type 73 – School Counselor Certification examination.

The MAPC and MASC programs are three years in length and combine coursework and clinical experience.

No prior graduate coursework is accepted for transfer into the MAPC or MASC program. Courses in the programs may not be audited.

Prior to beginning the practicum and/or internship, learners must carry personal professional liability insurance. Learners are responsible for applying and paying for their insurance. No clients are assigned to a learner until documentation of liability insurance is provided to the program director.

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### **Master of Arts: Professional Counseling**

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The Master of Arts in Professional Counseling (MAPC) program is a professional/practitioner counseling program. This program prepares learners to apply and sit for the two examinations for licensure in the State of Illinois. The first, the National Counselor Examination, if passed

results in the Licensed Professional Counselor License (LPC). This content area examination may be taken immediately post graduation. The second examination, the National Clinical Mental Health Counselor Examination may be taken after two years of supervised clinical practice, post graduation. If the NCE and the NCMHCE examinations are both passed, the graduate becomes eligible for the license of Licensed Clinical Professional Counselor in the State of Illinois (LCPC). The LCPC allows the individual to be engaged in private practice.

The program normally spans three years; however, candidates who come into the program with Olivet's PSYC 461 - Counseling Procedures and Techniques and PSYC 467 Psychotherapy or equivalent coursework may finish in two years. Students should contact the program director for more information.

#### **48 hours**

##### **Required:**

PSYC 600 — Research and Program Evaluation

601 — Human Growth and Development

602 — Lifestyle and Career Development

603 — Psychological Assessment

604 — Abnormal Psychology

607 — Social and Cultural Foundations

610 — Counseling Theory and Techniques I

611 — Counseling Theory and Techniques II

619A, B — Counseling Practicum

621 — Addictions and Compulsive Behavior

622 – Legal and Ethical Issues in the Counseling Profession

630 — Group Dynamics and Counseling

640 — Marriage and Family Relations

690A, B — Internship in Professional Counseling I and II

***During the practicum and internship experiences, learners will participate in individual and group supervision which meets on a weekly basis. Learners must earn a grade of 3.0 for each semester of practicum and internship to proceed in the program.***

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### **Master of Arts: School Counseling**

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The Master of Arts Degree in School Counseling (MASC) program is a professional/practitioner counseling degree designed to enable bachelor's-level graduates to obtain a master's degree in fulfillment of one of the requirements for the Type 73 – School Counselor Certification in the State of Illinois. The State of Illinois requires that School Counselors graduating from this program must take and pass the Illinois Test of Basic Skills and the Type 73 School Counselor Examination in order to become a Type 73 School Counselor.

#### **48 hours**

##### **Required:**

PSYC 600 — Research and Program Evaluation

601 — Human Growth and Development

602 — Lifestyle and Career Development

603 — Psychological Assessment

607 — Social and Cultural Foundations

610 — Counseling Theory and Techniques I

611 — Counseling Theory and Techniques II

619A, B — Counseling Practicum

- 622 — Legal and Ethical Issues in the Counseling Profession
- 630 — Group Dynamics and Counseling
- 650 — Introduction to School Counseling
- 651 — School Counseling Programs
- 652 — Consultation and Faculty Development Strategies
- 693 — Internship in School Counseling

***During the practicum and internship experiences, learners will participate in individual and group supervision which meets on a weekly basis. Learners must earn a grade of 3.0 for each semester of practicum and internship to proceed in the program.***

***Students who complete the Master of Arts: Professional Counseling curriculum and wish to add the Type 73 School Counseling certification must complete PSYC 650, 651, and 652; participate in an internship in a K-12 school setting; and successfully pass the state tests required for certification and licensure. Once all examination and practice requirements are met, these students will be eligible for licensure (LPC and LCPC). The Type 73 School Counselor certification also requires that all examination and practice be met for licensing eligibility.***

***Students who are enrolled in the School Counseling program are strongly urged to complete the three MAPC courses not required for our school counseling program: Marriage and the Family, Addictions, and Abnormal Psychology. If these three courses are taken in conjunction with the required MASC coursework, students are eligible to become Licensed Professional Counselors and Licensed Clinical Professional Counselors, in addition to their Type 73 School Counselor certification, once all examination and practice requirements have been met.***

## Education Graduate Programs — SGCS

***Michele Anders, Ed.D., Director***

The Graduate Programs in Education are designed to facilitate professional growth for those interested in becoming teachers and those who are currently in the field looking to advance their education. All of the graduate programs blend theoretical doctrine and practical experience with a “Christian Purpose” as the foundation. The programs are infused with current and best practices, including technological resources required for participation in a global society. All of the programs are aligned with state and national standards. To meet the needs of the adult learner, the programs are presented in an accelerated format. This allows for degree completion within a two-year span.

The graduate education programs are directly linked to the School of Education. As part of that unit, all of the graduate education programs focus on “Professionals Influencing Lives” through the development of a solid academic foundation, professionalism, curriculum development, instructional methodology, student, program, and school evaluation; and Christ-centered character.

Beyond the academic preparation provided through the educational programs, pre-service teachers and practicing teachers engage in reflective thinking and writing; assessing their dispositions for teaching and leading; enhance problem solving and decision making skills as individuals and through collaborative relationships; and broaden their scope and skills on how to effectively facilitate learning for the diverse needs of today’s Pre-K-12 student population.

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### Master of Arts in Education: Curriculum and instruction

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The Master of Arts in Education: Curriculum and Instruction program provides practicing teachers with additional tools to help Pre-K-12 students adapt to the rapid social and economic changes occurring in our information-age society.

Current educational best practices in engaged learning, learning styles, technology integration, collegial collaboration and authentic assessment are threaded throughout the program. The culminating project is action research that incorporates theory and practice as it applies to enhancing teaching for improved student learning.

**33 hours**

**Required:**

- EDUC 607A — Educational Research I
- 607B — Educational Research II
- 607C — Educational Research III
- 609 — Habits of Exemplary Teachers
- 614 — Integrating Technologies
- 616 — Understanding Today’s Children
- 632 — Integrating the Curriculum
- 646 — Applying Learning Theory
- 647 — Assessing for Student Achievement
- 649 — Exceptional Learners
- 656 — Critical Issues in Education

***A GPA of 3.0 or higher is required to complete the program.***

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### Master of Arts in Education: Teacher Leadership

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The Master of Arts in Education: Teacher Leadership degree provides preparation for teachers to take on leadership roles in the areas of curriculum and instruction. Upon completion of this program and its two 50-hour practicum experiences, with a minimum of an 18-hour subject area concentration, the candidates will be eligible for the State of Illinois Teacher Leader endorsement. The program of study blends exemplary teaching tools with leadership excellence. The program also introduces the standards and process to those teachers interested in pursuing National Board Certification. A minimum 3.0 grade point average is required to complete the program successfully.

**33 hours**

**Required:**

- EDUC 738 — Leadership in Teaching
- 759 — Analyzing Exemplary Teaching Practices (Elementary-A, Middle School-B, Secondary-C)
- 760 — National Board Professional Teaching Standards
- 769 — Applying Research Approaches to Education
- 770 — Leadership for Curriculum Improvement
- 771 — Data-Focused Assessment and Evaluation
- 772 — Understanding Diverse Student Populations
- 795 — Building Collaborative Community Partnerships
- 796 — Reflective Practice and Teacher Leadership
- 797 — Using Technology for School Improvement
- 801A — Teacher Leadership Practicum I
- 801B — Teacher Leadership Practicum II

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### Master of Arts in Education: School Improvement Leadership

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The Master of Arts in Education: School Improvement Leadership degree requires candidates to complete a program that includes two 100-hour practicum experiences. In order to be eligible for the State of Illinois General Administrative Type 75 Certification, the candidate must pass the Illinois Basic Skills Test and the Illinois Content Area Test. The program of study has been developed to meet the NCATE-Approved Curriculum Guidelines for Advanced Educational Leadership, Illinois Professional School Leader Standards, and the Illinois Principal Standards for Certification. A minimum 3.0 grade point average is required to complete the program successfully.

#### 33 hours

##### Required:

EDUC 726 — Evaluation/Analysis of Educational Programs and Data

727 — Foundations of School Improvement

729 — School Law and Ethics

730 — School Finance and Operations

731 — Governance for School Improvement

732 — School and Reform Restructuring

733 — Collaboration with the School Community

734A — Practicum in School Improvement Leadership I

734B — Practicum in School Improvement Leadership II

736 — Productive School Leadership

737 — Cultivating Student Achievement

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### Master of Arts in Education: Reading Specialist

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The Master of Arts in Education: Reading Specialist program is designed to assist practicing teachers in becoming specialists in the area of reading. Through this program they learn how to construct assessment, curriculum, and instructional approaches to improve Pre-K-12 reading literacy. Strategies for improving reading comprehension, assessment and diagnosis of reading difficulties, and test analysis/interpretation will be studied. Focus on technology, diverse learning needs, and linguistic differences will be included. Three 15-clock hour clinical practicum experiences and a 32-clock hour creative project/practicum are required, and learners must successfully pass the Illinois Basic Skills Test, the Illinois Content Area Test, and the Illinois Assessment of Professional Teaching Test.

Completion of the first six courses, 24 credit hours, fulfills the State of Illinois requirements for a reading teacher endorsement. Completion of the 32-credit-hour degree program leads to a Type 10 Reading Specialist certification. A minimum 3.0 grade point average is required to complete the program successfully.

#### 32 hours

##### Required:

EDUC 773 — Foundations of Reading

774 — Content-Area Reading

775 — Assessment and Diagnosis of Reading Problems

776 — Developmental and Remedial Reading Instruction and Support

777 — Development and Remedial Materials and Resources

778 — Literature and Resources for Children and Youth

779 — Methods Education Research

780 — Creative Project/Practicum

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### Master of Arts in Education: English

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#### *Sue Williams, Ph.D., Coordinator*

Olivet's Master of Arts in Education: English (MAEN) degree program is designed to meet the critical needs of middle and secondary school English/Language Arts teachers for improved instructional methods for today's adolescents. It offers opportunities to interact with other teachers regarding theories, content, and effective practices for meeting the challenges of the 21st-century English/Language Arts classroom. The program culminates in the required Action Research Project.

Courses are specially designed by Olivet English professors who have experience and expertise in literature, language, writing, visual literacy, and technology. In addition to their advanced academic preparation, most have teaching credentials and experience in teaching middle and secondary English/Language Arts. A minimum grade point average of 3.0 is required to remain in this program.

#### 32 hours

##### Required:

ENGL 607A — Educational Research: Principles and Practices I

607B — Educational Research: Principles and Practices II

613 — Basic Grammar Review

614 — Communication in English/Language Arts

615 — Diversity and Multiethnic Literature

616 — Workshop in English/Language Arts Assessments

617 — Critical Approaches to Literature

618 — Current Issues in English/Language Arts

619 — Grammar in Context

620 — Visual Literacy

621 — Workshop in the Interactive English/Language Arts Classroom

623 — Workshop in Supervision and Sponsorship

637 — Writing in English/Language Arts

649 — Reading Strategies and Young Adult Literature

697/698 — Creative Project/Thesis

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### Master of Arts in Education: Library Information Specialist

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#### *Roxanne Forgrave, M.A., Coordinator*

The Master of Arts in Education: Library Information Specialist program is designed for teachers who seek to become school library media specialists. This program naturally and easily incorporates current practices in the dissemination of library information and the uses of media resources. The coursework addresses relevant legal issues relating to library information, including web-based, and operations. Learners are required to successfully pass the Illinois Basic Skills Test, the Illinois Content Area Test, and the Illinois Assessment of Professional Teaching Test, in addition to completing two 100-hour practicums. A grade point average of 3.0 or better is required to remain in this program. The completion of this degree program leads to a Type 10 Library Information Specialist certification.

**36 hours**

**Required:**

- LSCI 600 — Professional and Ethical Issues  
 601 — Information Technologies/Media Services and Production I  
 602 — Reference and Information Services  
 603A — Practicum I  
 603B — Practicum II  
 604 — Organization  
 605 — Administration  
 606 — Information Technologies/Media Services and Production II  
 607 — Literature and Resources for Children  
 608 — Literature and Resources for Young Adults  
 609 — Curriculum Integration  
 610 — Communication and Leadership

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**Master of Arts in Teaching: Elementary, Secondary, K-12**

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**Marianne Glenn, Ed.D., Coordinator**

The Master of Arts in Teaching contains professional courses to assist candidates in qualifying for Illinois State Certification (Type 03, 09, 10). The emphasis of the program is placed on meeting the entrance requirements to the profession of teaching. The program combines professional study with practical classroom experience in the form of four required practicums and student teaching. The focus is on the preparation of prospective teachers who use diverse and inclusive instructional approaches aimed at helping all students reach increasingly higher standards of behavioral and academic performance. Passing scores on the Basic Skills Test, the Illinois Content Area Test, and the Assessment of Professional Teaching Test, along with a minimum 3.0 grade point average are required.

**38 hours**

**Required:**

- EDUC 739A — Professional Portfolio Development I  
 739B — Professional Portfolio Development II  
 740A — Teaching as a Profession I  
 740B — Teaching as a Profession II  
 740C — Teaching as a Profession III  
 742 — Historical and Philosophical Foundations of Education  
 743 — Human Development and Learning  
 748 — Educational Technology  
 749 — Teaching Diverse Populations  
 750 — General Methods: Curriculum, Instruction, and Assessment  
 751 — Instructional Planning/Classroom Management  
 766 — Multi-Ethnic Experiences

**For Elementary Education Candidates Only**

- EDUC 754A — Elementary School Reading  
 755 — Content Teaching Methods: Language Arts/Social Studies (Elementary)  
 756 — Content Teaching Methods: Math/Science (Elementary)  
 791 — Student Teaching (Elementary)

**For Secondary Education Candidates Only**

- EDUC 753 — Content Teaching Methods (Secondary)

754B — Secondary/Middle/K-12 School Reading

792 — Student Teaching (Secondary)

**For K-12 Education Candidates Only**

- EDUC 754B — Secondary/Middle/K-12 School Reading  
 758 — Content Teaching Methods (K-12)  
 793 — Student Teaching (K-12)

**See General Policies section on Criminal and Fingerprint Background check – required for MAT program.**

**Candidates pursuing a Middle School endorsement are also required to complete EDUC 767 - Early Adolescent Psychology.**

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**Middle School Endorsement**

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For Middle School Teaching Endorsements in Illinois, a minimum of 18 hours of coursework in the endorsement areas is required. In addition, all middle grades teachers must have the following pedagogy courses:

- EDUC 767 — Early Adolescent Psychology  
 768 — Middle School Methods

Students completing Olivet's Master of Arts in Teaching program satisfy the requirement of EDUC 768 during the MAT program, but must take EDUC 767 to satisfy the Middle School Endorsement requirements.

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**Master of Education: Curriculum and Instruction**

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Designed for distance delivery in Olivet Nazarene University's educational region, the Master of Education: Curriculum and Instruction program was developed by educators and features leading educational experts and master teachers who understand the unique challenges and opportunities that teachers encounter today. Through discussions and applications, the candidates gain understanding of the importance of individual personality preferences as they relate to teaching and learning styles; facilitate the individualization and integration of instruction; measure individual student achievement using multiple means, and leverage information technologies proficiently. Completion of a Master's Research Project, a Reflective Paper and a minimum 3.0 grade point average are required.

**30 hours**

**Required:**

- EDUC 710 — Professionalism and Today's Educator  
 711 — Effective Practices Using Learning Styles and Multiple Intelligences  
 713 — Designing Curriculum and Instruction  
 714 — Assessment to Improve Student Learning  
 715 — Literacy and Learning in the Information Age  
 716 — Enhancing Learning through Linguistic and Cultural Diversity  
 717 — Teacher Leadership in the Classroom: Increasing Learning and Achievement  
 718 — Creating an Effective Classroom Learning Environment  
 719 — Supporting Students with Special Needs in the Regular Classroom  
 735A/B/C — Collaborative Action Research  
 790 — Master's Reflective Paper

## Master of Education: School Leadership

The Master of Education: School Leadership program is designed for distance delivery in Olivet Nazarene University's educational region. The courses in this program build upon one another, providing the candidates with a cohesive curriculum in which lessons learned in one area are reinforced in others. The knowledge and experience imparted through this program leads to understanding of how to enhance the achievement of every student, fostering collaboration among staff, students, and parents; managing school resources and operations; recruiting, hiring, developing, and retaining an effective teaching staff; and promoting positive change at the school and community levels. The program requires completion of two 100-hour practicums, successful passage of the appropriate state tests and a minimum 3.0 grade point average.

### 33 hours

#### Required:

- EDUC 781 — Facilitating Effective Learning for All Students
- 782 — Ensuring Quality Education for Students with Diverse Needs
- 783A — Practicum I
- 783B — Practicum II
- 784 — Using Data to Strengthen Schools
- 785 — Allocating and Managing Budget and Resources
- 786 — Enhancing Teacher Capacity and Commitment
- 787 — Fostering Productive School Leadership, Cultures, and Working Relationships
- 788 — Collaborating with Families and Communities for Student Success
- 789 — Creating Positive, Safe, and Effective Learning Environments
- 798 — Implementing Continuous School Improvement

## Canter Distance-Learning Graduate Courses

These courses are designed for teachers who already have a master's degree and would like to enhance their knowledge in a particular area. The Canter courses presented through Olivet explore topics in cultural diversity, reading literacy, assessment, curriculum design, classroom management, instructional strategies, technology, and inclusion. The Canter courses are listed in Chapter 10 as 500 level EDUC courses. Students should note that these courses are not transferable to any of the graduate programs at Olivet. Contact Information for this program: 1-800-669-9011 or [www.canter.net](http://www.canter.net).

## Ministry Programs — SGCS

Theology and Christian ministry have stood at the very heart of Olivet's heritage since the university's founding over one hundred years ago. Today Olivet offers a rich range of options for graduate education in religion, with five master's degree programs and several specialized tracks for specific audiences. The professors in the School of Theology and Christian Ministry are committed to excellence in education and to the standards of the academy. Each member of the School's graduate faculty is committed to scholarship, publication, and the highest level of reasoned discourse in religion. Each faculty member strives for excellence in teaching. In addition, nearly all the School's faculty members have experience in practical ministry, and the faculty in the

ministry disciplines have an extensive record of successful and reflective ministry.

## Master of Ministry

### Stephen T. Franklin, Ph.D., Coordinator

The Master of Ministry program is designed to resource serving ministers for effective leadership in missional congregations by equipping them and developing in them theological and practical competencies with a missional focus in the practice of ministry. The program focuses on integrating the best available resources of scholarship, ministry specialists, and contemporary ministry models with the practice of ministry. As students follow one of two tracks, General and Youth Ministry, they design a study plan to meet specific learning objectives and to give focus to a culminating project:

### 30 hours

#### Required:

- CMIN 631 — Life Management and Personal Renewal
- 635 — Leadership in Christian Ministry: Committed to Serve, Prepared to Lead
- 690 — Master of Ministry Project
- THEO 607 — Theology of Ministry

#### Plus:

#### General Track

Six elective courses selected by the student as part of a designed plan of study in ministry, in consultation with the student's adviser and approved by the M.Min. coordinator. While the student may, with the permission of the adviser or Program Coordinator, take any graduate course in the School of Theology and Christian Ministry, providing that the student meets the prerequisites, the entire set of courses should be a coherent plan of study for the ministry. The following courses are specifically designed for M.Min. students and, therefore, taught in a modular format. All the following courses carry 3 semester hours of credit.

- CMIN 643 — Issues in Ministry
- 652 — Principles of Management
- 653 — Discipling
- 654 — Counseling
- 655 — Family Dynamics and Intervention
- 657 — Faith in Action Through Social Work
- 658 — Organizational Behavior
- THEO 647 — Biblical and Theological Studies
- 648 — Theology and Ministry

#### OR Youth Ministry Track

Six elective courses. Two of the six may be chosen, after consulting with the student's adviser, from any graduate level course offered by the School of Theology and Christian Ministry for which the student meets the prerequisites. The courses listed above as electives in the General Track are, however, particularly appropriate as electives for students in the youth ministry track. In addition, at least four of the six electives must be chosen, after consulting with the student's adviser, from the following courses.

- YMIN 612 — Foundations of Youth Ministry
- 614 — Postmodernity, Youth Ministry and the Emerging Church
- 620 — Youth Ministry and the Wilderness as Renewal

- 630 — Developmental Theories and Adolescents
- 645 — Family Systems and Implications for Local Church Ministry
- 650 — Spiritual Development of Students

#### **Times and Format of Courses in the M.Min. Program**

Courses are offered three times per year, in May, August, and January, on Olivet's Bourbonnais campus. The university may, on an "on-demand basis," offer additional courses at other off-campus sites. Courses are normally taught in an intensive modular format, beginning on Monday and concluding at noon on Friday. Coursework is assigned in preparation for, and following, the classroom session. To complete the work before and after the module, the student must have computer access to the internet. Assigned work following the session must be completed and submitted to the instructor for grading 30 days following the completion of the class session. Students with extenuating circumstances may request an extension, not to exceed four weeks, from the instructor.

#### **Time Limits**

A student is allowed six years from beginning the first graduate course to complete the entire M.Min. program. Coursework beyond six years is evaluated by the Program Coordinator, the Director of Graduate Studies, or the Dean of the School of Theology & Christian Ministry. Students granted permission for more than six years may be expected to meet current program requirements, and that may mean retaking one or more courses.

#### **Scholarships**

District superintendent scholarships are available to serving ministers in the Church of the Nazarene in the Olivet educational region. Application for these scholarships should be made directly to the pastor's officiating district superintendent. Churches are encouraged to consider a matching-funds plan to assist serving ministers in their continuing education.

#### **Certificate in Ministerial Studies**

Students who do not wish to take courses for academic credit toward the degree may take the courses as continuing education leading to a Certificate in Ministerial Studies. The certificate may be earned by completing any five courses offered in the Master of Ministry program (with adjusted coursework expectations). Tuition for certificate participation would be at a reduced rate.

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### **Master of Arts: Biblical Studies**

#### **Stephen T. Franklin, Ph.D., Coordinator**

The Bible is central to the Christian faith and especially to the Christian faith of Protestants, including the Church of the Nazarene. The study of the Bible, as an essential feature of all serious study of the Christian faith, is a key part of the heritage of Olivet Nazarene University. The integrity and seriousness of the M.A. in Biblical Studies not only reflects that heritage but enhances it.

The M.A. program in Biblical Studies centers on three basic components: (1) critical studies in such areas as biblical history as well as the origin, authorship, and composition of the biblical texts in their cultural contexts; (2) skills essential to the study of the Bible and to its exegesis as an ancient text, including skills in Greek and/or Hebrew grammar; and (3) theological interpretation necessary to exegete the Bible for preaching and faith. The theological area also asks how the Bible has been interpreted in the post-biblical world, especially by the church but also by the larger culture. In addition, the curriculum begins with an introduction to research and ends with a thesis.

Area ministers who are already serving as pastors or in other forms of Christian service may wish this graduate degree in Biblical Studies to enhance their scholarly biblical understanding and thus to meet continuing education expectations as well as to upgrade their effectiveness as ministers and preachers. Persons wishing to integrate their spiritual life with rigorous biblical scholarship should find this degree significant. Students taking this degree for ministerial enhancement or spiritual growth should remember that by entering this master's degree program in biblical studies, they are committing themselves to the academic dimension of biblical study. Students are encouraged to become serious and reflective life-long students of the Bible who grow spiritually, think clearly, and serve redemptively.

The M.A. in Biblical Studies requires students to develop their research skills and their competency in writing scholarly papers. The program includes both the Old and the New Testament, with the flexibility to emphasize (but not exclusively) one or the other.

#### **36 hours**

##### **Required:**

BLIT 632 — Cultural/Historical Influences and Biblical Interpretation

THEO 606 — Introduction to Theological Research

THEO 693 — Contemporary Issues in Theology

BLIT electives — 21 hours, including a minimum of 6 hours each of Old Testament and New Testament and a minimum of 3 hours in biblical theology

THEO elective (3 hours)

BLIT 699 — Thesis

***At least 2 BLIT or THEO courses (excluding THEO 606) require the use of either Hebrew or Greek in dealing with the biblical text. A cumulative GPA of 3.0 is required for graduation from the program, and no course may carry a grade of less than a B-.***

#### **Class Formats**

Many of the courses required to complete the Master's program in Biblical Studies meet just once a week for a semester at Olivet's campus, generally on Tuesday or Thursday (one course on Tuesday evening, a second course on Thursday evening, and a third course either on Tuesday or Thursday afternoon), but also, on occasion, on Monday evening. In some cases they will meet every other week during the semester, with required, computer-based work between the sessions. In still other cases, they will meet twice a week during the semester. These courses are typically seminar style, allowing for dynamic discussion and reflection within the course.

#### **Time Limits**

A student is allowed four years from the start of the first graduate course to complete the entire program in the M.A. in Biblical Studies. Coursework beyond four years is evaluated by the Program Coordinator for the M.A. in Biblical Studies, or the Director of Graduate Studies, or the Dean of the School of Theology and Christian Ministry. Students granted permission to take more than four years may be expected to meet current program requirements, and that may mean retaking one or more courses.

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### **Master of Arts: Christian Ministry**

#### **Carl M. Leth, Ph.D., Coordinator**

The Master of Arts in Christian Ministry offers both basic and advanced ministerial preparation in four areas: (1) biblical knowledge, (2) theological knowledge, (3) practical application in ministry, and (4)

personal spiritual growth and formation as a minister. For students with little or no undergraduate study in Bible, theology, or ministry, this M.A. provides an academic and practical gateway to ministerial education; the program, however, will proceed at a graduate pace and level and will expect the student to be academically and personally mature. For students with an undergraduate background in Bible, theology, or ministry, this M.A. offers options for more advanced study in ministry.

Prospective students should note both the similarities and differences between the program leading to Olivet's Master of Arts in Christian Ministry and the program leading to its Master of Ministry degree. The M.Min. degree is designed for the professional development of those currently in ministry. The M.Min. program therefore depends on modular courses (explained below) which are especially convenient for students who cannot commute regularly to Olivet because of their location or work schedule. In contrast, as a gateway program, the M.A. in Christian Ministry does not presuppose that the student is currently engaged in ministry. While some courses in the M.A. in Christian Ministry program are modular, some are more traditional, requiring the student to commute to Olivet's campus in Bourbonnais, Illinois. In that sense, the M.A. in Christian Ministry requires students to live close enough to Olivet's campus to be able to commute once or twice a week. In short, a student can complete the entire M.Min. program attending only modular courses, while the M.A. in Christian Ministry requires the student to attend at least some traditional courses.

It should be noted, however, that even persons engaged in ministry, if they have a flexible schedule and are able to commute each week to Olivet's campus, may find that the M.A. in Christian Ministry is the better option in that it allows a wider variety of course options than the M.Min. And those with previous undergraduate study in theology, biblical studies, or ministry, may find that the possibility of more advanced courses in ministry means that the M.A. in Christian Ministry better serves their needs. It is possible to complete the program in two summers and one academic year of full-time study.

Prospective applicants, therefore, should carefully study both the M.A. in Christian Ministry and the Master of Ministry programs and then decide which option best suits their individual situation. The Graduate Program Specialist in the School of Theology & Christian Ministry can provide additional information.

### **36 hours**

#### **Required:**

BLIT 632 — Cultural/Historical Influences and Biblical Interpretation

CMIN 631 — Life Management & Personal Renewal

CMIN 674 — Pastoral Care and Counseling

THEO 607 — Theology of Ministry

THEO 623, 624 — Systematic Theology I, II

BLIT elective (3 hours)

CHED and/or CMIN electives (6 hours)

Free electives (9 hours)

**Note: a cumulative grade point average of 3.0 or better is required to complete this program. No course may carry a grade of less than B-.**

### **Traditional Format**

In the most traditional format, a course meets on campus two or, more rarely, three times a week for a full semester. Variations can include half semesters (called blocks). Many of the graduate courses in ministry, theology, and biblical studies meet once a week. A few meet every other week for a semester.

### **Modular Courses**

Modular courses meet for one week of intensive study -- Monday through Friday. Modular courses require appropriate off-campus study before the intensive week and additional off-campus study after that week. To complete the work done before and after the module, the student must have computer access to the internet. Assigned work following the session must be completed and submitted to the instructor for grading 30 days following the completion of the class session. Students with extenuating circumstances may request an extension, not to exceed four weeks, from the instructor.

### **Time Limits**

A student is allowed four years from beginning the first graduate course to complete the entire program in the M.A. in Christian Ministry. A petition to continue in the program for more than four years will be evaluated by the Program Coordinator for the M.A. in Christian Ministry, the Director of Graduate Studies, or the Dean of the School of Theology and Christian Ministry. Students granted permission for more than four years may be expected to meet current program requirements, and that may mean retaking one or more courses.

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## **Master of Arts: Religion**

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### **Stephen T. Franklin, Ph.D., Coordinator**

The rich heritage of academic excellence that defines Olivet Nazarene University is clearly manifested in Olivet's Master of Arts degree in Religion. It comes to life in the relevant, real-world content of the coursework, in the impeccable credentials and sense of commitment of faculty, and in the impressive achievements of the program's alumni.

The Master of Arts degree in Religion program is taught by leading scholars in the Nazarene denomination with some scholars from other traditions as well. They are very active in professional organizations and scholarly research, contributing original work to the academic community. The M.A. in Religion provides professional knowledge, practical decision-making abilities, and vision to handle a variety of leadership positions for leaders in today's church or for those preparing for leadership in tomorrow's church.

The strong academic focus of the M.A. program in Religion at ONU provides a solid foundation for further graduate work and for Christian ministry. Flexibility in required courses allows you to customize your program, including a concentration in biblical studies, a concentration in theology, or a personalized, general program in biblical studies and theology. A small student/professor ratio allows for wholesome interaction with both professors and other students.

### **30 hours**

#### **Required:**

BLIT 632 — Cultural/Historical Influences and Biblical Interpretation

THEO 606 — Introduction to Theological Research

THEO 693 — Contemporary Issues in Theology

BLIT electives (6 hours)

THEO electives (6 hours)

Additional electives from the School of Theology and Christian Ministry (9 hours)

### **Program Format**

Students will select, in consultation with the adviser or program coordinator, the courses required to fulfill the degree requirements.



Normally, however, the courses are to be chosen from the graduate-level courses in biblical literature and theology offered at Olivet. Students may, with the guidance of their adviser, include up to three graduate-level ministry courses (9 semester hours) in their M.A. program. Ministry courses bear the prefixes CMIN, YMIN, or CHED. A concentration in either biblical studies or theology requires 18 semester hours in the respective area of concentration (and for the biblical studies concentration, one year of a biblical language prior to beginning the program).

Nearly all courses in the M.A. program in Religion are semester-long, and most meet once a week or once every other week on a Monday, Tuesday or Thursday (one course on Tuesday evening, a second course on Thursday evening, a third course either on Tuesday or Thursday afternoon, and an occasional course that meets on Monday evening). This schedule makes the program very accessible to those in active ministry or to those working around job schedules. These courses are typically seminar style, allowing for dynamic discussion and reflection within the course. Students in the M.A. program in Religion have the option of taking other graduate-level courses in the School of Theology that meet two or three times in the week during the regular class day. However, to keep this program available for people with church, family, and job obligations, many of the key courses are offered in the once-a-week or once-every-other week format.

Olivet's graduate-level ministry courses, labeled as YMIN, CMIN, or CHED, are offered in a variety of traditional and non-traditional formats, including semester, half-semester, and modular formats. Modular courses meet for one concentrated week of study, normally at Olivet's campus, normally from Monday through Friday. Modular courses require appropriate non-campus study before that week and additional off-campus study after that week. To complete the work done before and after the module, the student must have computer access to the internet. Assigned work following the session must be completed and submitted to the instructor for grading 30 days following the completion of the class session. Students with extenuating circumstances may request an extension — not to exceed four weeks — from the instructor.

### Program Objectives

The M.A. in Religion program aims to:

- Assist students in developing advanced skills for exegesis, interpretation, and theological understanding of the Bible.
- Encourage students to do competent research and writing.
- Develop in students an appreciation for and understanding of the history and theology of the Christian tradition.
- Develop in students an appreciation for and understanding of the history and theology of the Wesleyan holiness tradition.
- Develop in students an understanding of contemporary issues in Biblical studies and theology.
- Motivate students to become lifelong learners who grow spiritually, think clearly, and serve redemptively.

### Time Limits

A student is allowed four years from beginning the first graduate course to complete the entire program for the M.A. in Religion. Coursework beyond four years is evaluated by the Program Coordinator for the M.A. in Religion, the Director of Graduate Studies, or the Dean of the School of Theology and Christian Ministry. Students granted permission for more than four years may be expected to meet current program requirements, and that may mean retaking one or more courses.

## Master of Arts: Youth Ministry

### Mark Holcomb, M.R.E., Coordinator

A two-year program that provides a broad and powerful education for specialized ministry in the local church, the Master of Arts: Youth Ministry focuses on ministry to students and their families in today's culture in a local church context. Theory is integrated with praxis, reflection and life. The first year of this program provides a traditional classroom-based education consisting of 30 hours. During the second year, the student engages in a mentored ministry to youth, coming back to Olivet for several one-week intensive courses, called modules.

The M.A. in Youth Ministry draws strength from leading experts in the field of youth ministry who come to campus for face-to-face teaching, encounters, networking, and learning with our students. The combination of those experts with our own residential faculty, who total over 40 years of highly successful experience in youth ministry, makes Olivet's Master of Arts in Youth Ministry a powerful educational experience that will launch the student into a satisfying career of service for our Lord to the youth of the 21st century.

### 48 hours

#### Required:

BLIT 632 — Cultural/Historical Influences and Biblical Interpretation

PSYC 601 — Human Growth and Development

640 — Marriage and Family Relations

THEO 607 — Theology of Ministry

693 — Contemporary Issues in Theology

YMIN 612 — Foundations of Youth Ministry

630 — Developmental Theories and Adolescents

650 — Spiritual Development of Students

670A, B — Mentored Ministry I, II

691 — Integrated Seminar/Project

CHED and/or CMIN electives (6 hours)

THEO elective (3 hours)

YMIN electives (6 hours)

**No course may carry a grade of lower than B-.**

### Core Values Motivating the M.A. in Youth Ministry

- Integration of what the student learns in the classroom with the experience and practice of ministry in concrete settings.
- Intentionality, not only to integrate theory and praxis, but to do so consciously, clearly, explicitly and intentionally, never allowing any person to forget the need for and the practice of integration.
- Theological reflection draws on the belief of faculty members in the M.A. in Youth Ministry that there are right and wrong ways to speak about God with young people, their families, and communities. The goal is to encourage each student to grasp the theological foundations and implications of every aspect of ministry.
- Multiple voices, including those of other students are valuable for students in the youth ministry program to hear. Perhaps somewhat paradoxically though, students quite appropriately put a high value on quality interaction with the professor. Achieving these twin goals, our program is structured in modules, half-semester (called blocks), and semesters, enabling Olivet to bring in a variety of complementary voices that the youth ministry community appreciates and the student deserves to hear.
- Mentoring goes "way beyond" mere programming. The mentoring model in the M.A. program in Youth Ministry can and should

become a lifelong style for productive ministry. The student should learn a mode of human interaction that sustains in later life and ministry, both as one who mentors and as one who is mentored. Lifelong learning is a goal in giving the individual the tools and a renewed desire to become “global Christians” who possess the tools and seek to understand the ever-changing climate of our global community.

### Program Format

More than most master's degree programs, the M.A. in Youth Ministry uses a wide assortment of course formats and teaching methods: intensive modules, half-semester courses, full-semester courses, lecturing, mentoring, internships, seminars, papers, and projects.

A modular course meets for one week, normally Monday through Friday, normally on Olivet's campus. A modular course requires appropriate non-campus study before that week and additional off-campus study after that week. To complete the work done before and after the module, the student must have computer access to the internet. While students in the M.A. program in Youth Ministry take a few modular courses during their first year, they take all their courses as modules during their second year. This allows the second-year students to engage in their mentored youth ministry experience on a full-time basis and gives them the option to do that mentored experience at locations quite distant from Olivet's campus in Bourbonnais, Illinois. The modular courses are offered in August, January, and May. The program culminates in an Integrated Seminar during the final August of the second year, where the students present their projects and bring all the facets of their Olivet education in Youth Ministry into a coherent whole.

### Time Limits

A student is allowed four years from beginning the first graduate course to complete the entire program in the M.A. in Youth Ministry. Coursework beyond four years is evaluated by the Program Coordinator for the M.A. in Youth Ministry, or the Director of Graduate Studies, or the Dean of the School of Theology & Christian Ministry. Students granted permission for more than four years may be expected to meet current program requirements, and that may mean retaking one or more courses.

## Nursing — SGCS

**Susan Draine, M.S.N., R.N., M.B.A., Director**

A master's degree forms the basis for advanced nursing practice, continued professional development, and further graduate study in a marketplace that shows increasingly high demand for these professionals, as directors and assistant directors of nursing, clinical specialists, nurse practitioners, consultants, supervisors, head nurses, in-service educators, and faculty members.

The purpose of Olivet's graduate program leading to an MSN degree is to provide a curriculum plan for guiding the learner with the intention of broadening the theoretical knowledge base of the learner in preparation for a leadership role and/or doctoral study. The nurse at the master's level develops, tests, and evaluates concepts relevant to nursing; critically examines concepts and theories in relation to health issues; initiates nursing research; and practices nursing in a leadership role. MSN graduates are expected to be (a) ethical, moral, and spiritual professionals who serve as leaders and change agents; (b) life-long learners committed to personal, professional, and spiritual growth; and (c) individuals capable of providing leadership through service to God and humanity in advanced practice roles and settings.

## Master of Science in Nursing

The MSN program provides education and experience in three specific areas: education, management/leadership and emergency preparedness/disaster readiness. All learners are provided the opportunity to learn the theoretical base of nursing science while participating in practicum experiences that will heighten their professional readiness for their career. In addition, various healthcare settings are utilized for practicums in the three areas. All students in this program are required to attend the on-ground components of NRSRG 601 and NRSRG 618. Attendance at a weekend plenary session on the ONU main campus is also mandatory.

### 32 hours

#### Required:

NRSRG 619 — Nursing Informatics Training

NRSRG 601 — Theoretical Foundations of Nursing

612 — Evidenced Based Research

613 — Moral/Ethical Decision Making

614 — Health Promotion & Disease Prevention

616 — Political & Social Implications of Health Care

617 — Leadership Role Development

618 — Ethical Leadership Seminar

651 — MSN Practicum

652 — MSN Plenary Session

Plus completion of one of the following specialty tracks:

#### Education specialty track:

NRSRG 621 — Teaching Roles and Strategies

622 — Curriculum Design, Assessment, & Evaluation

623 — Teaching Practicum Experience

#### Management/Leadership specialty track:

NRSRG 631 — Nurse as a Leader & Manager of Care

632 — Healthcare Policy & Practice

633 — Leader-Manager Practicum

#### Emergency Preparedness/Disaster Readiness specialty track:

NRSRG 641 — Emergency & Disaster Preparedness, Management & Nursing Education

642 — Natural, Accidental, Chemical, Biological, & Radiological Disasters

643 — Emergency Preparedness Disaster Readiness Practicum

**NRSRG 619 must be completed 3 weeks before NRSRG 601**

**A student with a failing grade in NRSRG 618 must retake the course and receive a passing grade before entering the specialty track courses.**

### Program Objectives

In the MSN program, learners and faculty establish the teaching-learning process. Learners are encouraged throughout the program to plan their own learning opportunities. Learners, with the assistance of faculty members, are expected to identify personal goals consistent with the program goals, plan experiences, and evaluate the achievement of goals. Program evaluation is a continuous process shared between and among students, faculty, and consumers. The program objectives and indicators (outcomes) are to

- Practice advanced nursing guided by a learner-selected theory of nursing.

- Practice a leadership role of teaching nursing or administering nursing services from the theoretical base consistent with chosen nursing perspective.
- Use the process of inquiry.
- Assess an eclectic variety of theories to be utilized in practice.

#### **Program Goals**

Graduates are prepared to continue in the profession of nursing as contributing members of the discipline, to promote, maintain, and restore the health of clients in a variety of settings.

The goals of the MSN nursing major are to prepare graduates to:

- Serve God and humanity in advanced practice roles and settings.
- Integrate faith and life-long learning as they evaluate concepts inherent in personal, professional, and spiritual growth, within the setting of a Christian liberal arts university.
- Demonstrate the development of leadership skills and an understanding of the dynamic health care environment to create constructive change.
- Systematize ethical, moral, spiritual, and professional concepts into advanced nursing roles.

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# Undergraduate Programs — SGCS

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## General Education Requirements, Undergraduate Programs — SGCS

To ensure that the student has a broad base of experience and knowledge in a variety of fields of human activity, and to carry out the aims of Christian education as outlined in its institutional objectives, Olivet Nazarene University requires courses in seven areas of study for students completing bachelor's degrees. The General Education requirements for undergraduate programs in the School of Graduate and Continuing Studies parallel the requirements for traditional undergraduate programs (detailed in Chapter 2), but are adjusted as follows:

1. **Christianity** (6 hours)  
BIBL 310 - Biblical Hermeneutics  
THEO 400 - Faith and Contemporary Issues
2. **Communication** (9 hours)  
English Composition I, II - 6 hours  
Speech - 3 hours
3. **Social Sciences** (6 hours)  
Western Civilization - 3 hours  
Social Science (Economics, Sociology, Psychology, Political Science) - 3 hours
4. **International Culture** (6 hours)
5. **Literature and the Arts** (6 hours)  
Literature - 3 hours  
Fine Arts - 3 hours
6. **Natural Science and Mathematics** (9 hours)  
Biological Lab Science - 3 hours  
Physical Lab Science - 3 hours  
Mathematics - 3 hours
7. **Personal Health** (3 hours)

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### Bachelor of Science in Nursing

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**Susan Draine, M.S.N., R.N., M.B.A., Director**

Olivet's School of Graduate and Continuing Studies offers the Bachelor of Science in Nursing (BSN) degree program for registered nurses who have earned either an associate's degree in nursing or a diploma in nursing and desire to advance their personal and professional goals. The bachelor's degree is required for graduate study and is helpful for career advancement. The BSN is a degree-completion track program that focuses on the health continuum across the lifespan of clients, including individuals, families, and communities.

Through a carefully designed sequence of learning experiences, classroom instruction, homework, and discussion boards, learners develop individual and team skills and focus on applying their knowledge and skills in their practice setting. The BSN curriculum is designed with value placed upon the previous learning and professional experiences of the RN student.

The curriculum of the program is designed to build upon previous learning and professional experiences of the student. The program

provides an integrated educational experience consisting of a foundation of liberal arts/general education content areas relevant to the learners' major field.

The University strives to provide a degree program that requires mastery of learning outcomes and is designed to produce spiritual, personal and professional growth. The curriculum is based on the Olivet Nazarene University Department of Nursing's mission philosophy and conceptual framework.

#### 38 hours

##### Required:

BIBL 310 — Biblical Hermeneutics  
NRSNG 102 — BSN Informatics Training  
301 — Introduction to Informatics and Baccalaureate Nursing  
326 — Community Health Nursing  
342 — Transcultural Nursing  
355 — Health Assessment/Pathophysiology  
395 — Nursing Research  
436 — The Global Community  
441 — Advanced Adult Health Nursing  
445 — Families in Crisis  
463 — Leadership/Management in Nursing  
470 — Issues in Health Care, Law, and Ethics  
THEO 400 — Faith and Contemporary Issues

##### Required Supporting Courses:

BIOL 246 — Human Anatomy and Physiology I  
247 — Human Anatomy and Physiology II  
356 — Microbiology  
CHM 105 — Basic Concepts of Chemistry  
MTH 116 — Statistics  
PSYC 200 — Lifespan Human Development  
SOCY 120 — Intro to Sociology

***NRSNG 102 must be successfully completed two weeks before beginning NRSNG 301. A course may be repeated once with permission from the Director of Nursing. In order to progress to the next Nursing level (from 300 to 400 level courses), learners must receive a grade of C (2.0) or higher in each course of the Nursing major and in MTH 116. A cumulative grade point average of 2.75 is required to progress in the Nursing courses and to graduate with the Bachelor of Science in Nursing degree.***

#### Transfer of Credit Policy

A maximum of 82 semester hours (or equivalent quarter hours) may be accepted from community/junior colleges as transfer credit to the BSN degree-completion program at Olivet. Only courses with a grade of C- or above are eligible for transfer consideration. Students who have not completed the six-hour Christianity core general education requirement prior to entering the BSN program must take Olivet's BIBL 310 - Biblical Hermeneutics and THEO 400 - Faith and Contemporary Issues as part of the packaged program.

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## Bachelor of Science: Practical Ministries

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### **Ryan Spittal, M.B.A., Coordinator**

In collaboration with the Education Department of The Salvation Army Central Territory, Olivet Nazarene University offers a Bachelor of Science degree in Practical Ministries (BSPM). The program is designed specifically for officers of The Salvation Army. The goal of the program is the preparation of learners at the bachelor's degree level for ministry that confronts society as a whole while focusing on religious, social, and cultural issues, especially as they relate to The Salvation Army.

Learners are involved in concentrated studies during week-long seminars, offered during May and August, with experts in the field of practical ministries. Instructors include faculty from Olivet as well as qualified personnel from The Salvation Army. Work relating to these seminars and various aspects of practical ministries as carried on by The Salvation Army are assigned as work study projects. The purposes of the BSPM program are to:

- Assist learners in the continuing development of the skills of understanding and communicating the Biblical message to everyday circumstances, especially the difficult spiritual, social, and economic circumstances of the needy.
- Help learners develop a personal growth plan — spiritually, socially, and professionally.
- Encourage learners to do competent research and writing in the areas of practical ministry, such as pastoral care and social service, including programs of enrichment for seniors, youth, and ministry management.
- Foster the continued development of those skills necessary for community leaders in the fields of pastoral leadership (both in church and institutional settings), social welfare ministries, community service ministries and development, and public relations responsibilities.

### **30 hours**

#### **Required:**

- PRM 306 — Principles of Management
- 310 — Discipling
  - 316 — Worship and Preaching
  - 360 — Youth and Family Ministry
  - 402 — Organizational Behavior
  - 403 — Spiritual Formation and Personal Development
  - 410 — Counseling
  - 417 — Community Relations
  - 421 — Faith in Action Through Social Work
  - 471 — Family Dynamics and Intervention

#### **Transfer of Credit Policy**

Up to 98 semester hours (or equivalent quarter hours) may be accepted from the College for Officer Training (CFOT) or other accredited colleges and universities. Only courses with a grade of C or above are eligible for transfer consideration.

#### **Time Limit**

Coursework for May seminars must be completed and submitted to instructors no later than the end of November (dates to be assigned). Coursework for August seminars must be completed and submitted to instructors no later than the end of February (dates to be assigned).

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## Bachelor of Business Administration

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### **Matt Dwyer, M.B.A., Director**

The Bachelor of Business Administration (BBA) is a degree-completion program designed for working adults who possess work experience in general business/industry-related fields and an Associate of Arts degree, an Associate of Science degree, or a minimum of 60 transferable semester hours.

The program is designed for adults who seek to build upon their educational foundations and work experience to enhance their personal and professional career objectives. This program provides learners with an integrated educational experience in the functional areas of business and prepares learners for graduate study in the Master of Business Administration program or the Master of Organizational Leadership program.

The core curriculum exposes students to the qualitative and quantitative aspects of business administration, including human resources, finance, economics, and marketing. Throughout the program, the learner's experience is drawn upon to focus on issues and to integrate academic coursework and ethical values with practical applications.

Learners develop skills through a carefully designed sequence of learning experiences, including workshops and homework assignments. The program requires the development of individual and group skills, and focuses on the application of knowledge and skills in the work environment. The program's objectives are to enhance the student's ability to:

- Apply critical thinking skills to identify and to develop solutions for problems.
- Apply theoretical concepts to real-life business situations for both quantitative and qualitative solutions.
- Apply effective decision-making skills based upon an understanding of the total enterprise, social responsibility, and business ethics.
- Clarify and develop an individual philosophy of ethics, both personal and professional, and apply it to managerial situations.
- Access and utilize current technology to increase managerial ability in order to achieve short-term and long-range business objectives.
- Expand individual qualitative, human-relations abilities, as well as individual quantitative abilities, in preparation for cross-functional roles within an organization.

### **57 hours:**

#### **Required:**

- BBA 302 — Statistics for Managers
- 305 — International Economic Systems
  - 311 — Interpersonal Leadership
  - 312 — Advanced Strategies for Success
  - 313 — Management Theory and Practice
  - 319 — Organizational Behavior
  - 325 — Business Law for Managers
  - 403 — Marketing Management
  - 405 — Corporate Finance
  - 406 — Financial Accounting for Managers
  - 407 — Managerial Accounting
  - 435 — Human Resources Management
  - 480 — Leadership and Ethics
  - 485 — Business Policy and Strategy

BIBL 310 — Biblical Hermeneutics  
 BUS 485 — Career and Portfolio Development  
 THEO 400 — Faith and Contemporary Issues

***BBA 311 and BBA 312 must be completed with a passing grade of “C” or better in order to continue in the program. Students who have not completed the six-hour Christianity core general education requirement prior to entering the BBA program must take Olivet’s BIBL 310 Biblical Hermeneutics and THEO 400 Faith and Contemporary Issues as part of the packaged program. A minimum grade point average of 2.5 in the major area of study and a minimum cumulative grade point average of 2.0. (4.0 scale) is required for graduation.***

#### Transfer of Credit Policy

A maximum of 82 semester hours (or equivalent quarter hours) may be accepted from community/junior colleges as transfer credit to the Bachelor of Business Administration degree program at Olivet. For work taken beyond the Associate of Arts or Associate of Science degree, only courses with a grade of C- or above are eligible for transfer consideration.

Students who enter bachelor’s degree-completion programs at Olivet with Associate of Arts or Associate of Science degrees from regionally accredited colleges and universities will have met all general education requirements for graduation from Olivet, except for the two upper-division religion courses and the 6 hours of International Culture. However, these students may be required to complete additional elective courses beyond the required core courses in their programs to satisfy the 128 credit-hour requirement for graduation from Olivet.

Students who enter bachelor’s degree-completion programs with associate degrees other than Associate of Arts or Associate of Science (for example, A.A.S., A.L.S. or A.G.S.) from regionally accredited colleges or universities will likely have to complete additional courses to satisfy Olivet’s general education requirements and take additional elective courses beyond the required core courses in their programs to satisfy the 128 credit-hour graduation requirement. As part of the 128 hours, a minimum of 40 credit-hours in upper-division courses (courses numbered 300 or above) are required; this program generally fulfills the requirement.

Transcripts of students without Associate of Arts or Associate of Science degrees will be evaluated on a course-by-course basis to determine transferable credits, and students will be notified of courses that must be completed before graduation. Student services counselors will assist and advise students in preparing plans of study to meet program, general education, and graduation requirements.

College credit may be earned through (a) additional classes; (b) credit for academically relevant experiences; (c) proficiency, CLEP, and/or Regents College Examinations, and under specific circumstances, for appropriate prior learning experiences.

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## Associate of Arts in Business

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***Matt Dwyer, M.B.A., Director***

To meet the needs of working adults, Olivet Nazarene University offers an Associate of Arts degree in Business (AAB). This program provides business foundations for learners who are in the early stages of the college experience. This program prepares learners for the Bachelor of Business Administration (BBA) program within Olivet’s School of Graduate and Continuing Studies.

**64 hours**

**Required:**

ACC 102 — Introduction to Accounting Principles  
 BIBL 105 — Introduction to Christianity  
 205 — Introduction to the Bible  
 BUS 110 — Leadership in Business  
 120 — Legal and Social Environment of Business  
 128 — Introduction to Finance  
 150 — Basic Spreadsheet and Database Applications  
 COM 105 — Oral Communication  
 ECN 101 — Introduction to Business Economics  
 ENG 150 — Special Topics in Expository Prose and Research  
 201 — World Literature  
 210 — Introduction to Business and Technical Writing  
 FIN 105 — Fine Arts  
 GEO 121 — Physical Geography  
 GNS 111 — Intrapersonal Leadership  
 GNS 112 — Strategies for Success  
 HIS 210 — Western Civilization  
 MTH 116 — Introduction to Statistics  
 117 — Finite Math  
 PED 170 — Adult Wellness  
 PSY 204 — Industrial/Organizational Psychology

***GNS 111 and GNS 112 must be completed with a passing grade of C or better in order to continue in the program. A minimum grade of C (2.0) must be achieved in Special Topics in Expository Prose and Research, Introduction to Business and Technical Writing, Intro to Statistics, and Finite Math. Failure to achieve a C in these courses will require repeating the course until a C is achieved. A course may be repeated as many times as necessary in order to achieve a C. A minimum cumulative grade point average of 2.0 or higher on a 4.0 scale is required to complete this program.***

#### Program Objectives

The Olivet Nazarene University AAB graduate is prepared to

1. Build a broader perspective of the world through exposure to various liberal arts studies such as literature, biology, economics, communications, history, and psychology.
2. View general studies as essential in the development of a well-rounded mind and person.
3. Develop basic skills in math and English as preparation for advanced learning in business.
4. Review the liberal arts while focusing attention toward the relevancy of business topics in today’s commercial world.
5. Apply critical thinking skills to identify problems and to develop problem-solving abilities.
6. Apply theoretical concepts to real-life business situations for both quantitative and qualitative solutions.
7. Develop effective decision-making skills based upon an understanding of the total enterprise, social responsibility, and business ethics.
8. Clarify and develop an individual philosophy of ethics, both personal and professional, and apply it to managerial situations.
9. Access and utilize current technology.
10. Pursue a bachelor’s degree within Olivet’s School of Graduate and Continuing Studies.

## Chapter 10

# Course Descriptions — School of Graduate and Continuing Studies

## Course Numbering System

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

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

## Accounting

### ACC 102 — Introduction to Accounting Principles. 3 hours.

The goal of this course is to provide learners with a background and knowledge base to enable them to interpret and use financial statements. This course examines the theory underlying the preparation of financial statements otherwise known as Generally Accepted Accounting Principles (GAAP), as well as the sources of GAAP. In addition, the course takes a close look at the balance sheet, income statement, statement of stockholder's equity, and the statement of cash flows and examines the typical types of items contained on each statement. The course also introduces learners to tools that can be used to analyze financial statements to evaluate strengths and weaknesses of a company.

## Biblical Literature

### BIBL 105 — Introduction to Christianity. 3 hours.

This course is designed to explore the beliefs and practices of the Christian faith from the point of view of an observer who may have had only cursory previous contact with the faith. It will also provide insight into the learner who is a Christian believer, but who has never had the opportunity to view the faith as a whole. The meaning of faith, the personal and corporate disciplines that foster spiritual life, the believer's implicit and explicit relationship to other Christians and the Christian church, and the formative place of Scripture in Spiritual life will be addressed.

### BIBL 205 — Introduction to the Bible. 3 hours.

This course provides for students unfamiliar with the Bible an introduction to its structure and message. Major themes, including the covenant community, the human dilemma, the activity of God in human

society, and the culmination of human history are explored in a consecutive survey of the books of the Bible. Emphasis will be placed on the meaning and historical context of major events and the importance and significance of key persons in the Bible.

### BIBL 310 — Biblical Hermeneutics. 3 hours.

This course presents (a) the different types of literature found in the Bible, (b) the major schools of thought about Biblical inspiration and authority, and (c) a set of principles that can be used by students to permit a systematic interpretation of Biblical literature. Learners taking this course learn how to apply basic principles of interpretation to their own study of Biblical literature. In addition, the course presents a condensed chronology of the Bible and the relationship of the Old Testament to the New Testament.

### BLIT 601 — The Ancient World. 3 hours.

This course focuses on the historical, philosophical, political, cultural, and social contexts in which and to which the Biblical texts were written. Particular attention is given to the comparative study of selected topics (from either the Ancient Near East or the Greco-Roman world) with reference to either the Old Testament or the New Testament. Included are the critical reading and evaluation of primary sources from the respective era, which are appropriated in the exegetical study of selected Biblical passages. This course may be repeated with a different subtitle.

### BLIT 605 — Current Methodologies in Biblical Studies. 3 hours.

This course presents an in-depth exploration of critical methodologies that are currently being used in Biblical studies. A given course may give attention to one or more methodological approaches to the interpretation of Scripture. Areas of concern may range from grammatical-historical methodological approaches to the more recent focus on literary criticism. The course examines philosophical and theological understandings that underlie the various methodologies and demonstrate, by the examination of specific Biblical texts, how diverse approaches influence our understanding of and appreciation for Scripture. This course may be repeated with a different subtitle.

### BLIT 612 — Deuteronomistic History. 3 hours.

Examines the basic structure, content, themes, and theology of the historical books of the Old Testament, including the books of Deuteronomy, Joshua, Judges, Samuel, Kings and Chronicles, are examined. Attention will be given to the critical study of the compositional history of the Deuteronomistic History. Selections of the principal scholarly works in the discussion on the development and purpose of the Deuteronomistic History, beginning with Martin Noth and continuing up to the recent period, will be examined. This course requires significant research and writing and may be repeated with a different subtitle.

### BLIT 615 — Theological Interpretation of Scripture. 3 hours.

This course presents an examination of the issues and methods in the understanding and interpretation of theology within a selected Biblical corpus. Specific attention is given to the critical evaluation of the following: various understandings of theology, the place and role of theology within a Biblical text, different approaches to the interpretation of theology as found in selected books of the Bible, and the scope of

theological reflection within Biblical studies. Included in the course is the development of methodology that accounts both for the integrity of the Biblical text and for ongoing theological dialogue. This course may be repeated with a different subtitle.

**BLIT 621 — New Testament Exegesis. 3 hours.**

In this course, principles of sound Biblical interpretation are taught and applied to the exegesis of selected portions of the New Testament as preparation for preaching, teaching, or other avenues of Christian ministry. This course may be repeated with a different subtitle.

**BLIT 622 — Apocalyptic Literature and the Book of Revelation. 3 hours.**

An exegetical study of the Book of Revelation. Special attention will be given to Revelation as seen within the literary and historical context of Jewish apocalyptic. Apocalyptic literature in both non-canonical and canonical Jewish writings will be surveyed, and major theological themes of apocalyptic literature and the book of Revelation will be addressed. This course requires significant research and writing and may be repeated with a different subtitle.

**BLIT 625 — Old Testament Studies. 3 hours.**

This course presents a study of significant areas of contemporary and enduring interest concerning the Old Testament. The course integrates historical understanding, exegetical skills, and theological insight appropriate to the topic studied and may deal with such areas as a specific book, theme, or historic period. This course may be repeated with a different subtitle.

**BLIT 626 — New Testament Studies. 3 hours.**

A study of significant areas of contemporary and enduring interest concerning the New Testament. The course integrates historical understanding, exegetical skills, and theological insight appropriate to the topic studied and may deal with such areas as a specific book, theme, or historic period. May be repeated with a different subtitle.

**BLIT 630 — Advanced Topics in Biblical Studies. 3 hours.**

This course allows for advanced work either in a selected topic within Biblical studies or in a selected corpus of Biblical literature. This course may be repeated with a different subtitle.

**BLIT 632 — Cultural/Historical Influences and Biblical Interpretation. 3 hours.**

A critical exploration of the ongoing relationship between changing cultural/historical trends, interests, and understandings and the study of the Bible. Specific interpretative methodologies and assumptions involving the world behind, within, and in front of the text will be explored. Special attention will be given to current interpretative interests and methods and their implications for the church and society. Interpretative methods and transitions in interpretation will be demonstrated in relation to the study of specific biblical texts.

**BLIT 645 — Old Testament Theology. 3 hours.**

An examination of the Old Testament as Scripture of the Christian Church in order to hear and understand the biblical testimony to God and his revelatory and reconciling work in the world. The history of the discipline is discussed, including various methods of doing biblical theology, such as: themes and ideas, history of salvation, literary approaches, cultural and sociological methods, and the Bible as canon. The course also contains an in-depth study of the major theological themes of the Old Testament, including covenant, grace, faithful response to God, sin and accountability, holiness, and hope for the future, as well as a reflective analysis of the theological role of the Scripture for today amid various and shifting cultural concerns. This course requires significant research and writing and may be repeated with a different subtitle.

**BLIT 646 — New Testament Theology. 3 hours.**

An investigation of major themes of New Testament theology, the distinctive contributions of the biblical authors, and the issue of unity and diversity within the canon of the New Testament. This course requires significant research and writing and may be repeated with a different subtitle.

**BLIT 667 — Pauline Epistles I. 3 hours.**

An exegetical study of Romans, 1 and 2 Thessalonians, Colossians, Philemon, and the Pastoral Epistles with the background provided in Acts. This course requires significant research and writing and may be repeated with a different subtitle.

**BLIT 668 — Pauline Epistles II. 3 hours.**

An exegetical study of Galatians, 1 and 2 Corinthians, Ephesians and Philippians. The course will consider the background provided in Acts. This course requires significant research and writing and may be repeated with a different subtitle.

**BLIT 671 — Pentateuch. 3 hours.**

A study of the historical background and the development of the Hebrew people as found in Genesis, Exodus, Leviticus, Numbers, and Deuteronomy. This course requires significant research and writing and may be repeated with a different subtitle.

**BLIT 674 — Johannine Literature. 3 hours.**

An exegetical study of the gospel and epistles of John and the Book of Revelation. The study is based on the English translation. This course requires significant research and writing and may be repeated with a different subtitle.

**BLIT 675 — Luke and Acts. 3 hours.**

An exegetical study of the gospel of Luke and the Book of Acts. Special attention will be given to the history and current state of Lukan studies, critical issues surrounding both Luke and Acts, and major theological themes. Issues relating to the continuity of Luke and Acts will be explored. This course requires significant research and writing and may be repeated with a different subtitle.

**BLIT 684 — Readings in Biblical Studies. 1 hour.**

This course allows for independent reading and study in a topic within Biblical studies. It must be taken concurrently with and supplementary to a graduate course in Biblical studies. Permission for enrollment must be granted by the course professor and the program coordinator. This course may be repeated with a different subtitle.

**BLIT 699 — Thesis. 3 hours.**

Requires the completion of a 50–75-page thesis, the subject of which must be approved by the student's adviser and the Director of Graduate Studies for the School of Theology and Christian Ministry. This option demonstrates (1) the learner's ability to design, execute, and report on independent research, and (2) the learner's creative thinking, critical reflection, and writing ability. It culminates with the learner's defense of the thesis. The School of Theology provides a detailed guide to the rules and regulations for the thesis, which is available from the Program Specialist.

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## Biology

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**BIO 203 — Environmental Conservation. 4 hours.**

This course uses an ecological approach to the study of conservation of natural resources as related to current environmental problems.



## Business

### **BBA 302 — Statistics for Managers. 4 hours.**

This course provides a practical introduction to the tools needed to perform basic analysis of critical organizational data related to issues of quality control and decision-making. Topics covered include graphic and tabular summarization, measures of central tendency and dispersion, sampling distributions and estimation, hypothesis testing, analysis and variance, nonparametric methods, and regression analysis.

### **BBA 305 — International Economic Systems. 4 hours**

This course provides an examination of the alternative forms of economic organization that exist around the world. Areas of emphasis include the existing variations in the demographic capitalist framework; the ongoing process of transition in formerly socialist nations; the emergence of new sources of competition within the global economy; and the interaction between economics, politics, and culture in various societies.

### **BBA 311 — Interpersonal Leadership. 3 hours**

An overview of important concepts of self-management and awareness of effective skills for implementation in college level study. Throughout the course, advanced critical thinking, problem-solving and communication skills are emphasized in the exploration and evaluation of significant ideas. The course is designed to assist individuals at the Bachelor's completion level of study as they set the stage for success by focusing on ways to develop a healthy self-concept and by recognizing the relationships between the results of personal effort and constructive strategies for working, studying and relaxing.

### **BBA 312 — Advanced Strategies for Success. 3 hours.**

The objective of this course is to develop effective skills for implementation in the junior and senior college level study in the accelerated Bachelors Degree Completion program. Course assignments are designed to assist learners as they set the stage for success by focusing on development of constructive strategies for working and studying. Topics addressed will include: advanced writing development in various formats, conducting library research and using proper APA format; computer and BlackBoard review; advanced presentation skills, including Power Point training if needed; and ONU policies and procedures. A degree completion plan will be developed for each learner.

### **BBA 313 — Management Theory and Practice. 3 hours.**

This course provides the student with an overview of management and leadership processes within an organization. The principles of planning, organizing, staffing, directing, controlling, and team development and team-building are applied to a comprehensive group project. Students develop an understanding of the role of the manager in contemporary organizations.

### **BBA 319 — Organizational Behavior. 3 hours.**

In this course, learners analyze the behavior of people in organizations. Organizational motivation, group behavior, group dynamics, communication, and decision-making are explored in the context of individual and group behavior. Group projects and presentations are assigned.

### **BBA 325 — Business Law for Managers. 4 hours.**

This course provides a study of legal topics needed by all managers and entrepreneurs, including business tort and crimes, contracts, sales, agency, employment law, credit, and bankruptcy. Additionally, this course reviews the three basic structures of a business: sole proprietorship, partnership, and corporation.

### **BBA 403 — Marketing Management. 4 hours.**

In this course, learners study marketing theory that presents a strategic overview of marketing concepts. Learners learn how to plan and implement marketing strategies and policies. Topics include consumer behavior, feasibility studies, market segmentation, marketing strategies, marketing mix forecasting, and budgeting within the domestic and global economy. Assignments include individual and group projects and presentations.

### **BBA 405 — Corporate Finance. 4 hours.**

The course begins with principles of finance and moves toward topics such as leasing, mergers, and multinational finance. The theory of finance is applied to investment instruments, including stocks, bonds, options, and futures markets. Capital budgeting, cost of capital, valuation, and risk are also studied at advanced levels of analysis.

### **BBA 406 — Financial Accounting for Managers. 4 hours.**

A theoretical and practical analysis of principles, techniques, and uses of accounting in the planning and control of business organizations is explored. Topics include a review of the accounting cycle and financial statements, effects of General Accepted Accounting Principles, time value of money concepts, accounting for cash, receivables, inventory, property and equipment, and intangible assets. Emphasis is placed on the use of the computer as a tool to provide critical information for decision-making.

### **BBA 407 — Managerial Accounting. 4 hours.**

This course provides learners an opportunity to study the utilization of basic cost accounting principles, practices, and procedures for industries using either a process job order or a standard cost system. The effective use of cost accounting as a management tool is emphasized.

### **BBA 435 — Human Resource Management. 3 hours.**

This course covers the development of current policies, practices, and techniques necessary to ensure effective personnel management in complex organizations. There is an emphasis on the role of operating supervisors, executives, and the union in researching such challenges as employee selection, training, placement, wage and salary administration, promotion, fringe benefits, employee services, and management-labor relations.

### **BBA 480 — Leadership and Ethics. 3 hours.**

The focus of this course is on clarifying the distinction between management and leadership by examination of different models of leadership and the integration of Christian ethical principles into various functional topics.

### **BBA 485 — Business Policy and Strategy. 3 hours.**

This is a capstone course designed to assess the ability of learners to integrate and apply the business principles and other skills learned throughout the BBA program. Learners demonstrate these abilities through participation in an online global business simulation that requires them to analyze strategies deployed by a specific organization. In addition, learners will study a selected business organization and write a business strategy report based on that study.(6 weeks)

### **BSNS 612 — Graduate Strategies for Success. 3 hours.**

The objective of this course is to develop effective skills for implementation at the graduate level. Course assignments are designed to assist learners as they set the stage for success by focusing on development of constructive strategies for working and studying. Topics addressed include: graduate level writing development in various writing formats; conducting advanced library research and a review of proper APA format; computer and BlackBoard training including various software packages that may enhance the overall learning process; Myers-Briggs Type Indicator Assessment (MBA program only); advanced

presentation skills with Power Point training, if needed; information on degree completion, ONU policies, and procedures.

**BSNS 618 — Advanced Managerial Accounting. 3 hours.**

This course examines the principles, techniques, and uses of accounting in the planning and control of business organizations (service and manufacturing) from the management perspective. Budgetary processes and related performance evaluation techniques, cost volume-to-profit relationships, and product costing methods are examined.

**BSNS 619 — Advanced Marketing Management. 3 hours.**

This course is a study of marketing from a strategic management perspective, presenting a managerial approach to the role of marketing within business firms and nonprofit organizations. Emphasis is placed on strategic evaluation of internal (marketing mix) and external (competitive, economic, and social) forces. Learners have the opportunity to apply analytical concepts to such areas as customer analysis and buyer behavior, product or service policy and strategy, pricing, distribution, and promotion. Learners complete an individual research project on a market research or an advertising campaign of an actual organization, a group research project analyzing competing firms within an industry, and a computer simulation activity regarding the product life cycle.

**BSNS 620 — Organizational Communication. 3 hours.**

The theories of communication are explored in relation to the organizational environment. Topics include the process of communication, as well as aspects of small-group, interpersonal, public, and mass communication. Communication is examined with specific attention to its function within the business or organizational setting. Issues such as communication climate and job satisfaction, communication networks, emerging communication technologies, and image-making and industrial positioning are investigated. Student groups conduct communication analyses/audits of an organization to assess effectiveness and propose solutions to real-life communication problems. Oral and written presentations are made, highlighting theories and findings from communication research conducted in the workplace. This course assumes basic writing and presentational competencies. However, appropriate attention is given to the improvement and development of various communication skills.

**BSNS 621 — Personal and Professional Development. 3 hours.**

This course lays the groundwork for meeting all requirements of this program. The course provides opportunity for individuals to make the necessary personal preparations and interpersonal connections required to successfully meet the rigors of an intensive academic environment. In general, the purposes of the course are to (a) introduce the student to his or her own leadership style; (b) introduce the idea of time management as a tool for individual success; (c) establish study groups, understand the dynamics of small groups, and begin group bonding; (d) introduce ethics as an area of study; and (e) introduce the topic of business research.

**BSNS 624 — Management and Leadership. 3 hours.**

This course focuses on organizational theory and design, with emphasis on environmental, technological, power, contextual and internal variables affecting organizational design and performance. The course provides examination and practical application of the managerial functions of planning, organizing, motivating, and controlling, as well as an in-depth analysis of leadership. The outcome of professional and personal success in working with and leading others is achieved through text assignments, article readings and critiques, and individual and group projects and presentations.

**BSNS 625 — Managerial Statistics. 3 hours.**

This course provides a practical introduction to the tools needed to perform basic analyses of critical organizational data related to issues of

quality control, production decisions, marketing effectiveness, and other business functions. Statistics are applied to organizations in terms of describing large masses of data and making inferences about data based on sampling. The topics covered in the course include descriptive statistics, probability and random variable distributions, statistical inference with interval estimates and simple hypothesis tests, correlation analysis, simple and multiple linear regression analysis, one-way ANOVA, chi-squared analysis, and statistical quality control. The majority of the analyses are performed with a statistical software package.

**BSNS 626 — Managerial Decision-Making. 3 hours.**

Reflecting how managerial decision-making problems can be formulated and solved using appropriate tools, topics in the course include modeling, decision analysis, mathematical programming, simulation, and an introduction to available computer-aided techniques. Emphasis is on showing how a manager can develop and use an analytic framework to support decisions.

**BSNS 628 — Managerial Finance. 3 hours.**

Analyses are conducted of financial problems of business enterprises, and examination is given to the formulation of financial policies. This course explores financing of current operations and long-term capital needs, income management, and expansion policies, including the financial theory of the firm, economic and institutional environments, working capital management, sources and uses of funds, capital structure, and budgeting. Case studies and spreadsheet analysis are employed throughout. *Prerequisite:* Successful completion of BSNS 629 Managerial Economics and BSNS 618 Managerial Accounting, or permission of the MBA coordinator.

**BSNS 629 — Managerial Economics. 3 hours.**

This course applies the major tools of microeconomics to problems of business and economic organization. Objectives of this course are (a) to provide an understanding of the characteristics, limitations, and uses of economic information that can be gathered for the organization and (b) to develop a conceptual framework for decision-making. Emphasis is placed on economics as an organizational tool that facilitates an understanding of the adjustment of a firm in a market system that is subject to legal and policy constraints, including broad questions of efficiency and equity, as well as the narrower focus of increasing the value of the firm.

**BSNS 633 — International Business. 3 hours.**

International Business illustrates how differing social, economic, and political institutions within countries affect international investment and trade. Emphasis of the course is place on the function and form of the global monetary system, as well as the strategies and structures of international business. The course examines the differences between business in the international and the domestic contexts.

**BSNS 634 — Strategic Business Policy I. 4 hours.**

The first of two capstone courses for the MBA program, this course examines the strategic planning process, strategic thinking techniques, and vital elements of strategic management. Emphasis is on determining bold goals, evaluating current strategies, designing new strategies, developing critical success factors, and selecting effective deployment methods, as applied in a highly interactive gaming approach. Learners select an existing organization or identify a potential business organization and begin drafting the first elements of the individual strategic plan for the organization that will be finalized and submitted at the conclusion of BSNS 635.

**BSNS 635 — Strategic Business Policy II. 2 hours.**

In this, the second of two capstone courses, learners continue and conclude development of a strategic plan for an existing organization or for a potential business organization, drawing upon the knowledge gained from the MBA curriculum and their experiences in the interactive

approach utilized in BSNS 634. Each learner performs business research and applies sound investigative practices to evaluate an organization's strategic plan and propose modifications to improve the plan and its implementation process or continue development of a strategic plan for a potential business organization. In the individual strategic plan, the learner demonstrates his or her knowledge and skills in quantitative analysis, qualitative evaluation, and writing as part of the assessment of learning outcomes for the MBA program. The length of the individual strategic plan will be from a minimum of 30 to a maximum of 40 textual pages.

**BUS 110 — Leadership in Business. 3 hours.**

The role of leadership in enabling a business to be successful in today's competitive global economy is the focus of this course. Topics include elements of the current business environment and leadership concepts that are prevalent in today's business practices. The goal of this course is for learners to explore various leadership concepts and apply these concepts to contemporary business challenges.

**BUS 120 — Legal and Social Environment of Business. 3 hours.**

This course involves the study of the political, business, and social forces that affect activities of modern business. The course considers judicial processes, federal controls, and regulations.

**BUS 128 — Introduction to Finance. 3 hours.**

This course is intended to provide learners with an introduction to basic principles of finance. Topics covered in the course include integration of financial statement information for financial decision-making, concepts of present values, capital budgeting, and capital structure.

**BUS 150 — Basic Spreadsheet and Database Applications. 3 hours.**

This course serves to establish a foundation of knowledge regarding use of spreadsheets and database applications using the latest software found in most business environments.

**BUS 305 — Fundamentals of Selling. 4 hours.**

This course provides a comprehensive approach to the fundamentals of selling, focusing on effective strategies throughout the sales cycle, including identifying customer needs; developing relationships, product presentations, and qualifying sales; and closing and servicing a sale. Students apply these concepts through preparation of sales proposals and presentations that sell.

**BUS 310 — Managing Sales Relationships for Productivity. 4 hours.**

This course is an introduction to aspects of professional sales relationships that affect sales productivity. Learners are introduced to various patterns for analyzing the dynamics of sales relationships.

**BUS 315 — Psychology of Sales. 4 hours.**

This course focuses on the key component of the sales effort: "the close." Emphasis is given to consumer objectives, demonstration strategies, and closing techniques.

**BUS 325 — Negotiating Skills in Business. 4 hours.**

This course focuses on the process and practice of effective negotiation in sales and marketing environments. The impact of negotiating on management and other business practices is also addressed.

**BUS 335 — Sales Management. 4 hours.**

This course is designed to prepare prospective sales managers for the challenges they face in corporate sales settings. It deals with the critical impact management has on sales, as well as the effective team-building strategies and leadership skills needed for success in these key positions.

**BUS 340 — Business Ethics. 4 hours.**

This course in applied ethics critically examines the world of business and human values. A brief survey of the foundation of ethics provides

the background for the study of human conduct in a business context. This course discusses theoretical models, with application to specific cases drawn from the practice of business.

**BUS 485 — Career and Portfolio Development. 2 hours.**

Instruction for learners in career development skills, including resume and cover letter writing as well as job interview skills. Students will be required to participate in a mock interview during the last week of class. During the class, students will also be required to create a portfolio detailing their personal and professional experience. At the student's request, the portfolio may be submitted for review by ONU evaluators, and additional elective credit awarded.

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## Chemistry

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**CHM 646 — Topics in Chemistry. 4 hours.**

Selected topics in chemistry to provide opportunities for study in more specialized areas. Offered to area chemistry teachers, in cooperation with other ACCA colleges/universities. Previous topics have included nuclear chemistry, medicinal chemistry, green chemistry, nanochemistry, forensic chemistry and polymer chemistry. This course may be repeated for additional credit, provided the topics are different.

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## Christian Ministry

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**CMIN 620 — Biblical Tools for Hermeneutics. 3 hours.**

A concise introduction to the biblical languages (Greek and Hebrew) sufficient to look up words in those languages, to grasp some of their main grammatical features, and to use basic hermeneutical tools in Old Testament and New Testament studies. The course focuses on knowledge and skills immediately applicable to ministry. Students with introductory courses in Greek and/or Hebrew should move directly to advanced courses in exegesis or biblical interpretation.

**CMIN 630 — Organizational Communication. 3 hours.**

The purpose of this course is to examine and develop some proficiency in the skills that are necessary to effectively communicate within organizations as well as between organizations and their constituencies. This course provides an overview of general communication theory and analyzes organizational change, decision-making, developing trust, conflict resolution, and human resource development through communication.

**CMIN 631 — Life Management and Personal Renewal. 3 hours.**

Exploration of the significance of spiritual development and personal renewal in the life of a leader, with attention to practice and implementation as well as strategies for modeling and teaching healthy patterns as leaders.

**CMIN 635 — Leadership in Christian Ministry: Committed to Serve, Prepared to Lead. 3 hours.**

By examining and identifying the core principles and best practices of leadership, bringing those principles and practices under the authority of Scripture, and applying those principles and practices to the student's specific context, the student's capacity for effective Christ-like leadership will be enhanced. The course objective is to bring those principles and practices under the teachings of Jesus and Scripture to form the "ChristStyle Leader." The class will take into account the issues of modern and post-modern, traditional and emerging contexts.

**CMIN 643 — Issues in Ministry. 3 hours.**

Specific issues in ministry or ministry competencies are explored.

**CMIN 650 — Homiletics. 3 hours.**

The course focuses on the theology of preaching along with the construction and delivery of sermons. It will also consider the link between preaching and evangelism as well as the connection between preaching and pastoral ministry within a congregation. Some attention may be paid to the relation of preaching to sacrament, music, and worship.

**CMIN 651 — The Minister as Leader and Administrator. 3 hours.**

A comprehensive study of the organization and activities of the local church and the pastor's leadership in these concerns. Class work will include such topics as understanding small group dynamics, problem-solving, planning (including long-range planning), discipling other leaders (lay and staff), budgeting, accounting, raising funds, property management, leadership styles and skills, followership, conflict resolution techniques, fostering and maintaining relations with the denomination and especially the district, and personal ethics and financial budgeting.

**CMIN 652 — Principles of Management. 3 hours.**

Management issues are explored from the perspectives of human resource administration and business management. Human resource administration topics include authority and ethics, conflict management, and team-building theory (utilizing Myers-Briggs Type Indicator and congregational life theory). Business management topics include finances, personnel, and time management.

**CMIN 653 — Discipling. 3 hours.**

The goal of this course is to develop students who effectively live a discipling lifestyle and are empowered to plan and implement discipling-making strategies. The model is Jesus, whose purpose was to make disciples and whose disciples continued to focus on this purpose. At the heart of a disciple's life and work is Christian community, where focus is maintained and purpose is fulfilled through strategic planning, which results in practical steps of action in developing an ever-expanding network of discipling relationships.

**CMIN 654 — Introduction to Counseling. 3 hours.**

Principles and practices of Christian and pastoral counseling are reviewed with emphases on counseling for common personal and emotional issues including depression, addiction, stress and anxiety, grief, managing anger and forgiveness. Special attention is given to ethical issues, counseling parameters, intercultural competence and counseling issues with co-occurring disorders. Students learn self-awareness and self-care techniques along with short term intervention strategies.

**CMIN 655 — Family Dynamics and Intervention. 3 hours.**

An introduction to the systems approach in understanding family dynamics. Related to the family, the topics include structural and cultural variations. Biblical and theological foundations, ministry program development, life-cycle assessment, and the application of theoretical concepts for practical ministry.

**CMIN 656 — Community Relations. 3 hours.**

Examination of the four key elements for developing a successful program that generates needed resources. These elements include public relations/marketing, grant- and proposal-writing for funding, and fund-raising and community relationships, including advisory organizations.

**CMIN 657 — Faith in Action through Social Work. 3 hours.**

Christian faith is integrated with social work theory and practice in this course. Topics covered are (1) the Biblical basis for social work, (2) the history of social work, (3) social work and Christian values and ethics, (4) social work practice, (5) case management, and (6) crisis intervention. A 45-hour social work practicum is connected to this course.

**CMIN 658 — Organizational Behavior. 3 hours.**

A look at organizations at the level of the individual, the group and external environment. Emphasis is placed on current organizational and leadership theories. Students also learn to analyze organizations as an open system. Topics of discussion include group dynamics, communication and interpersonal relations, strategic planning, goal-setting, change management, and volunteer administration. An examination of both secular and Biblical styles of leadership.

**CMIN 674 — Pastoral Care and Counseling. 3 hours.**

A study of the pastoral ministry to individuals and small groups, with attention to human development, spiritual formation, personality disorders, crisis intervention, counseling principles and techniques, premarital and marital counseling tools, and pastoral visitation agendas and techniques.

**CMIN 690 — Master of Ministry Project. 3 hours.**

This culminating project is designed by the student in consultation with the project supervisor to integrate the learning experience of the program of study into a significant ministry application. Students registering for this course should obtain a "Guide for Master of Ministry Projects" from the Graduate Program Specialist, located in the office of the School of Theology and Christian Ministry.

**CMIN 691 — Integrative Seminar. 3 hours.**

This concluding seminar for the Master of Arts in Christian Ministry includes reading, discussion, writing and reflection on ministry in contemporary society, as well as a student presentation project that integrates theory and application, theology and ministry.

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## Communications

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**COM 105 — Oral Communication. 3 hours.**

This course is designed to familiarize participants with the principles of speaking in public and in small groups. The course offers practical application of speaking and listening fundamentals in both formal and informal speaking situations. Special emphasis is provided on discussion techniques and solving problems in small groups.

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## Computer Information

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**CIS 105 — Introduction to Online Computing. 3 hours.**

The fundamentals of using the computer as a valuable learning, research, and presentation tool are introduced. Includes basic instruction in the online education platform known as BlackBoard and in electronically accessing the databases at Olivet's Benner Library; using the Windows operating system; locating information on the World Wide Web; and creating PowerPoint presentations. The course features a hands-on approach to using the personal computer as a learning tool.

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## Driver Education

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**DRED 500 — Introduction to Driver Education. 3 hours.**

Prepare students to become Driver Education teachers. Illinois rules and regulations, correcting driving errors, emergency driving procedures, and addressing the special needs of students will be emphasized. Prerequisites: Motor Vehicle Record (MVR) approved driver.

**DRED 501 — Introduction to Safety Education. 3 hours.**

A comprehensive and integrated presentation of the principles of general safety, safety education, and personal safety. Also provides the foundation for the prospective teacher to develop the ability to organize and deliver classroom instruction pertaining to driving and traffic safety. Instruction will focus on making safe driving decisions, driving in different environments and situations, controlling your vehicle, and being a responsible driver. Prerequisites: Motor Vehicle Record (MVR) approved driver.

**DRED 502 — Advanced Driver Education. 2 hours.**

The “behind the wheel” portion of the driver education program. This course requires fifteen in-car field experience hours (ten hours of observation and five hours “behind the wheel” teaching). Prerequisites: Motor Vehicle Record (MVR) approved driver

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**Economics**

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**ECN 101 — Introduction to Business Economics. 3 hours.**

This course is an introduction to those elements of economic analysis that are the most relevant to business decision-making. Major topics include supply and demand, opportunity cost, comparative advantage, and the differing forms of market structure. This contemporary view of economics also includes topics such as fiscal policy, monetary policy, global economics, and key economic indicators.

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**Education**

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**EDUC 538 — Differentiating Instruction for Student Success. 3 hours.**

Maximize learning for every student in your class—no matter how far behind or ahead he or she may be. Examine student differences, learn how and when to differentiate your instruction, and how to use assessment to constantly inform your instructional planning. Throughout the course, you will work with your own curriculum and standards, using differentiation strategies to design lessons that you can apply immediately with your students.

**EDUC 539 — Teacher Leadership for Learning and Teaching. 3 hours.**

Successful teaching begins with a deeper understanding of learning. This course will help you become a more informed and effective leader of student learning as you examine current research, including brain-based learning theory, and learn to tailor your instructional approaches. Discover new and innovative ways to motivate, challenge, and engage each learner as you explore instructional models and strategies designed to increase learning and achievement. As a result, you can gain the flexibility, knowledge and skills to meet the unique needs of your students.

**EDUC 540 — Meeting the Needs of Culturally and Linguistically Diverse Learners. 3 hours.**

Providing a culturally responsible learning environment is critical in today's diverse classroom—and this course provides the perfect framework for meeting this need. You will examine the characteristics of multicultural education, address potential cultural and linguistic barriers to learning (including ESL), and devise strategies for ensuring an equitable learning experience for all students. By incorporating these strategies, you will be able to create a classroom setting that serves as an insightful model for your peers.

**EDUC 541 — Introduction to Teacher Leadership. 3 hours.**

Discover how you can take a leadership role in affecting positive change for your students, your colleagues, and your profession. Learn to identify

roadblocks teachers face in taking on leadership roles, formulate strategies to address these issues, and apply ethical solutions to challenges within the field of education. You will examine your leadership style and gain skills necessary to lead with great confidence—in your classroom, your school, and beyond.

**EDUC 542 — Helping Struggling Readers with Content-Area Learning. 3 hours.**

In today's classroom, many students struggle to meet subject standards due to reading difficulties. This course focuses on what you need to know about these struggling readers. Learn how you can identify and then meet the needs of students who struggle with reading, and how your classroom climate can help make a difference in their success. Discover what support resources are available to you as a content area teacher, such as partnerships with parents and reading professionals, to ensure all of your students can engage in meaningful content area learning.

**EDUC 543 — Including Students with Special Needs: Curriculum, Instruction, and Assessment. 3 hours.**

Gain the skills you need to support an inclusive classroom environment. This course provides practical strategies to help you adapt and modify your curriculum and instruction to meet the academic needs of all students. You will acquire critical assessment skills to accurately measure student progress. Learn to a) explore the use of technology to support students in an inclusive classroom environment; b) understand standards and regulations related to teaching students with special needs; c) adapt lessons and units to provide the appropriate level of challenge for students; and d) apply strategies to manage behavior and foster a supportive classroom environment for all students. Credit is not available for this course if you have taken EDUC 543 - Including Students with Special Needs in the Regular Classroom, Credit also not available for Olivet M.Ed. graduates.

**EDUC 544 — Classroom Management to Promote Student Learning. 3 hours.**

To successfully manage today's standards-based classrooms, teachers need to rely on more than one approach. Explore relationships between behavior management, classroom instruction and student learning. Learn strategies to teach students conflict resolution and peer mediation; increase parental support of student learning and behavior; and use preventive rather than reactive strategies. Credit is not available for this course if you have taken Managing Behavior in the Diverse Classroom.

**EDUC 545 — Integrating the Internet into the K-12 Curriculum. 3 hours.**

The Internet offers unlimited opportunities for student learning, yet sometimes it's difficult to know where to begin your instruction. This course offers teachers practical and effective ways to integrate the Web as a learning tool across all curricula. You'll learn instructional models that build upon the diverse resources of the World Wide Web.

**EDUC 546 — Foundations of Reading and Literacy. 3 hours.**

You've been challenged to achieve higher levels of literacy in the classroom. Meet the challenge by learning how to integrate new research with traditional reading instruction and lead your students to greater success.

**EDUC 547 — Strategies for Literacy Instruction—Phonics, Vocabulary, and Fluency. 3 hours.**

Gain practical, proven tools to effectively teach your students to decode and assign meaning to words. Learn specific skills and strategies to promote reading fluency and give your students a solid foundation for lifelong reading. This course contains some of the same content found in Teaching Reading in the Elementary Grades.

**EDUC 548 — Strategies for Literacy Instruction—Comprehension. 3 hours.**

Learn research-based strategies to support thoughtful and active reading behaviors. You'll discover various forms of reading assessment, explore the reading-writing connection, and gain strategies for promoting active reading. This course contains some of the same content found in Teaching Reading in the Elementary Grades.

**EDUC 550 — Helping Students Become Self-Directed Learners. 3 hours.**

Inspire your students to develop the self-discipline and thinking skills they will need to thrive in the world. Teach 12 Habits of Mind they can apply for the rest of their lives, including managing impulsivity, developing creativity, and improving persistence. Learn to teach students to refine and stretch their thinking beyond the first "right" answer, and improve your students' ability to listen actively without interrupting.

**EDUC 551 — Learning Differences: Effective Teaching with Learning Styles and Multiple Intelligences. 3 hours.**

Discover strategies to understand learning differences and to design instruction, curriculum and assessment that tap each student's strengths. Learn ways to a) use diagnostic and prescriptive strategies to succeed with the diversity of students' learning styles; b) design instruction that draws on all seven intelligences; and c) draw on each student's cultural background to enhance success. Credit is not available for this course for Olivet M.Ed. graduates.

**EDUC 552 — Building Your Repertoire of Teaching Strategies. 3 hours.**

Learn how to match the best teaching strategy to your learning objectives. See immediate results as more of your students respond as learners and thinkers. Learn skills to a) help students access, organize, and master content; b) encourage reasoning and critical thinking; and c) foster creative problem solving and collaboration.

**EDUC 554 — Motivating Today's Learner. 3 hours.**

Fire up student desire to learn, and refuel your own teaching effectiveness. Bring your lessons alive for every student in your classroom, even the seemingly unmotivated, with easy-to-use techniques designed to reach all types of learners. Learn how to design fast-paced, engaging lessons to grab and keep the attention of all your students -- even the least motivated -- and present fresh, dynamic instruction. Credit is not available for this course for Olivet M.Ed. graduates.

**EDUC 555 — Teaching Students to Get Along. 3 hours.**

Help your students develop positive social behavior and skills with hands-on lessons and activities that integrate easily into your school day. Create a positive learning environment where students cooperate, leaving you free to teach. Learn to increase students' ability to resolve arguments on their own, foster teamwork, and help students manage their anger.

**EDUC 557 — Succeeding With Difficult Students. 3 hours.**

Helping hard-to-reach students succeed can be one of the most rewarding experiences of your career. Learn proven skills to reach students who have a history of failure. Learn to understand when and why a difficult student misbehaves, and proactively respond to even the most difficult students in a calm, professional manner.

**EDUC 558 — The High-Performing Teacher. 3 hours.**

This revolutionary course will make you feel more satisfied every day in the classroom. Learn skills that successful teachers use to consistently bring out the best in themselves and their students. You will learn to master daily challenges through practical problem-solving and stress-reduction techniques; and help empower your students to be more motivated and take responsibility for their actions. Credit is not available for this course for Olivet M.Ed. graduates.

**EDUC 559 — How to Get Parents on Your Side. 3 hours.**

Improve student achievement and behavior by recruiting parents to support your efforts at school. Motivate parents to assume an active role in their children's education as you create a clear line of communication. Learn ways to conduct more positive parent conferences and reduce behavior and homework problems by enlisting parent support.

**EDUC 560 — Assertive Discipline and Beyond. 3 hours.**

This classic results-oriented course shows you how to create a safe, positive learning environment where your students behave responsibly and feel good about themselves. Learn how to implement a behavior management plan, improve your confidence and communication skills, and use positive reinforcement to help students stay on task and develop self-esteem.

**EDUC 564 — Assessment to Improve Student Learning. 3 hours.**

Strengthen your ability to choose what, when, and how to assess, so you and your students can meet today's high achievement standards. Learn ways to align curriculum and assessment, construct more effective paper-and-pencil tests, and optimize the use of portfolios.

**EDUC 566 — Teaching Reading in the Elementary Grades. 3 hours.**

Teach your students the reading and thinking strategies they need to become truly fluent readers. This course will give you the research-based strategies you need to help your students thrive as independent readers, finding new joy and meaning in the reading process.

**EDUC 568 — Improving Reading in the Content Area. 3 hours.**

Help students meet your subject area standards. When you learn and use the numerous strategies in this course, you can boost your students' mastery of content.

**EDUC 570 — Math: Teaching for Understanding. 3 hours.**

How you teach math today will determine your student's success tomorrow. Help all students gain the understanding they'll need without sacrificing basic skills.

**EDUC 571 — Supporting the Struggling Reader. 3 hours.**

A struggling reader in the first grade has a 90 percent chance of remaining a struggling reader by the end of the fourth grade. And with today's higher literacy standards, you may have more struggling readers than ever before.

**EDUC 607A — Educational Research I. 3 hours.**

The candidate will analyze numerous sources in the research literature base in order to determine the "best practices" for several significant areas that they will then be able to utilize in the development of their individually-conducted research projects. Course activities include frequent use of technology to access electronic databases and other information sources worldwide. In learning how to conduct basic research and access data sources, the candidate produces a critical review of relevant literature, thereby establishing a solid footing for their action research project, which is begun during this course. Characteristics of high quality research, identification of appropriate sources of information, introduction to the skills necessary to evaluate research effectiveness, and conducting a search for articles that summarize "best practices" relating to each candidate's chosen research topic will be addressed. The candidate will also begin their research design, the data collection and analysis; and plans for the implementation phase of their research project. This course will focus on the first three chapters of the research study, and the bibliography.

**EDUC 607B — Educational Research II. 3 hours.**

This course is a continuation of EDUC 607A (Research I). The candidate's gathering and analyzing of data will be monitored from the implementation of their research projects. Of the five chapters of the



research study, the focus during this course will be on chapters four and five; appendices, and a final bibliography. The candidate will also be provided with guidelines for the required oral presentation, which will be given during EDUC 607C (Research III).

**EDUC 607C — Educational Research III. 1 hour.**

Each candidate will be responsible for the final written research study and an oral presentation about his or her field-based research project. The study will include the data, analysis, and conclusions, which will be based upon the implementation of the candidate's interdisciplinary problem-based learning unit.

**EDUC 609 — Habits of Exemplary Teachers. 3 hours.**

Exemplary teachers recognize that self-leadership is a prerequisite to facilitating learning for K-12 students and collaborating productively with colleagues. The candidate will integrate the principles of highly effective teachers with information about personality preferences. The Myers-Briggs Type Indicator (MBTI) is used to help the candidate understand personality differences and his or her own individual teaching personality, and how to use that information in his or her teaching. The MBTI is also used to empower the candidate and develop effective team building strategies for working in cross-disciplinary curriculum teams.

**EDUC 614 — Integrating Technologies. 3 hours.**

Today's teachers must have a working knowledge of how to integrate technologies into their teaching routines. This hands-on course provides that knowledge. The course includes a review of technology trends in education and an overview of the uses of technology in today's workplace. The candidate practices using technologies to create instructional resources for use in the classroom. Additionally, the candidate will learn the power of technology by actually 'plugging in' and communicating with each other, the instructor, and contacts worldwide through the Internet.

**EDUC 616 — Understanding Today's Children. 3 hours.**

This course explores the unique composite of K-12 students in today's classroom. To develop the best learning environment and curriculum for student diversity, it must be incorporated into the teaching practices applied for their learning. The course will cover this diverseness through the study of ethnicity, race, gender, and socioeconomic status of K-12 students who are a part of the American education system. The topics that will be interconnected with these types of diversity include the impact of home, society and school on the youth's attitudes and behaviors, and especially on academic behavior.

**EDUC 632 — Integrating the Curriculum. 3 hours.**

The world in which we live is a global one which is characterized by the technological advancements, vast explosions of knowledge and changing societal and economic realities. In order for students in the United States to be able to compete in such a complex and ever-changing environment, educators must develop curriculum that encourages the intellectual preparation of our K-12 students to meet the challenges of this new and exciting world. This course will explore the interrelationship of the academic disciplines and how their integration can lead to a better intellectual understanding and growth of students in the classroom as well as in the world in which they live. The candidate, in the course, will examine instructional designs and how to use them in integrating curriculum.

**EDUC 646 — Applied Learning Theory. 4 hours.**

Examination of applied learning theories and research. The candidate will be able to summarize and apply the basic tenets of the theories to his or her own area of specialization; use the appropriate vocabulary and concepts that have been developed by the educational gurus; apply the theories and concepts in a practical teaching setting; reflect upon the outcome; evaluate and design instructional strategies to meet the needs

of the K-12 students in his or her classroom; and critique new ideas and proposals related to applied learning.

**EDUC 647 — Assessing for Student Achievement. 4 hours.**

The purposes and methods of formal and informal assessment are introduced, and the direct relationship that assessment has to curriculum and instruction will be examined. The candidate will analyze, evaluate, modify and design assessments for specific content areas and purposes. The candidate will also align assessments to standards-based curriculum and instruction as a part of the design of instructional units and lessons. The course continues through the exploration of effective practices for record keeping, grading, and reporting, use of assessment data, and preparing K-12 students for testing. Issues related to accountability, planning, and collaboration will be addressed.

**EDUC 649 — Exceptional Learners. 3 hours.**

One of the most challenging tasks facing teachers today is to substantially increase the achievement of exceptional learners. The central theme of this course is to help teachers, in the "regular classroom," make a difference in the lives of K-12 students, who face limitations with the English language, and who have physical, mental, and/or emotional disabilities. The exploration of talented and gifted students is included. This course will provide specific instructional practices used in educating English language and exceptional learners at both ends of the educational continuum. The candidate will also be provided with step-by-step procedures on how to implement curriculum adaptations in the classroom. The candidate will develop an understanding of the legal and moral obligation of teachers and schools to meet the needs of all learners.

**EDUC 656 — Critical Issues in Education. 3 hours.**

No topic is of greater public concern today than the quality of K-12 public education. Issues of critical importance to teachers make the news almost every day. Understanding the arguments, pro and con, that drive these issues is part of what it means to be a professional educator today. This course puts teachers in touch with the key arguments of important educational controversies and issues. Topics include school funding, assessment, safety and discipline, inclusion, teacher certification and renewal, and teacher creativity.

**EDUC 710 — Professionalism and Today's Educator. 3 hours.**

Explore what it means to be a professional in today's diverse and changing educational landscape. As a student in this online course, you'll examine your values and beliefs, and discover your role in the larger context of the teaching profession. Learn how to be an advocate for students, educators, and the field of education itself.

**EDUC 711 — Effective Practices Using Learning Styles and Multiple Intelligences. 3 hours.**

Examine current theories on learning styles and multiple intelligences and their implications for classroom practice. The opportunity to evaluate one's own learning style and intelligence strengths, as well as those of the students, will be presented. In the process, the learner will gain an understanding of how these preferences can enhance instructional planning.

**EDUC 713 — Designing Curriculum and Instruction. 3 hours.**

The focus of this course is the alignment of classroom curriculum, instruction, and assessment in the context of standards and accountability. Using individual state or district standards, the student will engage in a process for designing standards-driven classroom curriculum and instruction geared to meet the diverse learning needs of students.

**EDUC 714 — Assessment to Improve Student Learning. 3 hours.**

Review the purpose and methods of assessment while gaining hands-on experience analyzing and designing assessments for specific content areas. Learn how to align assessments to standards-based curriculum and explore effective practices for reporting and test preparation. Online offering.

**EDUC 715 — Literacy and Learning in the Information Age. 3 hours.**

Gain a deeper understanding of strategies for integrating literacy in curriculum, instruction, and assessments. Learners will be able to utilize a mix of traditional and current approaches to develop students' literacy skills, including listening, speaking, reading, and writing. Online offering.

**EDUC 716 — Enhancing Learning Through Linguistic and Cultural Diversity. 3 hours.**

The value of linguistic and cultural diversity, and the powerful learning opportunities it affords today's classrooms are explored. Learn approaches and effective practices for working with students, parents, and your larger community to ensure high levels of learning for all students. Online offering.

**EDUC 717 — Teacher Leadership in the Classroom: Increasing Learning and Achievement. 3 hours.**

The learner's sphere of influence will be expanded through increased expertise in three key areas: knowledge of learners and learning; knowledge of subject matter and curriculum goals; and knowledge of effective teaching models, strategies, and practices. Includes methods of applying the expertise in the classroom in ways that directly impact the learning of the students.

**EDUC 718 — Creating an Effective Classroom Learning Environment. 3 hours.**

Discover how to create safe, supportive, and respectful learning environments that promote the character and social and emotional development of students. Learn strategies that foster a sense of community in the classroom and that encourage positive relationships with and among students.

**EDUC 719 — Supporting Students with Special Needs in the Regular Classroom. 3 hours.**

Examine the learning challenges of students with disabilities and those having significant difficulty with learning but do not qualify for special education services. Learn response to intervention (RTI) practices and how to adapt curriculum, instruction, and assessment to maximize learning for all of the students.

**EDUC 726 — Evaluation and Analysis of Educational Programs and Data. 3 hours.**

Participants in this course use authentic school improvement data to develop an understanding of and capabilities to conduct needs assessment and to use qualitative and quantitative data to inform school improvement planning decisions. Assessment of activities, including multiple techniques for gathering and analyzing data, and reporting processes are included in the course.

**EDUC 727 — Foundations of School Improvement. 3 hours.**

Instructors model strategies for successful development, implementation, and communication of a shared vision for school improvement. Theoretical concepts and current relevant research relating to collaborative development of leadership in others, team building, motivating staff, initiating, managing, and evaluating the change process are examined in this course.

**EDUC 729 — School Law and Ethics. 3 hours.**

This course focuses on the legalities and ethical decision making required by local, state and federal law as it pertains to education. A professional

and personal code of ethics is discussed. A review of the legal system provides a foundation for the exploration of the historical and current perspectives of case law that continue to mold public education in the United States. The law cases cover issue in education: church and state, student attendance, the instructional program, student rights, rights of disabled children, student discipline, desegregation of public schools; certification, contracts and tenure, teacher rights and freedoms; and collective bargaining. Teacher and administrator liability in child abuse cases, sexual harassment and medical situations influencing policy development and working with local school governing boards or councils are emphasized.

**EDUC 730 — School Finance and Operations. 3 hours.**

The fiscal foundation of public school systems in the United States and the system of local, state and federal taxation are studied to gain a better understanding of school funding allocation. State funding formulas are examined, focusing primarily on the funding process for Illinois school districts. The federal and state grant funding sources and the process of application is reviewed. Budgeting at the district and building levels is emphasized.

**EDUC 731 — Governance for School Improvement. 3 hours.**

Prepares the leadership candidate for the nature of leadership and how schools work as political systems: local, state, and federal. The candidate will also learn the policy making process, how public values and issues shape school policies, how political power shifts can impact a school, new administrative roles and understanding the promises and pitfalls in order to be successful.

**EDUC 732 — School and Reform Restructuring. 3 hours.**

Provides a theoretical foundation for leadership in reform restructuring of schools. The leadership candidate will study Theory X and Theory Y as well as other organizational theories, change theory, culture and climate, motivational theory, action theory, models of decision making and goal setting. The concepts and techniques of Adaptive Leadership will also be taught. Contemporary school reform and restructuring efforts will be investigated. The candidate will apply his or her knowledge and skills in problem solving situations from authentic reform initiatives and as school-based projects.

**EDUC 733 — Collaboration with the School Community. 3 hours.**

Schools as social systems with various partners such as parents, community leaders (political and non-political), law enforcement, social service agencies, businesses and higher education institutions are examined. The roles of these partners are discussed, along with their effect on the public's confidence in the school systems. Providing public forums; methods of assessment to solicit community concerns, expectations, input and feedback; and public relations strategies that can be used to further the planning and implementation of school community programs are among topics covered. Using research, practices found effective in involving the community as a resource for successful school improvement implementation are examined. Emphasis is placed on the development of a school community that collaboratively educates all children.

**EDUC 734A — Practicum in School Improvement Leadership I. 3 hours.**

This unique school-based practicum experience is designed to enable the candidate to actually implement a school improvement program in his or her own school setting. Because all candidates are practicing teachers or school-related employees, and because their school principals have been collaboratively involved in the design of the program and the admissions process, they will conduct their practicum in the schools in which they are employed. The principals of those schools, as a part of their ongoing commitment to the program, must agree to the practicum aspect of the program as a part of the admission screening process. The experience



runs through the entire degree program and is school-site-based. Its purpose is to require of each candidate the knowledge, skills, performance, and attitude needed to successfully research, design, plan, and implement an approved School Improvement Implementation Program (SILP) in a live, supervised setting. Practicum I and II are 100 hours each.

**EDUC 734B — Practicum in School Improvement Leadership II. 3 hours.**  
See EDUC 734A.

**EDUC 734C — Practicum in School Improvement Leadership II. 3 hours.**  
Designed to enable the candidate to implement a school improvement program in his/her own school setting. This experience runs through the 5-course Type 75 Concentration. Each candidate is required to possess the knowledge, skills, and attitude needed to successfully research, design, plan, and implement an approved school improvement program in an administratively supervised setting.

**EDUC 735 — Collaborative Action Research. 3 hours.**  
This meaningful and practical research process, presented online in three parts, allows the student to identify and investigate an issue or problem and develop research-based, data-driven solutions in collaboration with colleagues.

**EDUC 736 — Productive School Leadership. 3 hour.**  
Focuses on the development of a productive school improvement leader, which includes blending effective and moral leadership principles in the foundation of a personal leadership style; applying communication patterns with the various groups of the school constituency to create a positive and safe school culture; and how to engage in ethical and collaborative decision making practices to address the needs of a changing school community.

**EDUC 737 — Cultivating Student Achievement. 3 hours.**  
School improvement leaders will improve skills to: (1) apply theories and models of instructional supervision; (2) implement collaborative approaches for the development of instruction and standards-based curriculum improvement for the benefit of student achievement; and (3) model reflective practices that will be the basis for developing professional learning communities that foster the accommodation for student needs, cultural awareness, gender sensitivity, community collaboration, and racial and ethnic appreciation. The stages and approaches for continual teacher growth such as induction, mentoring, peer coaching, and formative and summative evaluation processes are examined.

**EDUC 738 — Leadership in Teaching. 3 hours.**  
Teacher leadership is not an event, but a process which encompasses studying, practicing, and developing leadership skills and competencies. The teacher leadership candidate examines the principles and techniques required of teacher leaders. This course explores the expansion of the teacher role from the classroom to the school community. The main focus is the development of knowledge, abilities, and dispositions necessary for effective and ethical leadership that are essential for developing professional partnerships, participating on collegial teams, facilitating professional development for others, and using collaborative processes such as mentoring and peer coaching to enhance teaching and learning.

**EDUC 739A — Professional Portfolio Development I. 1 hour.**  
The candidate will begin to develop a professional e-portfolio. The e-portfolio will chronicle the candidate's professional development, based upon the coursework and field experiences requirements for the program. During the first course, the candidate will learn how to set up

the "portfolio shell." The foundation for the portfolio framework will be the eleven Illinois Professional Teaching Standards. An artifact (or more) from each course will be included in accordance with the standards. Written reflections, relating to each standard and artifact, will also be included to further express the professional growth of the candidate throughout the course of the program.

**EDUC 739B — Professional Portfolio Development II. 1 hour.**  
The candidate will continue to develop a professional e-portfolio. During this course, the candidate will meet individually with the instructor to review the candidate's progress. The candidate will also be learning how to incorporate the field experiences and a credential file that will be completed in Teaching as a Profession II. The foundation for the portfolio framework will be the eleven Illinois Professional Teaching Standards. An artifact(s) from each course will be included in accordance with the standards. Student work samples will also be included as artifacts related to the standards and field experiences. Written reflections, relating to each standard and artifact, will also be included to further express the professional growth of the candidate throughout the course of the program.

**EDUC 740A — Teaching as a Profession I. 1 hour.**  
The candidate will be introduced to Olivet's Teacher Education program with a focus on the field experiences and clinical practice (student teaching) requirements; the importance of the conceptual framework; using the APA Writing Style for quality assignment performance; and connecting the Illinois Professional Teaching, Content-Area, and Learning Standards to teaching and the certification process including the content-area and professional teaching tests. The candidate will explore the process for becoming a reflective practitioner. The candidate will also have an opportunity to begin forging collaborative relationships with others entering the field of Education.

**EDUC 740B — Teaching as a Profession II. 1 hour.**  
The candidate will develop a deeper understanding of critical reflection as they engage in the practice of teaching. They will be encouraged to look more deeply into the underlying structure of the teaching behaviors and skills that result in best practices for optimal learning. The candidate will be involved in activities designed to refine knowledge and skills for the student teaching experience. The candidate will prepare for entering the profession by developing a professional cover letter and resume.

**EDUC 740C — Teaching as a Profession III. 1 hour.**  
Teaching as a Profession III is a culminating experience that documents the final journey of the MAT candidate and integrates the candidate's educational content knowledge with practical experiences through the completion of a professional portfolio. It is an opportunity to share professional development in a collegial setting. One of the focuses of this course is to help the candidate develop a deeper understanding of critical reflection, which is a topic in Teaching as a Profession II. The candidate will be encouraged to look more deeply into the underlying structure of the teaching behaviors and skills for best practices through a final reflective paper on the student teaching experience. The candidate will also present the highlights of the professional portfolio developed during the program. An exit interview will be administered at the conclusion of this course.

**EDUC 742 — Historical and Philosophical Foundations of Education. 2 hours.**  
The student is introduced to the organization, development, and critical issues of American education. It studies American education in light of historical, philosophical, and theoretical models from past centuries and how each has impacted today's educational thought and practice. This course incorporates major issues, including at-risk students, parental involvement, classroom management, multiculturalism, integration of technology, and curriculum integration. The candidate begins the process

of articulating a personal teaching philosophy by studying the great masters of educational philosophy and how they impacted the modern educational system. Critical thinking will be encouraged as candidates discuss, research, articulate a world view of education, mobile classrooms, online education, and modern technology. At the culmination of this course the candidate should be well grounded in the foundation and framework of the educational system, both past and present.

**EDUC 743 — Human Development and Learning. 2 hours.**

This course introduces candidates to the field of educational psychology and child development theories and practices. It is an interactive course in which candidate learns and practices skills related to both the cognitive and affective domains as well as the social aspects of education. Candidate participates in a series of activities designed to stimulate thinking and encourage the application of appropriate human development and learning knowledge. The candidate will start the first of four field experiences (Field Experience I) during this course.

**EDUC 748 — Educational Technology. 3 hours.**

An introduction to the wide array of technology concepts, resources, principles, and techniques and their relationship to teaching, learning, and research. It includes discussions of the impact of these concepts on teachers and K-12 students in the classroom of the 21st century, including their impact on students with exceptionalities and at-risk; parent involvement, classroom management, multiculturalism, and integration of curriculum. The candidate will develop a plan for integrating technology in the classroom, as well as prepare technology-integrated products, and a WebQuest.

**EDUC 749 — Teaching Diverse Populations. 3 hours.**

An introduction to the field of special education; the psychology and identification of exceptionalities, including gifted and talented; differences in approaches to learning and performance, including brain research, different learning styles, multiple intelligences, and performance modes; cultural, gender and socio-economic differences; English language learners, and the methodologies for working with diverse student populations in the school community. An emphasis is placed on specific strategies for adapting instruction and current practices designed to assist classroom teachers in meeting the needs of all students in an inclusive classroom setting. The candidate will develop an understanding of Responsiveness-To-Intervention (RTI). The candidate should have completed Field Experience I (which began during EDUC 743) by the finish of this course.

**EDUC 750 — General Methods/Curriculum, Instruction, and Assessment. 3 hours.**

The purpose of this course is to introduce and prepare the candidate to effectively select curriculum aligned with the Illinois Learning Standards, plan instruction, assess learning, and reflectively analyze practice. The course covers each area from a generalist perspective. As the candidate progresses through the MAT methodology course sequence, he or she will couple enhanced knowledge with the refinement of skills acquired in this course specifically suited for teaching at the elementary, middle and secondary levels. The candidate will begin Field Experience II, the second of four, during this course.

**EDUC 751 — Instructional Planning and Delivery/Classroom Management. 3 hours.**

This course provides candidates an opportunity to study contemporary learning theories and individual learning styles in the context of curricular planning, especially for teaching in the middle school. It includes a survey of alternative models of teaching, including inductive thinking, concept attainment, lecture, cognitive growth, and others. The course presents a survey of current learning style theories and examines the relationship of learning styles to teaching behavior, methods, curriculum,

and materials. It explores the implications of learning style concepts and suggests strategies for accommodating learning styles in the classroom. Participants are involved in developing, executing, and evaluating instructional activities. A large portion of the class discussion and application focuses on classroom management techniques.

**EDUC 753 — Content Teaching Methods: Secondary Education. 4 hours.**

Learner explores secondary education concepts, theories, principles, and techniques and their relationship to teaching and learning. This course includes the impact of these concepts, theories, principles, and techniques on teachers and grade level learners 6 through 12 in the classroom. The candidate will learn, specifically for his or her content, how to effectively use and implement the Olivet lesson plan format complete with standards and objectives alignment; pre- and post-assessment of learning; and evidence through analysis of formal and/or informal data that learning occurred. The student should begin Field Experience III and IV during this course. Corequisite: should be taken concurrent with EDUC 758.

**EDUC 754A — Elementary School Reading. 2 hours.**

The elementary teacher candidate will develop the understanding that the reading process is a broad continuum ranging from emergent literacy to reading across the curriculum in content areas. The course is designed to present the most current best practices in reading instruction, and to help the candidate master skills, strategies, and approaches appropriate for a balanced literacy program that integrates essential skill development, strategy instruction, literature study, and authentic reading and writing experiences. The foundational instructional approaches feature a broad scope of the knowledge of strategies for teaching including: phonemic awareness/phonics, fluency, text comprehension, vocabulary development, literature circles, and reading-writing in specialized content areas for advanced readers. The candidate must complete Field Experience III and Field Experience IV by the conclusion of this course.

**EDUC 754B — Secondary/Middle/K-12 School Reading. 2 hours.**

The middle school and secondary education teacher candidate will develop the understanding that the reading process is a broad continuum ranging from emergent literacy to reading across the curriculum in content areas. The course is designed to assist the candidate in recognizing literacy problems and offering strategies that will aid middle, secondary, and K-12 students in their quest to become skillful in the areas of reading. The foundational instructional approaches feature a broad scope of the knowledge of strategies for teaching including: fluency, text comprehension, vocabulary development, and reading-writing in specialized content areas for advanced readers. The candidate must complete Field Experience III and Field Experience IV by the conclusion of this course.

**EDUC 755 — Content Teaching Methods: Elementary Language Arts/Social Studies. 2 hours.**

Knowledge of and practice in using effective instructional strategies for teaching language arts and the social studies curriculum will be expanded, as well as evaluating student achievement in a variety of ways. Professionalism is the emphasis as the candidate seeks to continue his or her professional growth to develop behaviors expected of teachers. The candidate will be expected to demonstrate attitudes and habits of teaching with a student-centered focus, which is critical to the success of the student-teaching experience. The student should begin Field Experience III and IV during this course.

**EDUC 756 — Content Teaching Methods: Elementary Math/Science. 2 hours.**

Effective instructional strategies for teaching language arts and the social studies curriculum, as well as evaluating student achievement in a variety of ways, are learning goals for this course. Professionalism is the

emphasis as the candidate seeks to continue his or her professional growth to develop behaviors expected of teachers. The candidate will be expected to demonstrate attitudes and habits of teaching with a student-centered focus, which is critical to the success of the student-teaching experience.

**EDUC 758 — Content Teaching Methods: K-12 Education. 4 hours.** Explores K-12 education concepts, theories, principles, and techniques and their relationship to teaching and learning. Included is the impact of these concepts, theories, principles, and techniques on teachers and grade level learners K through 12 in the classroom. The candidate will learn, specifically for his or her content, how to effectively use and implement the Olivet lesson-plan format complete with standards and objectives alignment; pre- and post-assessment of learning; and evidence through analysis of formal and/or informal data that learning occurred. The student should begin Field Experience III and IV during this course. Corequisite: should be taken concurrently with EDUC 753.

**EDUC 759A — Analyzing Exemplary Teaching Practices for Elementary Teachers. 3 hours.**

Exemplary teaching is a life long journey that requires an understanding of oneself, a constant refining of skills and practices, and a quest for information to enhance knowledge. The teacher leadership candidate explores his or her personal and professional philosophies of education through the analysis of classroom practice, learning style, and communication style. This course examines the pedagogical and curricular requirements for elementary education and integrates theory and research-based practice. The candidate investigates the best strategies and methods to support student achievement at this learning level.

**EDUC 759B — Analyzing Exemplary Teaching Practices for Middle School Teachers. 3 hours.**

Exemplary teaching is a life long journey that requires an understanding of oneself, a constant refining of skills and practices, and a quest for information to enhance knowledge. The teacher leadership candidate explores his or her personal and professional philosophies of education through the analysis of classroom practice, learning style, and communication style. This online course examines the pedagogical and curricular requirements for middle school education and integrates theory and research-based practice. The candidate investigates the best strategies and methods to support student achievement at this learning level.

**EDUC 759C — Analyzing Exemplary Teaching Practices for Secondary Teachers. 3 hours.**

Exemplary teaching is a life long journey that requires an understanding of oneself, a constant refining of skills and practices, and a quest for information to enhance knowledge. The teacher leadership candidate explores his or her personal and professional philosophies of education through the analysis of classroom practice, learning style, and communication style. This course examines the pedagogical and curricular requirements for secondary education and integrates theory and research-based practice. The candidate investigates the best strategies and methods to support student achievement at this learning level.

**EDUC 760 — National Board Professional Teaching Standards. 3 hours.**

Exceptional teachers touch the lives of students, kindle their interests, and use a variety of content and delivery systems to encourage them to do their best. This course focuses on the National Board Standards. The teacher leadership candidate explores the five core propositions of what teachers should be able to do for accomplished teaching. The course prepares the candidate for pursuing National Board Certification by reviewing the current guidelines from the National Board for Professional

Teaching Standards; funding sources from state and national sources; and how to develop a complete portfolio containing the required entries. Through this course the teacher leadership candidate will learn what the criteria is to be considered an "accomplished teacher" and how to enhance their teaching to meet those standards.

**EDUC 766 — Multi-Ethnic Experiences. 1 hour.**

Provides the candidate an opportunity to experience working with diverse community groups in various settings. The course outlines what the candidate may do within a community to fulfill the requirements of participating in a multi-ethnic experience and allows the him/her to develop a deeper understanding of the community and its diverse population. The experiences, which must be approved prior to participation, range from working with senior citizen groups to working with community-based programs for children and young adults. This service learning-based course assists the candidate with connecting schools to the community and the community to students.

**EDUC 767 — Early Adolescent Psychology. 3 hours.**

This learner will gain an understanding of the mental, physical, emotional, and social characteristics of early adolescents. In addition, he/she will study issues that have an impact on the adolescent's educational development and improve conceptual understanding of the purpose, curriculum, and special programs in middle-school.

**EDUC 768 — Middle-School Methods. 3 hours.**

This candidate will develop an understanding of middle school education theories, teaching pedagogy, and cognitive processes. A major focus is forming interdisciplinary unit plans across curriculums. The candidate will be able to make a connection between adolescents and the best methods to enhance their learning, including instructional planning and delivery. Characteristics and issues associated with teaching at the middle school level will be addressed throughout this course.

**EDUC 769 — Applying Research Approaches to Education. 3 hours.**

It is important that teacher leaders are well-informed about current developments in their field of expertise. This course examines the role of researcher in generating and testing theory, as well as in solving problems and making decisions. It emphasizes the importance of integrity in research and how to study human subjects responsibly and ethically. A variety of research approaches, methodologies, and designs are explored.

**EDUC 770 — Leadership for Curriculum Improvement. 3 hours.**

Curriculum—the content that teachers teach daily—follows a scope and sequence and is aligned with state learning standards. This course reviews the processes of construction, implementation, and evaluation. Sample topics for this course include identifying power standards for effective student learning, aligning curriculum with instruction, assessing curriculum for bias, mentoring new teachers through the curriculum maze, using curriculum mapping effectively, creating a planning and development process; and relating of textbook, curriculum, and high stakes testing.

**EDUC 771 — Data-Focused Assessment and Evaluation. 3 hours.**

The teacher leadership candidate will learn the difference between a data-driven and data-focused approach to assessment and evaluation. The course explores how to match the types of data with specific need for information. The teacher leadership candidate will engage in multiple techniques for gathering and analyzing data, evaluating the validity, and the methods for collaborative review, and in the process, learn how data-focus assessments build support for student achievement and school improvement.

**EDUC 772 — Understanding Diverse Student Populations. 3 hours.**

The learning environment continues to become diversified due to changes in students' neurological wiring, mobility, family configuration, immigrating, and socio-economic status. The teacher leadership candidate examines current knowledge about and resources available to make modifications for K-12 students in the regular classroom who have exceptionalities arising from disabilities, giftedness, and differences in culture and/or language. This course also provides opportunities for analysis of everyday situations and the impact on the teaching and learning processes. The analysis includes a focus on gender, ethnicity, race, religion, socioeconomic status, and parents/family.

**EDUC 773 — Foundations of Reading. 4 hours.**

The candidate will have a thorough understanding and framework concerning the foundational theories, process, and methodologies impacting reading instruction required for today's diverse K-12 student population. To understand current reading theory and the historical foundation; the candidate will explore the increasing complexities of current thought within the discipline. The impact of technology, as well as multicultural factors, will be explored in depth throughout the course. The candidate will reflect upon personal beliefs about reading and reading instruction in conjunction with the examination of current research and related introspection.

**EDUC 774 — Content Area Reading. 4 hours.**

Enduring reading comprehension of textbooks and non-fictional materials requires a specific set of strategies. Key components include: motivation, knowledge of language development and its relation to reading, recognizing how cultural and ethnic diversity impacts reading and modeling. This course will explore the differences in textbook and other non-fiction genre and concomitant strategies individuals, proficient in these areas, demonstrate. The topics include pre-reading, during reading, and post reading; vocabulary development strategies, writing to learn, and study skills.

**EDUC 775 — Assessment/Diagnosis of Reading Problems. 4 hours.**

Accurate assessment and diagnosis guides the curriculum and instruction in the classroom. It also enables the classroom teacher to be more effective. The READ candidate engages in the examination of the major principles of assessment; basic test construction, administering and interpreting test results, and practice in diagnosis. The candidate will also develop an understanding of norm-referenced testing and how such a test can be used in establishing student objectives and performance outcomes. Trends in dealing with diagnostic procedures, instructional techniques, special materials, and evaluative devices will be explored. Through a 15-hour clinical experience/case study, the candidate will select, assess, interpret, and diagnose a K-12 student's reading problems. The candidate will compare, contrast, analyze, and use assessment results to place the student along a continuum to identify proficiencies and difficulties. He/she will log, evaluate and reflect upon the experiences through the clinical practice.

**EDUC 776 — Developmental/Remedial Reading Instruction/Support. 4 hours.**

This course is designed to acquaint the READ candidate with a wide range of instructional practices, approaches, and methods for K-12 students at different stages of development in reading. Programs and strategies for correcting reading problems; related literature and research; and techniques for accommodating the cultural and linguistic differences of students will be presented. The candidate will be introduced to current technology and software, which can be used to facilitate the remediation process as well as reading and writing instruction. Through a 15-hour clinical experience/case study, the candidate will use a wide range of instructional practices, approaches and methods, including technology-based practices, to prescribe, and

implement the appropriate instruction for the K-12 student assessed and diagnosed in Clinical Experience I. The candidate will create an instructional design that will enable the student to master increasingly more difficult reading materials. He/she will document this experience through a teaching and learning log, an evaluation of the process being used, a continuous learning plan, and reflection of the clinical experience.

**EDUC 777 — Developmental/Remedial Materials and Resources. 4 hours.**

This course prepares the READ candidate to design, revise, and implement a reading curriculum for an individual student and in conjunction with the classroom teacher to improve and/or enhance reading proficiency. The candidate will understand how to use techniques in detecting cultural and gender bias when conducting a textbook/reading materials selection process. The candidate will also understand how to select ability/age appropriate materials designed for students with special needs and/or linguistic differences, and reader reliability technological tools. Additionally, the candidate will develop an understanding of the composition, purpose of special reading programs: early intervention, summer school, and after school programs. A major component of this course will be the importance of developing partnerships to create a synergy among school, home, and community that will enhance the reading levels of students. Through a 15-hour clinical experience/case study, the candidate, using the data collected in the first clinical experience, will design curriculum that can be used through individualized instruction to address the reading difficulties experienced by the student. The curriculum design should include current materials used in the classroom, supplemental materials, and technology-based materials that should enable the student to master increasingly more difficult reading materials. The candidate will conduct an interest inventory and incorporate the results into the curriculum design. The candidate will also create a "Home-School Reading" packet that can be used in the home to help remediate the student's reading difficulties. The curriculum design, an analysis of the student interest inventory results, an evaluation of the materials selected, and a projected outcome will complete the clinical experience.

**EDUC 778 — Literature and Resources for Children and Youth. 4 hours.**

Introduction to genres of children's and young adult literature. The course includes methodology in the use of websites and a wide range of high-quality multicultural literature for all grade levels. Technology will be utilized in learning to locate, evaluate, and use literature applicable for K-12 students of all abilities, ages, and ethnic backgrounds. The candidate will gain a thorough understanding of how cultural, linguistic, and ethnic diversity influences reading, as well as the relationship between vocabulary development and reading comprehension. The course also includes strategies for modeling and sharing the value of reading and writing for actual, real-life experiences, instilling the concept of becoming lifelong learners.

**EDUC 779 — Methods Education Research. 4 hours.**

The candidate will learn to design and implement an action research project using qualitative and quantitative research including design, methodology, literature review, data analysis and conclusions. The research topics will emerge from questions generated by in-class discussions, a broad review of the research on literacy, and discussions of theories related to literacy instruction. The culminating assignment will be a research proposal to be conducted and presented during EDUC 780 — Creative Project/Practicum. The content focus will be current issues, trends, and organizational frameworks affecting education, specifically the impact on reading literacy, and methods for improvement.

**EDUC 780 — Creative Project/Practicum. 4 hours.**

A seminar-type practicum for the reading specialist candidate, which requires completion of minimum twenty-five (25) clock hours experience in a school setting. The content of the project/practicum will be based on the research proposal presented in EDUC 779. The implementation of that proposal will result in a project study, which will be presented and critiqued at a K-12 school level at a teacher in-service, grade level or department meeting, administrators' meeting, school improvement committee meeting or the meeting of any group responsible for reading instruction in the school community.

**EDUC 781 — Facilitating Effective Learning for All Students. 3 hours.**

To ensure high levels of learning for all students, potential school leaders are introduced to the research on learning and effective teaching. By exploring a variety of approaches to instruction, leaders learn to explain how and why learner-centered teaching enhances the achievement of all students. The course also prepares leaders to meet challenges that may arise due to stakeholders' misunderstandings, faulty beliefs, and gaps in knowledge about learning.

**EDUC 782 — Ensuring Quality Education for Students with Diverse Needs. 3 hours.**

The continuing challenge facing schools to substantially increase achievement of students who are at risk (limited facility with English, physical, mental, or emotional disabilities) is addressed. This course focuses on effective, learner-centered instruction that uses diverse and inclusive approaches aimed at helping all students reach increasingly higher standards of performance. It also explores the legal and moral obligation of schools to meet the needs of all learners.

**EDUC 783A — Practicum I. 3 hours.**

In conjunction with EDUC 783B, this practicum course provides authentic opportunities to apply and to expand learning. Activities in Practicum I are completed concurrently with the first six courses in the program. Activities in Practicum II are completed concurrently with the last three courses and during the final semester. Both practicum experiences culminate in the development and evaluation of a Professional Portfolio.

**EDUC 783B — Practicum II. 3 hours.**

See EDUC 783A.

**EDUC 784 — Using Data to Strengthen Schools. 3 hours.**

Data-driven decision-making is critical to meeting the needs of all students and reaching accountability expectations in assisting educational leaders in setting and prioritizing goals and monitoring progress. Special emphasis is placed on the definition of action for effective schools – continuing analysis of the gaps between goals for student learning and actual student performance.

**EDUC 785 — Allocating and Managing Budget and Resources. 3 hours.**

High-performing schools invest in teacher quality, focus on core academics, create individual attention for students, and organize all resources to support instructional priorities. This course focuses on the research on effective schools to provide guidance on the most productive ways to manage budget and resources (time, people, money, and technology). Educational leaders develop the ability to recognize and reallocate resources within their own schools and align them with top priorities for school improvement.

**EDUC 786 — Enhancing Teacher Capacity and Commitment. 3 hours.**

In light of current research, which indicates teaching quality impacts student achievement, educational leaders are being called upon to ensure that their school's culture, processes, and structures support ongoing professional learning. This course develops skills in building and sustaining professional learning communities; establishing effective professional development, and evaluating teaching to resolve problems,

improve practice, and support effectiveness for new and experienced teachers.

**EDUC 787 — Fostering Productive School Leadership, Cultures, and Working Relationships. 3 hours.**

Productive school cultures, positive working relationships, and effective leadership impact student learning and continuous school improvement. This course addresses the knowledge and skills that are critical for school leaders, including developing consensus that promotes action (effective decision-making processes, patterns of communication, and conflict-resolution strategies); infusing leadership throughout the school (collaborative structures and strategies); and establishing a personal, ethical, and moral platform for leadership.

**EDUC 788 — Collaborating with Families and Communities for Student Success. 3 hours.**

Family and community involvement in schools can impact student learning and help to narrow the achievement gap. This course develops the knowledge and skills needed to build and sustain effective family and community involvement programs, as well as communicate strategically with the wide variety of stakeholders who can assist in increasing the success of all students. Special attention is paid to these functions in multicultural schools and communities.

**EDUC 789 — Creating Positive, Safe, and Effective Learning. 3 hours.**

Effective leaders develop capabilities to foster cultures for learning based on mutual respect among students, teachers, staff, parents, and the larger community. This course develops the knowledge and skills needed to (a) build safe and supportive school communities, (b) recognize and develop classroom management systems that minimize disruptive and violent behavior and support student learning, and (c) promote positive race and ethnic relations.

**EDUC 790 — Reflective Paper. 0 hours.**

The culminating activity of the program is the master's reflective paper. This assignment is based upon the candidate's reflection and experiences, focusing on analysis and synthesis, as he or she examines personal, intellectual, and professional development. The reflective paper is the capstone document of the teaching portfolio.

**EDUC 791 — Student Teaching: Elementary or Middle School. 10 hours.**

This culminating experience connects theory with practice in providing opportunity for the teacher candidate to demonstrate proficiency in all areas of curriculum, instruction, and evaluation. All courses and field experiences must be successfully completed in order to student teach. The 60-consecutive school-day classroom experience will include no less than 35 days of full control. The candidate is required to display effective principles of classroom management as well as effective interpersonal relationships within the classroom. During the last week of student teaching, the candidate must submit all required paperwork, and successfully complete a professional e-portfolio and a Teacher Education Program Exit Interview.

**EDUC 792 — Student Teaching: Secondary. 10 hours.**

This culminating experience connects theory with practice in providing opportunity for the teacher candidate to demonstrate proficiency in all areas of curriculum, instruction, and evaluation. All courses and field experiences must be successfully completed in order to student teach. The 60-consecutive school-day classroom experience will include no less than 35 days of full control. The candidate is required to display effective principles of classroom management as well as effective interpersonal relationships within the classroom. During the last week of student teaching, the candidate must submit all required paperwork, and successfully complete a professional e-portfolio and a Teacher Education Program Exit Interview.

**EDUC 793 — Student Teaching: K-12. 10 hours.**

This culminating experience connects theory with practice in providing opportunity for the teacher candidate to demonstrate proficiency in all areas of curriculum, instruction, and evaluation. All courses and field experiences must be successfully completed in order to student teach. The 60-consecutive school-day classroom experience will include no less than 35 days of full control. The candidate is required to display effective principles of classroom management as well as effective interpersonal relationships within the classroom. During the last week of student teaching, the candidate must submit all required paperwork, and successfully complete a professional e-portfolio and a Teacher Education Program Exit Interview.

**EDUC 795 — Building Collaborative Community Partnerships. 3 hours.**

Schools and their leaders cannot create effective and lasting change without the support of the community. It is imperative that all levels of school leaders build collaborative relations with all of the constituents of the school community. The teacher leadership candidate examines the theory, research, and best practices relating to school, family, and community partnerships. This course also explores the different types of partnerships, challenges to developing school-based partnership programs, the components of effective partnership programs that enhance student performance and success; and how to evaluate their effectiveness to achieve the over-arching goal of school improvement.

**EDUC 796 — Reflective Practice and Teacher Leadership. 3 hours.**

The reflective practitioner is a powerful force and can be a major contributor to the educational change process. Reflective practice is a critical element that enhances decision making through experience, research, and communication. This course provides the teacher leader candidate with an overview of reflective thinking and writing models. The candidate learns how to apply the models by reflecting on past actions in the classroom and collaborative efforts with the school community in order to improve and energize professional growth, teaching methods, classroom strategies, and relational rapport.

**EDUC 797 — Using Technology for School Improvement. 3 hours.**

Technology has a wide variety of uses such as instructional support in the classroom, distance learning, and keeping all school community constituents connected in this information age. With the increased use, issues have developed that are causing districts/schools to reexamine policies, student accessibility, and training needs. This course provides the teacher leadership candidate with a comprehensive view of the components necessary for educational leaders to make decisions regarding technology. This course also focuses on the societal issues that relate to the use of technology in the schools and effective professional development needed by staff prior to and during implementation.

**EDUC 798 — Implementing Continuous School Improvement. 3 hours.**

Educational leaders understand that school improvement that results in higher levels of learning for all students is not a project or an achievement; it is an ongoing process. This course develops knowledge and skills needed to (a) foster change that results in continuous school improvement, (b) focus a school improvement effort on implementing an effective curriculum initiative, (c) build organizational capacity that supports continuous school improvement, and (d) identify and develop promising structures and practices, knowledge and skills, and values and dispositions to effectively implement and sustain continuous school improvement.

**EDUC 801A — Teacher Leadership Practicum I. 1 hour.**

The teacher leadership candidate will gain experience in exemplary teaching, curriculum development, professional development, and leadership. The focus during this practice is on student and overall school achievement in a K-12 learning environment. The 50 clock-hour

experience, conducted in the candidate's assigned school of employment, requires the candidate to apply prior and newly acquired knowledge, skills, dispositions, and performance to the development of a professional portfolio.

**EDUC 801B — Teacher Leadership Practicum II. 2 hours.**

The teacher leadership candidate will gain experience in exemplary teaching, curriculum development, professional development, and leadership. The focus during this practice is on student and overall school achievement in a K-12 learning environment. The 50 clock-hour experience, conducted in the candidate's assigned school of employment, requires the candidate to apply prior and newly acquired knowledge, skills, dispositions, and performance to the development of a professional portfolio.

**EDUC 900 — Intrapersonal Leadership. 5 hours.**

Introduces a holistic model that includes four major areas of personal development that contribute to effective leadership: spiritual leadership, physical leadership, emotional leadership, and cognitive leadership. Course participants analyze their own character and competence as leaders with the goal of maximizing their personal leadership effectiveness.

**EDUC 901 — Research Theory: Principles and Methods. 5 hours.**

Doctoral-level learners will be introduced to the field of research, research design, and research methods. Standards and practices for conducting and completing valid and reliable research studies will be covered (e.g., quasi-experimental designs, qualitative measures). Emphasis will be given to a study of innovative, applied research practices. Learners will examine ethical issues and dilemmas in leadership research and practice.

**EDUC 902 — Leadership Paradigms. 4 hours.**

Analysis of the history, ideas, and theories of leadership, including significant issues and ethical dilemmas that have confronted leadership throughout historical periods. Through this analysis, leadership from various disciplinary perspectives is examined and one's own philosophy of ethical leadership is clarified.

**EDUC 903 — Research: Methods and Techniques I. 5 hours.**

An extension of the various methods used to conduct doctoral-level research studies whose emphasis will be a study of innovative, applied research practices, designs, and methods. Standards and practices for completing research studies will be further discussed and refined, particularly as they apply to the learner's identified research question(s).

**EDUC 904 — Interpersonal Leadership. 5 hours.**

Building on the foundation laid in Intrapersonal Leadership Development, this course is the natural extension from studying individual behavior and effectiveness to analyzing routine group or team behavior and leadership effectiveness. Utilizing a team-based learning culture, the course design will simulate real-life team building processes.

**EDUC 905 — Systems Theory: Leadership and Management. 4 hours.**

Explores organizational systems in holistic ways to assist leaders in understanding and utilizing a comprehensive, systematic organizational performance management system.

**EDUC 906 — Legal and Ethical Issues in Leadership. 3 hours.**

Legal and ethical issues for effective leadership in global organizations are analyzed. Learners will gain an awareness of the laws, regulations, and policies used to govern institutions, which is vital for effective leadership. Personal ethics, business ethics, leadership ethics, and ethical decision-making are explored.



**EDUC 907 — Policy, Politics, and Social Action. 4 hours.**

Elements of public policy, politics, and social action and their impact on ethical leadership are examined. Leadership never occurs in a vacuum. Leaders must be attuned to the nuances and ramifications of actions both personal and professional. In this course, the leaders will examine competing paradigms and explore the many dimensions of policy, politics, and social action. Ethical leaders positively impact their sphere of influence throughout their professional careers.

**EDUC 908 — Research: Methods and Techniques II. 5 hours.**

Technology based statistics will provide students with the background required to analyze data and correctly interpret results found through doctoral-level research. Appropriate measures for the analysis of data through the application of statistical processes and/or qualitative measures will be emphasized. Areas of study include probability, randomization, variables, normal distribution, t-distribution, chi-square distribution, F distribution, confidence intervals, hypotheses testing, and correlation. Students will be introduced to SPSS applications for statistical analysis. Students will also explore sound qualitative research analysis and reporting measures.

**EDUC 909 — Leading Change. 4 hours.**

Since organizational change in the 21st century is inevitable, today's leaders need to be proactive and forecast the needs of the organization for the short-term, the intermediate, and the long-term. Leaders are primarily change agents to influence a shared vision for the future. In this course, the candidate's knowledge base of organizational theory will be expanded through in-depth literature review, which will offer new insights into responding to internal as well as external pressures for change. The candidate will learn to identify changing circumstances in society, as well as globally and also be cognizant of any legal issues that might impact on decisions for change. Transforming subjective perceptions is crucial to successful innovation and the key objective to change. Each of these decision points will be within the ethical framework.

**EDUC 910 — Covenant Leadership. 4 hours.**

Leadership goes beyond those predictable and even trite behaviors normally chronicled in the leadership literature. Leadership is all about being. A major tenant of the Christian faith suggests that the message of Gospel propels us to go beyond the "norm" in leadership activity. In this course, leaders will demonstrate they are capable of understanding the exercising the "best" of both contractual as well as covenant leadership. The purpose of this course is to help one develop into a graceful leader — one who is bold, but not ego-filled.

**EDUC 911 — Dissertation. 12 hours.**

A field-based, practice-centered inquiry, which consists of comprehensive action research of significant importance. The dissertation attests to the learner's understanding of an issue and ability to conduct action research related to the improvement of professional practice from which others benefit. This is the most rigorous portion of the Ed. D. in which learners are expected to demonstrate the highest standards of scholarship and inquiry. The dissertation is comprised of five written chapters consisting of a proposal (introduction), a literature review, methodology, findings, and conclusion.

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## English

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**ENG 150 — Special Topics in Expository Prose and Research. 3 hours.**

Provides practice in writing to develop clear, well-organized prose based on contemporary issues through analysis, synthesis, argumentation, and basic research. Emphasis is on summary development, critical thinking, and library skills.

**ENG 204 — World Literature. 3 hours.**

A study through literature of social, religious, political, and cultural issues with emphasis on analysis, application, and appreciation of literature.

**ENG 210 — Introduction to Business and Technical Writing. 3 hours.**

A writing course designed to provide instruction and practice in written communication, with special emphasis on types of writing most used in business situations.

**ENG 301 — Thematic Studies in Literature. 3 hours.**

This course is a study of life writing, with a special emphasis on the particular demands that different ages and cultures have placed on the biographer/autobiographer as an artist, writer, and historian. One basic goal of this course is to provide the learner with a better understanding of the role of the biographic arts within the larger disciplines of the humanities and the fine arts (history, sociology, psychology, literature, and film). This course will also provide the learners with directed opportunities to practice their knowledge of the processes of reading, writing, and critical thinking. They will learn how to intelligently read, write, and analyze.

**ENGL 607A — Educational Research: Principles and Practices I. 1 hour.**

A survey of research methodologies appropriate for independent investigations in English/Language Arts education that will explore methods used by learners when conducting research for their creative projects/theses. Learners are assigned advisers.

**ENGL 607B — Educational Research: Principles and Practices II. 1 hour.**

Learners are given the opportunity to continue research and writing of individual creative projects/theses related to teaching English/Language Arts.

**ENGL 613 — Basic Grammar Review. 1 hour.**

In this basic review of traditional grammar and usage, learners will practice locating and editing grammatical errors in the teaching of writing.

**ENGL 614 — Communication in English/Language Arts. 3 hours.**

Modes of oral communication, including public speaking, interpersonal communication, small-group communication, and listening are applied to teaching oral communication skills in the middle and high school English/Language Arts classroom.

**ENGL 615 — Diversity and Multiethnic Literature. 3 hours.**

This study of Western and non-Western writers outside the traditional canon may include minority writers of the United States and writers of the Americas, African nations, India, and Far East and enables English/Language Arts teachers to make students aware of global commonalities.

**ENGL 616 — Workshop in English/Language Arts Assessments. 1 hour.**

Opportunity for discussion and construction of assessment tools useful in the English/Language Arts middle and high school classroom is provided. May include writing rubrics, testing, multimedia projects, speech rubrics, and participation rubrics.

**ENGL 617 — Critical Approaches to Literature. 3 hours.**

In this study of reading and interpreting creative literature, historical, formalist, psychoanalytic, and feminist approaches are included with emphasis is on integrating approaches into the middle and high school English/Language Arts classroom.

**ENGL 618 — Current Issues in English/Language Arts. 3 hours.**

Provides opportunity for investigation and discussion of issues that influence middle and high school English/Language Arts teachers and classrooms. Topics covered may include standards, technology, censorship, inclusion, tracking, and the learning environment.

**ENGL 619 — Grammar in Context. 3 hours.**

Teaching English/Language Arts teachers how to develop grammar instruction in the context of literature and writing is a goal, with particular attention to developing practical lessons that can be integrated into the English/Language Arts class. Consideration is also given to approaches to grammar instruction appropriate for diverse dialects.

**ENGL 620 — Visual Literacy. 2 hours.**

A study of the English/Language Arts domains of viewing and visually representing and how they can be integrated into the English/Language Arts middle and high school classroom.

**ENGL 621 — Workshop in the Interactive English/Language Arts Classroom. 1 hour.**

Investigation of effective teaching practices for the English/Language Arts middle and high school classroom based on the theories of multiple intelligences and learning styles. Teacher-learners will be able to adapt their own curricular materials to make them more accessible for today's diverse students.

**ENGL 623 — Workshop in Supervision and Sponsorship. 1 hour.**

Areas beyond direct classroom teaching relevant to middle and high school English/Language Arts teachers are discussed. Topics may include supervising field experience students and student teachers; directing plays; sponsoring newspapers, yearbooks, and literary magazines; and sponsoring speech teams.

**ENGL 637 — Writing in English/Language Arts. 3 hours.**

Principles and practices of teaching writing in the middle and high school English/Language Arts classroom are explored. Learners investigate writing theories and writing strategies including freewriting, journaling, composing on computers, peer editing, and portfolios. The course is taught in a workshop, hands-on environment.

**ENGL 649 — Reading Strategies and Young Adult Literature. 3 hours.**

Teachers of middle and secondary English/Language Arts will be taught reading strategies for comprehension and word recognition through the genre of young adult literature to prepare them to develop reader-centered approaches in teaching literature.

**ENGL 697 — Creative Project. 3 hours.**

This course provides learners an opportunity to do an individual investigation of a topic useful in the teaching of English/Language Arts in the middle and high school classroom. Learners may choose either a creative project or a thesis. This course is a culmination of ENGL 607A and 607B Educational Research: Principles and Practices I and II.

**ENGL 698 — Thesis. 3 hours.**

This course provides learners an opportunity to do an individual investigation of a topic useful in the teaching of English/Language Arts in the middle and high school classroom. Learners may choose either a creative project or a thesis. This course is a culmination of ENGL 607A and 607B Educational Research: Principles and Practices I and II.

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## Fine Arts

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**FIN 105 — Fine Arts. 3 hours.**

The topics covered include an examination of the elements and principles of art, study of the major periods of art and architecture, from the Egyptians to the present, and a survey of music and its development from medieval times to the present.

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## General Instruction

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**GNS 111 — Intrapersonal Leadership. 3 hours.**

Learners are introduced to the expectations and opportunities to develop intrapersonal leadership. The course is an overview of important concepts of self-management and an awareness of effective skills for implementation in college-level study. The course will assist individuals as they set the stage for success by focusing on ways to develop a healthy self-concept and by recognizing the relationships between the results of personal effort and constructive strategies for working, studying, and relaxing. The Myers-Briggs Type Indicator (MBTI) is used to help learners understand personality differences and how to use that information in their personal and professional lives, as well as in their new roles as students. The MBTI is also used to empower learners with effective team-building strategies for working in collaborative learning teams. By course end, learners will have composed personal career mission and vision statements to prioritize their daily work.

**GNS 112 — Strategies for Success. 3 hours.**

The overall course objective is the development of effective skills for implementation in college-level study. Course assignments are designed to assist learners as they set the stage for success by focusing on developments of constructive strategies for working and studying. The following topics will be addressed throughout this course: writing development, including various writing formats, conducting library research, and using proper APA format; computer and BlackBoard training; presentation skills, including PowerPoint training; and ONU policies and procedures.

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## Geology

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**GEO 121 — Physical Geography. 4 hours.**

A study of physical processes acting on the Earth's surface, incorporating elements of geology, weather, climate, biology, soils, and oceanography, with an overview of physical regions of the United States, and an introduction to Geographic Information Systems and Global Positioning Systems.

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## History

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**HIS 210 — Western Civilization. 3 hours.**

The course will survey the major themes of Western civilization and the contributions made by successive constituent civilizations beginning with the Greeks, Romans, and Jews. The course is designed to provide every student with a basic working knowledge of the major themes, trends, and figures in Western civilization.

**HIST 600 — Historiographical Foundations. 3 hours.**

Focus will be on identifying and defining the most significant approaches to political philosophy and historical interpretation in Western civilization,



and the expression of these traditions in successive religious, social, and political contexts. Emphasis will be placed on methods of research and principles of interpretation. Students will begin the process of choosing a thesis or thesis project topic.

**HIST 601 — Ancient Greek and Roman Thought. 3 hours.**

An exploration of Greek and Roman political and historical understanding emphasizing the contributions of thinkers from Plato to Augustine. The crisis precipitated by the defeat of Athens in the Peloponnesian War, and the inability of the Greek poleis to find a basis for cooperation provides a relevant context for the exploration of Greek answers to the ultimate questions about the nature of reality and society.

**HIST 602 — The Medieval European Experience. 3 hours.**

An examination of major medieval themes of church and state, reason and faith by exploring defining works by Augustine and St. Thomas Aquinas, and numerous other writers in excerpt in the nine centuries between these pillars. The purpose of the course is to understand and appreciate both the ideals and the limitations of the unique medieval synthesis of the earthly and the heavenly. Extensive use will be made of Fordham University's Internet Medieval Sourcebook for primary documents online.

**HIST 603 — The European Enlightenment. 3 hours.**

A comparative study of leading thinkers from Locke to Rousseau, including Descartes, Locke, Edwards, Kant, Smith, Hume, Rousseau, and Wesley. The modern synthesis of empiricism, secularism, humanism, and rationalism as a unique cultural development will be analyzed and critiqued. Students will be assigned passages or segments from these major writers on key themes, and class activities will focus on discussion, analysis, and historical context.

**HIST 604 — Postmodernism. 3 hours.**

Postmodernism is the dominant intellectual trend in both the Global North and the Global South. Postmodernism arose out of the devastation wrought by World War I—piercing the apparently facile belief in humanitarian utopianism and was buttressed by Heisenberg's discovery of the uncertainly principle a decade later. Gone was the optimism of humanism and in was the despair of postmodern uncertainty. In this course students will explore the dominant features of postmodern philosophy and the will begin to analyze these features from a Christian perspective.

**HIST 605 — Seminar in Current Christian Thought. 3 hours.**

A student-oriented seminar class examining some salient aspect of the role of the Christian scholar and citizen in contemporary society. Topics might include the individualist, communitarian, and pluralist understandings of society, and the differences among Orthodox, Catholic, and Protestant perspectives on the social and political roles of the Christian. Students will be assigned different schools or authors, present their assigned topics in class, and argue and defend their topics in debate. Students should also complete an outline of their theses or curriculum projects.

**HIST 606 — The American Experience. 3 hours.**

A survey utilizing leading American writers from Winthrop and Edwards to Dewey, James, DuBois, and King of the changing understanding of the American political and social experiment. Emphasis will be placed on analysis and critique of primary sources. Source excerpts will form the literature based of the class, and students and faculty presentations will provide historical and cultural context.

**HIST 607 — America in the World. 3 hours.**

A student-oriented seminar class examining diverse perspectives on the role of American political and economic power in the contemporary world, and in particular, the impact of that power on less-developed

nations. Emphasis will be placed on the analysis and critique of secondary sources. Students will also complete bibliographies supporting their theses or thesis projects.

**HIST 608 — Seminar. 3 hours.**

A faculty-facilitated seminar in which students are aided in the development of their thesis proposal through reading, discussion, and research. The outcome of the class is a preliminary draft of their theses or theses projects.

**HIST 697 — Project. 3 hours.**

A directed research course for the completion of a thesis or thesis project rooted in primary sources, resulting in a 100-page document (or other approved form) in which the student addresses a critical question in either philosophy of history or political philosophy. The expected outcome is a final draft of the thesis or project.

**HIST 699 — Thesis. 3 hours.**

A directed research course for the completion of a thesis or thesis project rooted in primary sources, resulting in a 100-page document (or other approved form) in which the student addresses a critical question in either philosophy of history or political philosophy. The expected outcome is a final draft of the thesis or project.

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## Library Information

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**LSCI 600 — Professional and Ethical Issues. 3 hours.**

The candidate will develop an understanding of social and ethical behavior regarding information and information technology. He or she will recognize principles of equitable physical access to information. Modeling continuous learning through participation in professional organizations and staff development programs will be the desired outcome of this course.

**LSCI 601 — Information Technologies/Media Services and Production I. 3 hours.**

Understanding of technological needs of students and faculty; and teaching the use of computers and technology tools is the focus. The candidate will learn how to select, install, manage, and maintain applicable technologies and develop technology plans. He or she will understand the need to provide equitable access to multiple media resources and gain competence in word processing, databases, spreadsheets, presentation software, graphics, and production software, which will allow for assisting K-12 students in media production applications.

**LSCI 602 — Reference and Information Services. 3 hours.**

The candidate will develop an understanding of information literacy in order to direct student and faculty use of print and non-print information resources. Solving information needs with critical thinking and problem-solving skills is examined. The candidate will also learn how to provide an environment compatible for multiple learning styles and diverse K-12 students.

**LSCI 603A — Practicum/Internship I. 3 hours.**

The candidate will engage in practical, supervised experiences in school media centers with a wide variety of tasks. He or she will be involved in interactions with students who have diverse abilities and backgrounds and will incorporate a wide range of standards. Co-requisite: take concurrently with LSCI 602, 604 and 605.

**LSCI 603B — Practicum/Internship II. 3 hours.**

The candidate will engage in practical, supervised experiences in school media centers with a wide variety of tasks. He or she will be involved in

interactions with students who have diverse abilities and backgrounds.  
Co-requisite: take concurrently with LSCI 607, 609 and 610.

**LSCI 604 — Organization. 3 hours.**

An introduction to the field of cataloging and classification to provide the student with the knowledge, classification tools, and confidence to conduct basic cataloging functions in any school library setting.

**LSCI 605 — Administration. 3 hours.**

The student will be provided with the knowledge and expertise necessary to effectively administer school library programs. Focus is on program components for which school libraries have responsibility: collection development, budgeting, grant writing, facilities, personnel, procedures, and program evaluation. This class will solidify ideas and practices from previous classes into a portfolio for future reference.

**LSCI 606 — Information Technologies/Media Services and Production II. 3 hours.**

In preparing for the development of a final project, a library technology plan, the student will explore a wide range of technology needs in the school library. He/she will be exposed to a variety of available technologies, learn how to evaluate and select technologies, work with key school decision-makers, budget for technology, adapt new technologies to the library situation, learn why equitable access to technology is important, and advocate for the use of technology in the library. You will also be required to develop a schema that describes the structure, content and layout of a model School Library Media Center website, as well as the desirability of separating web page layout from content.

**LSCI 607 — Literature and Resources for Children. 3 hours.**

An introduction to literature and resources for children. Developing and evaluating the materials collection based on diverse learning needs of students and faculty will be emphasized, along with using the appropriate review sources to assist in recommending and purchasing materials suited for individual learners and the curriculum with a focus on providing for reading, listening, and viewing guidance to the student.

**LSCI 608 — Literature and Resources for Young Adults. 3 hours.**

Skills for introducing literature and resources to both young adults (ages 12-18) and their teachers will be covered, with emphasis on evaluation, selection and use of print and non-print materials across all genres based on diverse needs. Added emphasis will be on providing reading, listening, and viewing guidance to young adults and promotion of young adult literature for both personal and curricular use in library media center programs.

**LSCI 609 — Curriculum Integration. 3 hours.**

The candidate will learn to partner with other members of the learning community to meet learning needs of K-12 students. Focus is on integrating the school library media program into the curriculum to promote achievement of learning goals and content-area standards. The candidates will develop skills for collaborating and co-teaching with classroom teachers on integrated student assignments and projects.

**LSCI 610 — Communication and Leadership. 3 hours.**

Knowledge and expertise that are needed for leadership and communication in the library program are the goals of this course; topics covered include leadership styles, advocacy, communication, professional development and marketing/promotion.

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## Mathematics

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**MTH 116 — Introduction to Statistics. 3 hours.**

This course is an introduction to statistical methods, including sampling, measures of dispersion, averages, and statistical inferences.

**MTH 117 — Finite Mathematics. 3 hours.**

This course provides an introduction to finite mathematics with applications in business and management areas. Topics include the construction and use of linear models, matrices, the solving of linear systems of equations, linear programming, mathematics of finance, and probability.

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## Nursing

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**NRSG 102 — Nursing Informatics. 0 hours.**

Provides an opportunity to develop the skills necessary for participating in online classes via the Blackboard format.

**NRSG 301 — Introduction to Informatics and Professional Nursing. 4 hours.**

An overview of concepts that formulate the framework for professional nursing practice. The historical, philosophical, and professional perspectives are presented as the genesis for the development of professional nursing. Emphasis is placed upon the theoretical basis for the science of nursing. Also included in the module are the concepts of communication between health providers to assist nurses as they develop health information, health education materials, and health presentations.

**NRSG 326 — Community Health Nursing. 3 hours.**

The role of a nurse in the health and well-being of the community is examined. Health promotion, disease prevention, and health maintenance of local communities are assessed and evaluated. The health care delivery system, cultural diversity, ethics, and sociopolitical forces are examined. High risk population aggregates are studied and the roles of various community and public health nurses are explored. Resources investigated will include community agencies, clinics, and government agencies.

**NRSG 342 — Transcultural Nursing. 4 hours.**

Development of cultural sensitivity is studied. Learners design the delivery of culturally appropriate nursing care incorporating the role and function of the family across the life span.

**NRSG 355 — Health Assessment/Pathophysiology. 3 hours.**

Students will strengthen physical assessment knowledge through the understanding of selected pathophysiological processes. Emphasis is placed on the concepts of cellular injury, inflammation, hypoxia, and cancer, as well as the health continuum, the nursing history, examination, and interviewing techniques, and documentation.

**NRSG 395 — Nursing Research. 3 hours.**

This course provides the basic foundation for an understanding of nursing research. Included in the course are an overview of nursing research, steps in the research process, research designs, research methodology, data collection and analysis, and utilization of research.

**NRSG 436 — The Global Community. 3 hours.**

Provides an overview of international health issues and the role of the nurse in preserving and promoting health in diverse communities. Students will analyze the health of global communities and discuss potential avenues of health promotion, health protection, health

prevention, and health maintenance. Target populations are assessed and evaluated in relation to health care access and sociopolitical forces. Principles of epidemiology are explored and the effects of environmental health issues are evaluated.

**NRSG 441 — Advanced Adult Health Nursing. 3 hours.**

Study of critical and crisis situations across the life span. Emphasis is given primarily to the individual, but the impact of crisis on the family is also discussed.

**NRSG 445 — Families in Crisis. 3 hours.**

This course presents group theory and crisis intervention in the management of dysfunctional families. Selected therapeutic groups are observed and group assignments completed.

**NRSG 463 — Leadership/Management in Nursing. 3 hours.**

Management and leadership theories, principles, and concepts are studied with focus on transforming personal leadership. Emphasis is placed on facilitating professional leadership behavior.

**NRSG 470 — Issues in Health Care, Law, and Ethics. 3 hours.**

A critical examination of the profession of nursing in the 21st century will be analyzed within theoretical frameworks. Topics will include legal, ethical, political, and professional issues that will challenge students. These timely topics will be presented in a way that will provoke thought, dialogue, and debate. The future of nursing within the evolving health-care system will be discussed.

**NRSG 601 — Theoretical Foundations of Nursing. 3 hours.**

Explore theoretical models of practice in healthcare systems. The relationship between nursing systems models and other disciplines are examined. Emphasis is placed on developing a foundation for application of professional practice through using a systems approach. Students will be introduced to the concept of developing a professional portfolio. Prerequisite: successful completion of NURS 619.

**NRSG 612 — Evidenced Based Research. 3 hours.**

An opportunity to examine the foundation for best practice evidence-based nursing research. An overview of qualitative and quantitative methodology, analysis of literature, research process, and data analysis will be presented. Strategies for devising research are explored and applied through an evidence based practice (EBP) research project.

**NRSG 613 — Moral/Ethical Decision Making. 3 hours.**

Discussions center on recognizing moral, ethical, and spiritual variance among cultural norms and health care practices in a global society as applied to life experiences. Students will study moral and ethical decision making models, while reflecting on their personal values, professional ethics, and spiritual being and the role of nurses in these decisions. Case studies will be used as a means to apply critical analysis to ethical and moral decision making.

**NRSG 614 — Health Promotion and Disease Prevention. 3 hours.**

A theoretical basis for health promotion and disease prevention. Major components include concepts of health, levels of prevention, epidemiology of wellness, and global health threats. Measures are employed to identify distributions and determinants of disease in relation to global health concerns. Social and environmental concerns are examined and their relationship to health promotion and disease prevention. Responsive political advocacy is examined as a method of influencing change.

**NRSG 616 — Political and Social Implications of Health Care. 3 hours.**

Provides an analysis of political and social implication of health care systems as it relates to professional practice. Policies, economic

implications, and current research are examined. Issues, trends, and forecasting relative to the future of healthcare are explored.

**NRSG 617 — Leadership Role Development. 3 hours.**

Examine concepts of leadership as it relates to professional practice, healthcare delivery systems, healthcare policy, finance, and personal obligation. The course builds on knowledge from moral and ethical decision making. Opportunities to examine Christian philosophical views of leadership, change theory, barriers to change, and effective leadership strategies are presented. Students will define their leadership role as it applies to their current practice.

**NRSG 618 — Ethical Leadership Seminar. 2 hours.**

Reflection on previous courses and on one's professional and personal responsibility to practice as a responsible ethical leader. Participants will critically reflect on their knowledge derived from the core courses, including their personal, professional, and spiritual growth. Students will develop a personal development plan with goals prior to moving into their specialty track.

**NRSG 619 — Nursing Informatics Training. 0 hours.**

Provides an opportunity to develop the skills necessary for participating in online classes via the Blackboard format.

**NRSG 621 — Teaching Roles and Strategies. 4 hours.**

Teaching as a profession is explored along with the role of an educator, the learning process, and teachers as leaders, mentors, and role models. Educational philosophy is examined including student centered learning. Students will examine factors that influence learning, explore critical topics in education, accreditation, educational organizations, funding, cultural diversity, and gender sensitivity. Students will begin to determine a personal teaching philosophy and determine appropriateness of various teaching strategies.

**NRSG 622 — Curriculum Design, Assessment, and Evaluation. 4 hours.**

Prepares the student to design curriculum and evaluate its effectiveness. Students will design, implement, and assess outcomes through a mini curriculum project. The student will consider their personal educational philosophy when determining ways to engage learners and assess learning outcomes. Various methods of course delivery are considered including distance delivery, online modalities, and emerging trends in education.

**NRSG 623 — Teaching Practicum Experience. 4 hours.**

After completion of all the courses in the specialization track, this 120-hour teaching practicum experience allows the student to integrate and apply the principles and concepts relative to a graduate level nurse educator. As a capstone, the student will build on their plan to design, implement, and evaluate a teaching component related to their specialization and practice setting. Students will critically reflect on their knowledge, revise their Personal Leadership Development Plan developed in the Ethical Leadership Seminar, and submit a request for Teaching Practicum to their assigned faculty mentor. Students will be provided with a guide to the Teaching Practicum Experience which details the procedure.

**NRSG 631 — Nurse as a Leader and Manager of Care. 4 hours.**

Various models of organizational, managerial, and leadership theory are examined. The student will review mid-level and senior managerial and leadership roles within a health care organization, as well as clarify personal values as they relate to leadership attributes and determine their role in improving quality of nursing services. Trends in nursing and health care as a means to predict practice change are considered, and theories on change, leadership, concepts of power, and empowerment will be examined as they relate to administrative roles.

**NRSG 632 — Healthcare Policy and Practice. 4 hours.**

The student will integrate the concepts of leader, manager, and change agent as they relate to the health care environment. Consideration is given to mission, strategic planning, finance, systems analysis, and forecasting. Responsible management of human, fiscal, and physical resources is examined in the complexity of the health care organization. Strategies to ensure a quality workplace, staff support, and retention are discussed.

**NRSG 633 — Leader-Manager Practicum Experience. 4 hours.**

Participants will integrate and apply previously learned principles and concepts relative to a graduate level manager and leader. As a capstone, the student will critically reflect on knowledge, revise the Personal Leadership Development Plan developed in the Ethical Leadership Seminar, and submit a request for Leader-Manager Practicum to the assigned faculty mentor. Students will be provided with a guide to the Leader-Manager Practicum Experience which details the procedure.

**NRSG 641 — Emergency and Disaster Preparedness, Management and Nursing Education. 4 hours.**

Detailing of the essentials in disaster planning, leadership, coordination of systems, psychosocial impact, legal and ethical issues, and communication as it relates to emergency preparedness and disaster readiness. An overview of disaster management triage and chemical decontamination is discussed. Restoring public health under disaster condition and managing emergencies in and outside of the hospital setting are discussed.

**NRSG 642 — Natural, Accidental, Chemical, Biological, and Radiological Disasters. 4 hours.**

Focuses on multiple potential disasters that could occur and the role of the disaster-prepared nurse locally, nationally, and internationally. Consideration for nursing practice as it relates to disaster readiness research and development, prevention, education, and management are presented.

**NRSG 643 — Emergency Preparedness Disaster Readiness Practicum. 4 hours.**

Participants will integrate and apply previously learned principles and concepts relative to emergency and disaster nursing practice. As a capstone the student will critically reflect on their knowledge, revise their Personal Leadership Development Plan developed in the Ethical Leadership Seminar, and submit a request for Emergency Preparedness Disaster Readiness Practicum to their assigned faculty mentor. Students will be provided with a guide to the Emergency Preparedness Disaster Readiness Practicum experience which details the procedure.

**NRSG 651 — MSN Practicum. 0 hours.**

A practicum project equivalent to a minimum of 120 hours must be completed for successful completion of the MSN program. Experiences and previous course work can be used to as a foundation for the project. The practicum project cannot be started until it is approved and the student has received written verification of the approval. It is essential the student understand it is not research but completing a practicum project that is based on research and the literature. It is highly recommended the student begin thinking about their specialty track, type of practicum desired, and possible supervisor throughout the MSN core coursework. The practicum proposal will be submitted during the last core course, NRSG 618.

**NRSG 652 — MSN Plenary Session. 0 hours.**

All students are required to participate in a Weekend Plenary Session on the ONU Main Campus during the course of the program. The specific dates will be announced during or before NRSG 618: Ethical Leadership Seminar. These Plenary Sessions will focus on evidence based research and best practice evidence specifically in education, management/

leadership or emergency preparedness disaster readiness. The weekend experience may include guest speakers, workshop training, simulated trauma events, networking, presentations and more.

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**Organizational Leadership**

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**MOL 600 — Introduction to Graduate Study of Organizational Leadership. 1 hour.**

The academic skills and learning techniques required to achieve success in graduate-level studies are discussed. Topics include theories of self-management, evaluation of personal academic strengths, decision-making and communication skills, study-group and team dynamics, time management, and other related issues. A grade of B or higher in this course is required.

**MOL 601 — Leading, Learning, and Communicating in an E-World. 3 hours.**

Students gain insight into how technology is impacting the way organizations and individuals lead, communicate, collaborate, share knowledge and information, and build ever-expanding communities of learning. Also addressed are issues involved in leading organizations through the process of change as new technologies are implemented in the workplace.

**MOL 602 — Leadership Theories and Practices. 3 hours.**

Drawing from the behavioral and social sciences to examine leadership theories, models, and practices, learners will make inventories of personal leadership behaviors and create individual leadership development plans. Development of leadership portfolios begins, as do collaborative learning team projects which focus on leadership issues/problems or change initiatives within organizations.

**MOL 604 — Organizational Culture and Politics. 3 hours.**

Examines behavioral science theory, as well as various factors that influence the culture of an organization, and focuses on the importance of utilizing an understanding of culture to build a well-performing organization. Learners will study the importance of social skills and managerial intelligence in organizations and analyze organizations from the perspective of internal political systems.

**MOL 606 — Organizational Ethics, Values, and the Law. 3 hours.**

An overview of the importance of ethical and values-based foundations of organizations, as well as the legal environments in which they operate. Learners will acquire greater understanding of and appreciation for the impact of values, ethical behavior, and diverse legal and regulatory requirements on the shaping of leadership style and organizational performance.

**MOL 608 — Developing a Multicultural Perspective. 2 hours.**

Learners will work to develop a multicultural perspective relative to an organization and its employees by examining how organizations function in a variety of cultures and explores organizational behavior theories as viewed by different cultures. Learner awareness of the implications of cross-cultural issues to an organization, as well as to society as a whole, is enhanced.

**MOL 612 — Leading High-Performance Teams 3 hours.**

Research, theories, and models of team performance, including the design and implementation of high-performance leadership in organizations, are explored. Assessments, simulations, and case studies will be utilized by learners to gain further insight into personality types, power and influence, trust-building, risk-taking, communication styles, motivational strategies, and team dynamics.

**MOL 614 — Coaching, Mentoring, and Resolving Conflicts. 3 hours.**

Survey of theories, models, and best practices related to mentoring and coaching employees toward higher levels of performance. Learners examine sources of conflict between supervisors and subordinates, as well as between/among peers, with a focus on methods of resolving such conflicts for the betterment of individual, team, and organizational performance.

**MOL 616 — Leading Change and Transformation. 3 hours.**

A look at the context of change and potential barriers to organizational change efforts. Learners are introduced to a variety of change interventions and best leadership practices to promote employees' acceptance of and enthusiasm for change. The leader as change agent is emphasized, with attention given to techniques for human resources, process, and techno-structural and strategic interventions to facilitate organizational transformations.

**MOL 618 — Financial Environment of Organizations. 3 hours.**

Financial interpretation skills necessary to knowledgeably read financial statements and understanding of how the results of leaders' decisions can impact their organizations' fiscal performance are topics presented. Course includes basic accounting concepts, fundamentals of finance, budgetary concepts, project cost-benefit analysis, and the general business environment, and how to assess the financial well-being of an organization.

**MOL 620 — Performance-Based Evaluation Systems. 3 hours.**

Methods of assessing individual and group performance are presented, with an emphasis on rewards systems to motivate employees to higher levels of achievement. Learners will acquire the ability to develop individual and team evaluations based on measurable outcomes that support organizational goals and objectives, as well as correlate performance standards with financial rewards and other forms of recognition.

**MOL 622 — Strategic Leadership: Planning, Problem-Solving, and Decision-Making. 3 hours.**

Examines models and best practices for organizational strategic planning, including leaders' roles in the planning process and in implementing the plan at various operational levels. Various methods for analyzing and solving problems, as well as decision-making strategies, are discussed for utilization as change in organizations' operations becomes necessary.

**MOL 625 — Capstone Seminar in Organizational Leadership. 3 hours.**

Learners make individual presentations regarding their leadership portfolios. In addition, collaborative learning team projects are reported to the cohort in the form of executive summaries supported by PowerPoint or other similar visual presentation. Verbal critiques of the projects are provided by other members of the cohort.

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## Physical Education

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**PED 170 — Adult Wellness. 3 hours.**

This course is designed to provide an understanding and personal appreciation of the relationship of chemical independence, nutritional intake, physical activity, and stress management to health, so that adults select an appropriate personal lifestyle necessary to produce optimal lifelong health and well-being.

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## Practical Ministries

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**PRM 306 — Principles of Management. 3 hours.**

Management issues are explored from the perspectives of human resource administration and business management. Human resource administration topics include authority and ethics, conflict management, and team-building (utilizing the Myers Briggs Type Indicator and congregational life theory). Business management topics include financial, personnel, and time management.

**PRM 310 — Discipling. 3 hours.**

Learners will be able to (1) effectively live a discipling lifestyle and (2) are empowered to plan and implement disciple-making strategies within their respective appointments. The model is Jesus, whose purpose was to make disciples and whose disciples continued to focus on this purpose. At the heart of their life and work was Christian community, where focus was maintained and purpose fulfilled through strategic planning that resulted in practical steps of action in developing an ever-expanding network of discipling relationships.

**PRM 316 — Worship and Preaching. 3 hours.**

This course explores the nature of worship in terms of its theology and its historical development. The components and dynamics of corporate worship are examined with particular attention given to the place of preaching. Contemporary and cultural factors influencing worship are examined.

**PRM 360 — Youth and Family Ministry. 3 hours.**

The needs of church and unchurched people in the context of today's culture are examined, along with the possibility for corps growth through effective programming for all ages. Particular attention is given to the developmental stages and self-esteem issues within the community of faith.

**PRM 402 — Organizational Behavior. 3 hours.**

This course examines organizations on the individual, group, and external environment levels. Emphasis is placed on current organizational and leadership theories. Learners also learn to analyze organizations as an open system. Topics of discussion include group dynamics, communication and interpersonal relations, strategic planning, goal-setting, change management, and volunteer administration. The course looks at both secular and Biblical styles of leadership.

**PRM 403 — Spiritual Formation and Personal Development. 3 hours.**

Topics in both personal and corporate spiritual formation that impact the totality of one's life and work are explored. Additionally, attention is given to problems that may cause leaders to bring into question their call to ministry and impede their spiritual and ministry formation.

**PRM 410 — Counseling. 3 hours.**

Principles and practices of Christian and pastoral counseling are reviewed with emphases on counseling for common personal and emotional issues including depression, addiction, stress and anxiety, grief, managing anger and forgiveness. Special attention is given to ethical issues, counseling parameters, intercultural competence and counseling issues with co-occurring disorders. Students learn self-awareness and self-care techniques along with short term intervention strategies.

**PRM 417 — Community Relations. 3 hours.**

Salvation Army services and programs cannot be carried out in any community without adequate resources. This seminar examines four key elements for developing a successful program that generates the needed resources: public relations/marketing, grant- and proposal-writing for funding, fund raising, and community relationships.

**PRM 421 — Faith in Action Through Social Work. 3 hours.**

Social work is a caring ministry. This course integrates Christian faith with social work theory and practice. Topics to be covered are (1) the Biblical basis for social work, (2) the history of social work, (3) social work and Christian values and ethics, (4) social work practice, (5) case management, and (6) crisis intervention. Salvation Army policies and procedures are also reviewed as they relate to the caring community services ministries. There is a 45-hour social work component with this course.

**PRM 471 — Family Dynamics and Intervention. 3 hours.**

An introduction to the systems approach in understanding family dynamics. Topics presented include (1) structural and cultural variations, (2) Biblical and theological foundations, (3) ministry program development, (4) life-cycle assessment, and (5) the application of theoretical concepts for practical ministry.

**PRM 602 — Organizational Behavior. 3 hours.**

A look at organizations on the individual, group, and external environment levels. Emphasis is placed on current organizational and leadership theories. Learners also learn to analyze organizations as an open system. Topics of discussion include group dynamics, communication and interpersonal relations, strategic planning, goal-setting, change management, and volunteer administration. The course looks at both secular and Biblical styles of leadership.

**PRM 603 — Spiritual Formation and Personal Development. 3 hours.**

Learners will explore topics in both personal and corporate spiritual formation that impact the totality of one's life and work. Additionally, attention is given to problems that may cause leaders to bring into question their call to ministry and impede their spiritual and ministry formation.

**PRM 606 — Principles of Management. 3 hours.**

Management issues are explored from the perspectives of human resource administration and business management. Human resource administration topics include authority and ethics, conflict management, and team-building (utilizing the Myers Briggs Type Indicator and congregational life theory). Business management topics include financial, personnel, and time management.

**PRM 610 — Discipling. 3 hours.**

The purpose of this course is to develop learners who (1) effectively live a discipling lifestyle and (2) are empowered to plan and implement disciple-making strategies within their respective appointments. The model is Jesus, whose purpose was to make disciples and whose disciples continued to focus on this purpose. At the heart of their life and work was Christian community, where focus was maintained and purpose fulfilled through strategic planning that resulted in practical steps of action in developing an ever-expanding network of discipling relationships.

**PRM 616 — Worship and Preaching. 3 hours.**

The nature of worship is examined in terms of its theology and its historical development. The components and dynamics of corporate worship are discussed, with particular attention given to the place of preaching. Contemporary and cultural factors influencing worship are examined.

**PRM 617 — Community Relations. 3 hours.**

Salvation Army services and programs cannot be carried out in any community without adequate resources. This seminar examines four key elements for developing a successful program that generates the needed resources: public relations/marketing, grant- and proposal-writing for funding, fund raising, and community relationships.

**PRM 621 — Faith in Action Through Social Work. 3 hours.**

Social work is a caring ministry. This course integrates Christian faith with social work theory and practice. Topics to be covered are (1) the Biblical basis for social work, (2) the history of social work, (3) social work and Christian values and ethics, (4) social work practice, (5) case management, and (6) crisis intervention. Salvation Army policies and procedures are also reviewed as they relate to the caring community services ministries. There is a 45-hour social work component with this course.

**PRM 635 — Counseling. 3 hours.**

Principles and practices of Christian and pastoral counseling are reviewed with emphases on counseling for common personal and emotional issues including depression, addiction, stress and anxiety, grief, managing anger and forgiveness. Special attention is given to ethical issues, counseling parameters, intercultural competence and counseling issues with co-occurring disorders. Students learn self-awareness and self-care techniques along with short term intervention strategies.

**PRM 660 — Youth and Family Ministry. 3 hours.**

Examines the needs of church and unchurched people in the context of today's culture. The possibility for corps growth through effective programming for all ages is discussed, with particular attention to the developmental stages and self-esteem issues within the community of faith.

**PRM 671 — Family Dynamics and Intervention. 3 hours.**

The systems approach in understanding family dynamics is introduced. Topics presented include (1) structural and cultural variations, (2) Biblical and theological foundations, (3) ministry program development, (4) life-cycle assessment, (5) and the application of theoretical concepts for practical ministry.

**PRM 698 — Ministry Practicum. 2 hours.**

Learners are offered an opportunity for research and development in a specific area of ministry in which learners are directly related. Research should be practically applied in the learner's area of ministry. It is expected that this experience requires 80–90 hours of preparation. The practicum is to be approved by the program coordinator.

**PRM 699 — Thesis. 4 hours.**

Learners complete a thesis, with approval of the Graduate Committee. The subject must be directly related to the learner's current ministry or the learner's own personal ministry objectives. The thesis must demonstrate the learner's ability to design, execute, and report on independent research. See the section on "Research Options" in *Chapter 9* for further explanation of thesis design and expectation.

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## Psychology

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**PSY 204 — Industrial/Organizational Psychology. 3 hours.**

This course helps learners understand the factors that influence human behavior in organizational settings. Emphasis is placed on scientific analysis of individual processes, group processes, and organizational structure and design. Topics addressed include research methodology, attitude determinants, communication, performance determinants and evaluations, decision-making, and leadership.

**PSYC 600 — Research and Program Evaluation. 3 hours.**

Survey of methods of gathering, analyzing, interpreting, and communicating research data. Topics include psychological measurement and scaling techniques, the various types of research methods and designs, ethics in research, report writing, graphical

reporting of data, and bibliographical sources in psychology. Learners must find a researchable problem, develop a testable hypothesis, review and critique the literature, and develop an appropriate method, design, and statistics.

**PSYC 601 — Human Growth and Development. 3 hours.**

A study of human physical, cognitive, emotional, social, and personality development and needs from conception to death. Factors contributing to functional and dysfunctional physical, cognitive, interpersonal, and vocational development are emphasized.

**PSYC 602 — Lifestyle and Career Development. 3 hours.**

Discusses the interface of persons of diverse genders, cultures, socioeconomic levels, and the world of work. Includes global theoretical perspectives, as well as practical counseling issues, such as career-planning and decision-making, interest and aptitude assessment, training and equipping, motivation, career resources, résumé and interview optimization, holding a job, career interrelationships with family and other life roles, dismissals, and retirement.

**PSYC 603 — Psychological Assessment. 3 hours.**

The selection, administration, interpretation, and communication of psychological tests, with promotion of sound psychometric principles. Concepts such as central tendency, reliability and validity, norms, standard scores, and variability are addressed. The basic assumptions, procedures, techniques, and instruments in the assessment of human characteristics, such as mental abilities, attitudes, disabilities, vocational interests, personality traits, and abnormalities, are explored. Both individual and group assessments are included, as well as legal and ethical issues, and issues of diversity.

**PSYC 604 — Abnormal Psychology. 3 hours.**

A study of the various types of personality and behavioral abnormalities, including their etiology, symptoms, dynamics, and treatment. The emphases are on training practitioners in differential diagnosis using the latest diagnostic and statistical manual and the ICD classification system and on increasing awareness of the most effective forms of therapy for a particular disorder. A required part of this course is a concurrent weekly practicum experience in a setting in which learners can diagnose and interact with persons who are mentally ill or developmentally disabled.

**PSYC 607 — Social and Cultural Foundation. 3 hours.**

The purpose of this course is to provide an understanding of issues and trends in a multicultural and diverse society, including characteristics of individuals, couples, families, racial/ethnic groups, and communities. The course examines the impact of race, ethnicity, sexual orientation, physical and mental characteristics, and other areas of diversity on personal, social, and academic development. One's own social and cultural background are analyzed. Tolerance (political perspective) and value (spiritual perspective) of differences are emphasized.

**PSYC 610 — Counseling Theory and Techniques I. 3 hours.**

A study of basic interviewing and counseling skills and the facilitative relationship. The course explores theories of development, dysfunction, and treatment using traditional and brief models applied to both prevention and intervention with diverse individuals. Counseling approaches include psychodynamic, Adlerian, person-centered, existential, behavioral, cognitive, and reality therapies.

**PSYC 611 — Counseling Theory and Techniques II. 3 hours.**

The learner will explore contemporary and/or specialized theories, including Gestalt, psychodrama, family systems, crisis intervention, multicultural, and other developmental and community counseling theories.

**PSYC 619A — Counseling Practicum I. 1 hour.**

The supervised practicum experience(s) requires completion of a minimum of 100 clock hours. Requirements include a minimum of 40 hours of direct service with clients (at least one-fourth of these hours should be in group work). Additional requirements include at least one hour of individual supervision and 1½ hours of group supervision per week. The 100 hours can be completed over one or two semesters. A grade of B or better is required. Students will complete the practicum experience in the Olivet Nazarene University Counseling Lab.

**PSYC 619B — Counseling Practicum II. 1 hour.**

This course is a continuation of practicum over a second semester to refine skills and complete required hours. A grade of B or better is required.

**PSYC 621 — Addictions and Compulsive Behaviors. 3 hours.**

Explains the interviewing, assessment, intervention, case management, and optimal resources for clients with substance abuse, eating disorders, and love and sexual addictions. Etiological, reinforcing, and therapeutic family dynamics are emphasized. A concurrent practicum is required that involves 10 hours of experience in various settings interacting with addiction clients.

**PSYC 622 — Legal and Ethical Issues in the Counseling Profession. 3 hours.**

This course will provide an understanding of legal and ethical issues related to counselor practice, with particular emphasis to Illinois Mental Health Codes and Standards. Students will learn about codes of ethics, laws, rules and regulations which govern behavior of counselors. The course will also include information related to professional credentialing, including certification, licensure and accreditation practices and standards in Illinois. The role and process of the professional/school counselor as an advocate for the profession and for the individual when barriers impede access to services, equity in mental health care and individual success will be explored with emphasis directed towards diverse populations. The ethical standards of the ACA and related entities in professional and school counseling, with particular emphasis on Illinois Mental Health law and practices will be presented, discussed and applied through use of lecture, case study and outcome evaluation. Additionally, this course will emphasize methods and strategies for identifying ethical conflicts and the appropriate professional response. This course will also examine the history and philosophy of the counseling profession, professional roles, functions and relationships with other service providers, as well as the benefits of membership in professional organizations.

**PSYC 623 — Graduate Strategies for Success. 1 hour.**

Adult learners are introduced to the expectations and opportunities to develop interpersonal leadership. The focus of this course will be on writing skills development, including various formats; conducting library research and review of proper APA format; computer and Blackboard training; presentation skills, including Power Point, if needed.

**PSYC 630 — Group Dynamics and Counseling. 3 hours.**

Focuses on group objectives, process and dynamics, leader and member roles, and behavior, treatment strategies, and evaluation. Attention is given to specific types of groups, including task groups, psycho-education groups, counseling/interpersonal problem-solving groups, and therapy groups. The course is experiential in nature; the class does interpersonal growth group work.

**PSYC 640 — Marriage and Family Relations. 3 hours.**

A study of contemporary structural variations of the family, statistics, life-cycle stages, and cultural and socioeconomic influences. This course examines the principles for healthy marital and family functioning, factors



producing dysfunctional relationships such as dependency and codependency, and the causes and amelioration of conflict and abuse.

**PSYC 650 — Introduction to School Counseling Services. 3 hours.**

The role, function, and professional identity of the school counselor will be explored. The course examines history, philosophy, trends, and technology in education and school counseling, as well as social and cultural issues as they relate to school populations and issues. Various services will be explored, including assessment, individual, group, and family counseling approaches, peer-helper programs, advocacy for all students, crisis intervention, and referral. Specific child and adolescent issues such as chemical abuse, sexuality, eating disorders, depression, alternative family structures, effects of child abuse and the needs of special populations (such as students with physical, emotional, behavioral, and/or mental disabilities) will be discussed. Emphasis is on understanding prevention and intervention from a comprehensive developmental school counseling model. Additionally, laws, policies, and ethical issues related to children and adolescents as well as the counseling profession will be examined.

**PSYC 651 — School Counseling Strategies and Program Development. 3 hours.**

Focus is on the development, management, and evaluation of comprehensive developmental school counseling programs that reflect school missions, community resources, and current school counseling trends. Student and program needs assessments and outcome plans based on assessment will be stressed. Systems theory, multicultural understanding, and organizational development theories will be explored to enhance understanding of school, community, and family systems which influence student and program needs. Funding strategies and current technologies which would enhance school counseling programs will be examined.

**PSYC 652 — Consultation and Faculty Development Strategies. 3 hours.**

Training in the functions and skills necessary for school counselors to work with teachers, parents, and other service providers in order to meet the physical, emotional, cognitive, and social needs of children and adolescents. Crisis intervention, case management (including basic understanding of diagnostic information and medication), referral, and team-building skills will be emphasized. Faculty development approaches that help teachers understand classroom management; state laws and school policies; and students' needs, issues, and differences will be discussed. School counseling programs will be examined in terms of integration into the school curriculum and community resources.

**PSYC 690A — Internship in Professional Counseling I. 5 hours.**

This internship requires 600 clock hours (240 of which are required as direct service hours) in an approved facility under the supervision of an appropriately trained and licensed psychologist, professional counselor, or someone in a closely related field. The internship may be concurrent with other courses or after coursework is completed. A grade of B or better is required.

**PSYC 690B — Internship in Professional Counseling II. 5 hours.**

This course is a continuation of internship over a second semester to refine skills and complete required hours. A grade of B or better is required.

**PSYC 693A — Internship in School Counseling I. 5 hours.**

This internship requires 600 clock hours (240 of which are required as direct service hours) in an approved K-12 school setting under the supervision of either a social worker or school counselor who holds a current Type 73 – School Counselor certification. The internship may be concurrent with other courses or after coursework is completed. A grade of B or better is required.

**PSYC 693B — Internship in School Counseling II. 5 hours.**

This course is a continuation of internship over a second semester to refine skills and complete required hours. A grade of B or better is required.

**PSYC 698 — Master's Thesis. 4 hours.**

A thesis is a departmentally approved, individual investigation of a special problem in any of the areas within professional counseling. A quantitative research study is recommended. A thesis is generally required for those intending to pursue the Ph.D. (elective course)

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## Theology

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**THEO 400 — Faith and Contemporary Issues. 3 hours.**

This course is designed to expand understanding of the content of Christian faith, its historical development, and its expression in ethical living. Learners explore major religious traditions in Christian history, including their own, compare the major ecumenical and Protestant confessions of faith, and examine Biblical foundations of Christian doctrine and lifestyle. This course is required of all students and, in part, meets the general education requirement for Christianity.

**THEO 600 — Wesleyan Theology. 4 hours.**

This course is a study of the theological tradition inaugurated by John Wesley. The course focuses its attention on antecedents of the Wesleyan tradition, the theology of Wesley himself, the development of the tradition since Wesley's time, and/or ideas of specific prominent thinkers that help elucidate Wesleyan doctrine. This course may be repeated with a different subtitle.

**THEO 606 — Introduction to Theological Research. 3 hours.**

After a broad sketch of the different forms of modern research, this course will focus on the types of research most common in theological and biblical studies. Guidance will be offered on preparing to write a thesis and how to formulate a proper thesis proposal. It will also introduce the student to a more effective use of the library, an understanding of the wide range of biblical and theological databases and how to use them, effective electronic searching, and the services offered by the library staff. Lastly, the course will direct the student to the proper format of a term paper or thesis using Turabian or SBL standards.

**THEO 607 — Theology of Ministry. 3 hours.**

Students in this course learn the significance of theologically informed patterns of ministry and pastoral leadership, and they develop their own models for ministry that are intelligent and theologically informed. Special attention is given to the issues of ecclesiology as they relate to theological leadership.

**THEO 611— Topics in Christian Theology. 3 hours.**

A concentrated study of the work of one or more theologians, or of a particular theological issue or movement, or the theology of a particular era. This course requires significant research and writing. This course may be repeated with a different subtitle.

**THEO 623— Systematic Theology I. 3 hours.**

An introduction to the clear and coherent presentation of the faith of the Christian church. The course will discuss the classical Christian doctrines of the Christian faith including Revelation, God, Creation, Jesus Christ, Atonement, Salvation, Holy Spirit, Church, Sacrament, and Last Things. While concerned to present the classical thinking of the church, especially in its Protestant heritage, the course will also clearly note and sympathetically explain the distinctives of the Arminian/Wesleyan/Holiness tradition. In addition, this course will give attention to such methodological issues as the norms of theology, thinking theologically



about the contemporary church and society, and the interconnectedness of the various doctrines and teachings of the Christian church

**THEO 624 — Systematic Theology II. 3 hours.**

A continuation of THEO 623, Systematic Theology I.

**THEO 625 — Philosophy for Theology. 3 hours.**

A study of philosophical topics, perspectives, and approaches that are particularly helpful to the study of theology. Particular attention will be given to issues such as the autonomy of reason, and theological understandings of the role of philosophy (and culture). This is not an introduction to philosophy or theology, which the student should have already taken. A previous course in the philosophy of religion would also be helpful, but it is not required. This course may be repeated with a different subtitle.

**THEO 628 — Religious Experience. 3 hours.**

This course examines the experiential dimension of Christian religion in terms of a study of religious truth in relation to the experiences that Christianity attempts to express. An important focus is the analysis of the interplay between experience and doctrine. Comparison is made between the testimony of accounts of religious experiences with the formal theological statements of those experiences. Focus is placed upon both the crisis experiences of regeneration and entire sanctification and the process experiences of spiritual formation. Consideration also may be given to revivalism and rituals of Christianity. The method of study is an historical analysis combined with theological construction. This course may be repeated with a different subtitle.

**THEO 647 — Biblical and Theological Studies. 3 hours.**

Designed to be flexible, this course is often, but not exclusively, taught in modular format. This course considers specific Biblical books or issues in Biblical study or Biblical theology, with a focus on the implications for ministry. The goal of this course is for students to reflect on ministry in light of the Bible.

**THEO 648 — Theology and Ministry. 3 hours.**

Designed to be flexible, this course is often, but not exclusively, taught in modular format. This course considers specific theologians or theological issues and the implications for ministry. The goal of this course is for students to reflect theologically and intelligently on their ministry.

**THEO 651 — Historic Christian Thought. 3 hours.**

This course is a study of significant movements, epochs, and theologians selected from the formative periods of the life of the Church prior to the modern age. Among the possible subjects of specific study are the early Church, Eastern Orthodoxy, the Middle Ages, the Reformation, the Enlightenment, Augustine, Thomas Aquinas, Martin Luther, John Calvin, James Arminius, and Jonathan Edwards. This course may be repeated with a different subtitle.

**THEO 656 — Christian Thought Since 1800. 3 hours.**

A study of significant movements, epochs, and theologians selected from the recent life of the Church. Among the possible subjects of specific study are the rise of modern theology, recent and contemporary modes of theology, 19th-century continental theology, Søren Kierkegaard, Karl Barth, Paul Tillich, Wolfhart Pannenberg, and Jürgen Moltmann. This course may be repeated with a different subtitle.

**THEO 657 — Topics in History of Christianity. 3 hours.**

An examination of movements, persons, and ideas that have shaped the religious history and thought of Christianity. This course may be repeated with a different subtitle.

**THEO 663 — Advanced Study in Systematic Theology. 3 hours.**

In studying of the central doctrines of the Church, this course examines the significance, the Biblical justification, the history of discussion, and the vital relevance of the Church's creedal affirmations. Among the possible areas of specific study are the doctrine of the Trinity and the doctrine of the work of Christ. This course may be repeated with a different subtitle.

**THEO 664 — Augustine. 3 hours.**

This course introduces the life of St. Augustine of Hippo and explores his foundational role in the development of the theology of the Christian church in the West. This course will give attention to his location in a transitional historical context and the ways Augustine reflects and influences the movement from the Roman to Medieval world. Attention will be given to considering implications for doing theology today. This course requires significant research and writing, and it may be repeated with a different subtitle.

**THEO 665 — Theology in the Era of the Reformation. 3 hours.**

Theological development in the Reformation period, giving attention to historical and theological context, will be the focus. Reading of primary source material will be emphasized. Study will center on key representative thinkers and the theological systems they both reflect and helped to shape. Attention will be given to the major streams of thought and development that led into and emerged from the Reformation. This course emphasizes research and writing, and it may be repeated under a different subtitle.

**THEO 667 — Twentieth Century Theological Ethics. 3 hours.**

A survey of Christian theological ethics in the twentieth century, focusing predominantly on Protestant thinkers. The relationship between theology and ethics will be analyzed throughout the course. It emphasizes research and academic writing, and it may be repeated under a different subtitle.

**THEO 668 — Doctrine of Holiness. 3 hours.**

An inquiry into the meaning and implications of the doctrine of holiness and, in particular, of the doctrine of entire sanctification or Christian perfection. This course will focus its attention on the witness of Scripture, the historic testimony of the Church (especially of the Wesleyan tradition), classical and contemporary modes of thought, and the meaning of this doctrine for the life of the student and the Church. This course requires significant research and writing.

**THEO 693 — Contemporary Issues in Theology. 3 hours.**

Explores recent trends and current issues in Christian Theology, examining them in light of their faithfulness to Scripture, Christian tradition and Christian practice. Attention will be given to their inner theological coherence and their impact on related Christian doctrines. A reading and research course which will give special emphasis to the critical examination of original documents. May be repeated under a different subtitle.

**THEO 699 — Thesis. 3 hours.**

Requires the completion of a 50–75-page thesis, the subject of which must be approved by the student's adviser and the Director of Graduate Studies for the School of Theology and Christian Ministry. This option demonstrates (1) the learner's ability to design, execute, and report on independent research, and (2) the learner's creative thinking, critical reflection, and writing ability. It culminates with the learner's defense of the thesis. The School of Theology provides a detailed guide to the rules and regulations for the thesis, which is available from the Program Specialist.

## Youth Ministry

### **YMIN 612 — Foundations of Youth Ministry. 3 hours.**

The student will be exposed to the broad issues facing youth ministry today. This will be accomplished by using a two-fold approach: 1) seeking to understand the landscape of youth ministry by looking at adolescent development and secular culture; and 2) navigating this terrain by developing a blueprint for local church ministry. This blueprint will include the beginning of the development of a master plan for youth ministry, which focuses on the study of adolescent spirituality and discipleship, a team-based approach to ministry, and the development of a Biblical theology as the compass for youth ministry.

### **YMIN 614 — Postmodernity, Youth Ministry and the Emerging Church. 3 hours.**

Explores the cultural implications of postmodernism on the church, with a look at its effects on youth ministry in particular. How the emerging church movement is affecting the church, with particular attention to how it is shaping youth ministry, is discussed.

### **YMIN 620 — Youth Ministry and the Wilderness as Renewal. 3 hours.**

Explores the value and rationale for youth ministry in the context of wilderness camping. Special emphasis will be placed on the logistics of group camping in the wilderness setting, and how to plan and execute such a trip with the emphasis on the experience itself. Course participants will learn ways of using the wilderness experience for group building, leadership development and personal spiritual growth while on the trip. The course will involve a one-week wilderness experience occurring in May and October. Limit: 10 students per trip. Additional fees apply.

### **YMIN 630 — Developmental Theories and Adolescents. 3 hours.**

The works of traditional learning theorists Piaget, Kohlberg, Erickson, and Fowler are explored, with particular attention to the topic of adolescent development, and the effects of these theories on the approach to ministry regarding the emotional, mental, and spiritual development of students.

### **YMIN 645 — Family Systems and Implications for Local Church Ministry. 3 hours.**

An in-depth look at the familial systems in place in society, and how the church can prepare to respond to the changing face of the family. Questions to address include: how have the changing constructions of family, marriage, and relationships affected systems inside and outside the church? How can the church continue to minister within the systems in place? What does a ministry to families look like in the church? How can the church partner with the family to minister to its students?

### **YMIN 650 — Spiritual Development of Students. 3 hours.**

Learners will develop a holistic approach to the spiritual formation of their students. They will seek to answer the following questions: What are the formative components to the spiritual development of students? What do students understand about God, sin, humanity, salvation, and the church? How do we help to shape the spiritual lives of students? How do teaching practices fit into the scope of youth ministry? How is youth ministry preparing them for life as a member of the kingdom of God and the Church?

### **YMIN 670A — Mentored Ministry I. 3 hours.**

Scheduled during the second year of the two-year course cycle, the student is placed in a mentoring relationship with a seasoned youth minister for each of the two semesters while completing the course work on a modular format. It is intended to help with the transitional issues related to the first year in ministry, develop a life-long appreciation for the

mentoring relationship, and to help in the development, research, and presentation of the Master's Project.

### **YMIN 670B — Mentored Ministry II. 3 hours.**

A continuation of YMIN 670A, Mentored Ministry I.

### **YMIN 691 — Integrated Seminar/Project Presentation. 3 hours.**

The concluding course for the Master of Arts in Youth Ministry. The student will present a project that integrates theory and application to the local ministry setting. The seminar will also include reading, discussion and reflection on the projects presented by other students and their application to our ministry setting.

## Chapter 11

# Directory of Personnel

### Board of Trustees

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WAYNE BROWN  
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GARY CABLE  
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DAVID CAUDLE  
Plainfield, Indiana

ARLENE CHENOWETH  
Fenton, Michigan

WILLIAM CLARK  
Marseilles, Illinois

LANCE DELBRIDGE  
Mason, Michigan

DARCY DILL  
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Huntington, Indiana

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Seymour, Indiana

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CHARLES HAYES  
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CRAWFORD HOWE  
Mackinaw, Illinois

DOUG C. JONES  
Spencer, Indiana

LAWRENCE LACHER  
Roxana, Illinois

MICHAEL LINGLE  
Avon, Indiana

JACK MCCORMICK  
Manteno, Illinois

CYNDI McDONALD  
La Porte, Indiana

STU MEISSNER, JR.  
Brookfield, Wisconsin

GARRETT MILLS  
Bedford, Indiana

RANDY OWENS  
Saginaw, Michigan

GARRY PATE  
Sellersburg, Indiana

KEITH PEACHEY  
Galesburg, Illinois

MARK PENNINGTON  
Morenci, Michigan

MARK QUANSTROM  
Bourbonnais, Illinois

JILL RICE  
Traverse City, Michigan

MYRA RICHARDSON  
Byron Center, Michigan

JUDI ROARICK  
Glenarm, Illinois

PHILIP C. ROGERS  
Potomac, Illinois

DAVID G. ROLAND  
Marion, Indiana

KAREN SCOTT  
Lafayette, Indiana

JOHN SEAMAN  
Grand Ledge, Michigan

CHERYL SEYMOUR  
Bourbonnais, Illinois

CHERYL SHERWOOD  
Pekin, Illinois

JOHN SHERWOOD  
Pekin, Illinois

WILLIAM SHOTTS  
Pittsfield, Illinois

MARK SHUFF  
Georgetown, Indiana

TIMOTHY SMITH  
Sparta, Michigan

GENE SNOWDEN  
Huntington, Indiana

JAMES SPRUCE  
Chatham, Illinois

CHARLES SUNBERG  
Fort Wayne, Indiana

CRISTY VANSTEENBURG  
Flint, Michigan

DAVID WALKER  
Avon, Indiana

DANIEL WINE  
Whitelake, Michigan

BRIAN WILSON  
Bourbonnais, Illinois

LEE WOOLERY  
Valparaiso, Indiana

### Board of Trustees Emeriti

JOHN Q. DICKEY, SR.  
Beverly Hills, Michigan

DARRELL WINEINGER  
Jasper, Indiana

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## University Administrative Officers

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JOHN C. BOWLING (1991)

*President*

B.A., 1971, Olivet Nazarene University

M.A., 1972, Olivet Nazarene University

M.R.E., 1973, Southwestern Baptist Theological Seminary

Ed.D., 1978, Southwestern Baptist Theological Seminary

D.Min., 1988, Southern Methodist University

Postdoctoral Study, 1990, Harvard University

DOUGLAS E. PERRY (1975)

*Vice President for Finance*

B.A., 1968, Olivet Nazarene University

M.B.A., 1986, University of Illinois

Certified Public Accountant

BRIAN ALLEN (1982)

*Vice President for Institutional Advancement*

B.S., 1982, Olivet Nazarene University

WALTER W. WEBB (1988)

*Vice President for Student Development*

B.A., 1986, Olivet Nazarene University

M.A., 1989, Olivet Nazarene University

GREGG CHENOWETH (2002)

*Vice President for Academic Affairs*

B.A., 1990, Olivet Nazarene University

M.A., 1993, Northern Illinois University

Ph.D., 2003, Wayne State University

RYAN SPITTAL (2004)

*Dean of 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

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## Administrative Faculty

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IVOR NEWSHAM (1972)

*Interim Dean of School of Professional Studies*

B.A., 1968, Northwest Nazarene University

M.A.E., 1982, Governors State University

Ph.D., 1972, Washington State University

JIM D. KNIGHT (1975)

*Registrar and Associate Dean of Instruction*

B.A., 1966, Trevecca Nazarene University

M.S., 1973, University of Tennessee

KATHRYN BOYENS (1980)

*Director of Benner Library and Learning Resource Center*

B.A., 1969, University of Illinois

M.A., 1979, Illinois State University

M.S., 1983, University of Illinois

MARY ANDERSON (1986)

*Director of Career Services*

B.M.Ed., 1972, Millikin University

M.A.E., 1987, Olivet Nazarene University

SUE RATTIN (1990)

*Director of Assessment and Learning Support Services*

B.A., 1970, Olivet Nazarene University

M.A., 1976, Pacific Lutheran University

Ph.D., 2001, University of Illinois

SUSAN WOLFF (1999)

*Director of Admissions*

B.A., 1994, Olivet Nazarene University

M.B.A., 2006, Olivet Nazarene University

GARY NEWSOME (2000)

*Director of Athletics*

B.S., 1974, Olivet Nazarene University

M.S., 1982, Chicago State University

MICHAEL W. BENSON (2002)

*University Chaplain*

B.A., 1978, Southern Nazarene University

M.Div., 1983, Nazarene Theological Seminary

D.Min., 2001, Asbury Theological Seminary

CARL LETH (2003)

*Dean of School of Theology and Christian Ministry*

B.A., 1976, University of Kansas

M.Div., 1981, Nazarene Theological Seminary

Th.M., 1984, Duke Divinity School

Ph.D., 1992, Duke University

JAMES UPCHURCH (2004)

*Dean of School of Education*

B.S., 1971, Olivet Nazarene University

M.A., 1975, Saint Xavier University

C.A.S., 1979, Northern Illinois University

Ed.D., 2000, Loyola University, Chicago

BETHANY MILLS (2005)

*Director of Counseling Services*

B.A., 1996, Mount Vernon Nazarene College

M.S., 2000, Indiana University

Psy.D., 2005, Spalding University

JANNA MCLEAN (2009)

*Dean of College of Arts and Sciences*

B.A., 1983, Hope College

Ph.D., 1990, Carnegie Mellon University

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## 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 CIESZYNSKI (2003)

*Assistant Professor of Library Science; Instructional Services Librarian*

B.S., 1996, Valparaiso University

M.L.S., 1999, Indiana University

PAMELA GREENLEE (2007)

*Assistant Professor of Library Science; Reference Librarian*

B.A., 1970, Olivet Nazarene University

M.S., 2006, University of Illinois

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## Faculty Members

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This alphabetical listing of members of the faculty gives reference to the department in which they teach, where a more complete listing of their positions and degrees is shown.

Brian Allen, *Institutional Advancement*

Lynda Allen, *Business*

Robert Allen, *Engineering*

Michelle Anders, *Education, Graduate/Continuing Studies*

Gerald Anderson, *Music*

Mary Anderson, *Career Services*

Catherine Anstrom, *Family/Consumer Science*

Douglas Armstrong, *Chemistry*

Scott Armstrong, *Exercise/Sports Science*

David Atkinson, *Mathematics*

William G. Bahr, *Exercise/Sports Science*

Karen Ball, *Music*

Catherine Bareiss, *Computer Science*

Jonathan Bartling, *Education, Graduate/Continuing Studies*

Rebecca Belcher, *English*

Jeffery Bell, *Music*

Michael Benson, *Theology*

Mark Bishop, *Communication*

Leon Blanchette, *Theology*

Nancy Bonilla, *Spanish*

Ray E. Bower, *Psychology*

John C. Bowling, *Theology, President*

Kathryn Boyens, *Library*

Darcel Brady, *Education*

Kevin Brewer, *Physical Sciences*

Justin Brown, *Mathematics*

Kelly Brown, *Education*

Nathan Brown, *Exercise/Sports Science*

Stephen Brown, *Mathematics*

Wilfredo Canales, *Spanish*

James Carmean, *Military Science*

Charles Carrigan, *Geology, Chemistry*

Stephen Case, *Geology*

John Chang, *English*

Gregg Chenoweth, *Communication, Academic Affairs*

David Claborn, *History*

Jerald Cohagan, *Communication*

Jasmine Cieszynski, *Library*

Donald Daake, *Business*

Martha Dalton, *Music*

Ron Dalton, *Theology*

Linda Davison, *Nursing*

Susan Day, *Nursing*

Joan Dean, *Graduate/Continuing Studies*

William Dean, *History*

Mary Ada Dillinger, *Library*

Paul Dillinger, *Nursing*

Scott Dombrowski, *Art*

Susan Draine, *Nursing*

Matt Dwyer, *Graduate/Continuing Studies*

J. Eddy Ellis, *Biblical Literature*

Larry Ferren, *Chemistry*

Leo Finkenbinder, *Biology*

Carl Fletcher, *Communication*

Roxanne Forgrave, *Education*

Juliene Forrestal, *English*

Diane Fox, *Library*

Stephen Franklin, *Theology, Graduate/Continuing Studies*

Mark Frisius, *Biblical Literature*

Elisabeth Gassin, *Psychology*

Andrew Gibbs, *English*

Heather Gibbs, *Family/Consumer Sciences*

## Directory of Personnel

Dwight Ginn, <i>Biology</i>	Patricia Nielson, <i>Nursing</i>
Marianne Glenn, <i>Graduate/Continuing Studies</i>	Kent Olney, <i>Sociology</i>
Ralph Goodwin, <i>Business</i>	Dale Oswalt, <i>Education</i>
Daniel Green, <i>Mathematics</i>	Gail Parzygnat, <i>Graduate/Continuing Studies</i>
Pamela Greenlee, <i>Library</i>	Elizabeth Patrick-Trippel, <i>Communication</i>
Linda Greenstreet, <i>Nursing</i>	Charles Perabeau, <i>Sociology</i>
Tiffany Greer, <i>Nursing</i>	Douglas E. Perry, <i>Finance</i>
William Greiner, <i>Art</i>	Douglas Porter, <i>Exercise/Sports Science</i>
Willa Harper, <i>Chemistry</i>	Aggie Posthumus, <i>Biology</i>
Dale Hathaway, <i>Mathematics</i>	Michael Pyle, <i>Biology</i>
Craighton Hippenhammer, <i>Library</i>	Mark Quanstrom, <i>Theology</i>
Janice Hockensmith, <i>Social Work</i>	Susan Rattin, <i>General Studies/Learning Assessment</i>
Ralph Hodge, <i>Exercise/Sports Science</i>	Dena Reams, <i>Education</i>
Mark Holcomb, <i>Christian Education</i>	Max Reams, <i>Geological Sciences</i>
Brian Hyma, <i>Exercise/Sports Science</i>	Don Reddick, <i>Music</i>
Kristy Ingram, <i>English</i>	J. Todd Reid, <i>Exercise/Sports Science</i>
Kyle Ireland, <i>General Studies</i>	Nathaniel Reiss, <i>Spanish</i>
David Johnson, <i>English</i>	Glen Rewerts, <i>Business</i>
Randal Johnson, <i>Biology</i>	Diane Richardson, <i>Family/Consumer Science</i>
April Kamba, <i>Exercise/Sports Science</i>	Ritchie Richardson, <i>Exercise/Sports Science</i>
Patricia Kershaw, <i>Nursing</i>	David Rodriguez, <i>Business</i>
Patrick Kirk, <i>Art</i>	Yvette Rose, <i>Nursing</i>
Jim Knight, <i>Psychology, Registrar</i>	Joseph Schroeder, <i>Engineering</i>
Thomas Knowles, <i>Education</i>	Elizabeth Schurman, <i>English</i>
Karen Knudson, <i>English</i>	Priscilla Skalac, <i>Physical Science</i>
Paul Koch, <i>Economics</i>	Dale Smith, <i>Psychology</i>
Rodney Korthals, <i>Engineering</i>	Robert Smith, <i>Theology</i>
Emily Lamb-Normand, <i>Communication</i>	Ryan Spittal, <i>Graduate/Continuing Studies</i>
Barry Lee, <i>Social Work</i>	Sara Spruce, <i>Education</i>
Don Lee, <i>Exercise/Sports Science</i>	Thalyta Swanepoel, <i>Communication</i>
Pamela Lee, <i>Nursing</i>	Rebecca Taylor, <i>Psychology, Graduate/Continuing Studies</i>
Carl Leth, <i>Theology and Christian Ministry</i>	Gary Thomas, <i>Art</i>
Gregory Long, <i>Biology</i>	Aaron Thompson, <i>Exercise/Sports Science</i>
Stephen Lowe, <i>History</i>	Houston Thompson, <i>Social Work</i>
Kevin Lowery, <i>Theology</i>	Vicki Trylong, <i>Modern Languages</i>
Jay Martinson, <i>Communication</i>	Rosalie Tuttle, <i>Nursing</i>
Michael McDowell, <i>Exercise/Sports Science</i>	Stan Tuttle, <i>Education</i>
Janna McLean, <i>Biology, Arts and Sciences</i>	James Upchurch, <i>Education</i>
Neal McMullian, <i>Music</i>	Larry D. Vail, <i>Computer Science</i>
Kevin Mellish, <i>Biblical Literature</i>	David Vance, <i>Business</i>
Timothy Mercer, <i>Theology</i>	David Van Heemst, <i>Political Science</i>
Bethany Mills, <i>Counseling Services</i>	Kristian Veit, <i>Psychology</i>
Frank Moore, <i>Theology</i>	Walter W. Webb, <i>Student Development</i>
Susan Moore, <i>Education</i>	Brenda Williams, <i>Exercise/Sports Science</i>
Mike Morgan, <i>Engineering</i>	Mark Williams, <i>Accounting</i>
Kashama Mulamba, <i>English</i>	Sue Williams, <i>English</i>
Connie Murphy, <i>General Studies/Learning Development</i>	David Wine, <i>Christian Education</i>
Larry Murphy, <i>Biblical Literature</i>	Susan Wolff, <i>Admissions</i>
Timothy Nelson, <i>Music</i>	Neal Woodruff, <i>Music</i>
Ivor Newsham, <i>Physics/Engineering, Professional Studies</i>	Brian Woodworth, <i>Criminal Justice</i>
Gary Newsome, <i>Exercise/Sports Science</i>	Ovid Young, <i>Music</i>

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## Faculty Emeriti

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GARY W. STREIT (1973–2007)

*Provost and Vice President for Academic Affairs Emeritus, Professor of English Emeritus*

B.A., M.S., Ph.D.

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*Associate Professor of Biology Emeritus*

B.S., M.S.

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B.S., M.Mus., D.M.A.

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*Professor of Religion Emeritus*

Th.B., B.D., D.Miss.

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*Associate Professor of History Emeritus*

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B.S., M.S.W., M.A.E.

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B.A., M.Div., M.R.E., M.Th.

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## School of Graduate and Continuing Studies

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RYAN SPITTAL (2004)

*Dean, 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

## Directory of Personnel

JOAN DEAN (2000)

*Chaplain, School of Graduate and Continuing Studies*

B.A., 1970, Vennard College

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*Administrative Liaison for Nursing Programs*

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B.S., 1978, Rutgers University

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M.A., 1997, Trinity Western Seminary

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SUSAN DRAINE (1983)

*Director of Programs in Nursing*

B.S., 1976, Olivet Nazarene University

M.S.N., 1983, University of Alabama

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Doctoral Study, Nova Southeastern University

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*Coordinator, Master of Arts in Education: English*

B.A., 1969, Olivet Nazarene University

M.A.E., 1987, Olivet Nazarene University

Ph.D., 1996, University of Illinois

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*Coordinator, Master of Arts: Philosophy of History / Political Science*

B.A., 1970, Asbury College

M.A., 1975, Portland State University

Ph.D., 1985, University of Iowa

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*Dean, School of Theology and Christian Ministry; Coordinator, Master of Arts: 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

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*Coordinator, Master of Arts: Youth Ministry*

B.A., 1981, Olivet Nazarene University

M.R.E., 1985, Nazarene Theological Seminary

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*Director of Graduate Programs in Psychology*

BA, 1988, Olivet Nazarene University

MAPC, 1998, Olivet Nazarene University

Ph.D., 2007, Capella University

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B.A., 1973, Western Illinois University

M.L.I.R., 1981, Michigan State University

Ed.D., 1995, National-Louis University

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*Director of Programs in Business*

B.A., 1998, Governors State University

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*Coordinator, Master of Arts in Education: Library Information Specialist*

B.A., 1973, Olivet Nazarene University

M.A., 1987, Olivet Nazarene University

M.A., 2001, Olivet Nazarene University

M.S., 2002, Northern Illinois University

STEVE T. FRANKLIN, (2007)

*Director of Graduate Studies, School of Theology and Christian Ministry*

B.A., 1965, North Park College

M.A., 1966, University of Chicago

M.A., 1971, University of Chicago

Ph.D., 1977, University of Chicago

W. MELVIN WELCH, (2007)

*Director of Doctoral Program in Ethical Leadership*

B.A., 1961, Trevecca Nazarene University

M.Ed., 1965, Middle Tennessee State University

Ph.D., 1980, Vanderbilt University



# Degree and Enrollment Statistics

## Degrees Granted (July 1 - June 30)

	2004	2005	2006	2007	2008
Associate of Arts	23	39	65	86	35
Bachelor of Arts	153	184	80	71	74
Bachelor of Business Administration	12	15	26	22	39
Bachelor of Science	235	204	341	323	386
Bachelor of Science in Nursing	0	33	67	90	98
Bachelor of Social Work	0	7	17	17	29
Bachelor of Applied Science	6	12	10	2	2
Master of Arts	17	15	9	18	24
Master of Arts in Education	104	307	354	210	383
Master of Church Management	2	6	13	2	0
Master of Business Administration	84	90	40	51	34
Master of Education	405	373	417	270	241
Master of Science in Nursing	3	2	5	8	1
Master of Pastoral Counseling	2	6	0	0	0
Master of Practical Ministry	0	0	0	1	0
Master of Arts in Teaching	44	50	41	43	32
Master of of Organizational Leadership	0	0	0	16	13
	1,090	1,343	1,485	1,230	1,391

## Fall Enrollment Statistics

	2004	2005	2006	2007	2008
College Level					
Freshmen	819	820	936	929	776
Sophomores	480	552	504	571	564
Juniors	469	466	522	495	544
Seniors	465	541	502	594	557
Other Undergraduates	18	23	23	31	41
Adult Studies, Undergraduate	391	500	498	584	563
Graduate	1,731	1,583	1,510	1,448	1,494
Total Enrolled	4,373	4,485	4,495	4,652	4,539
Equivalent full-time students	3,208	3,354	3,432	3,627	3,487

## 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%
1999	411	169 = 41%	214 = 52%	217 = 53%
2000	468	188 = 40%	238 = 51%	248 = 53%
2001	545	241 = 44%	304 = 56%	309 = 57%
2002	553	273 = 49%	323 = 58%	331 = 60%

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## For Your Information Needs...

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The postal address of Olivet Nazarene University is One University Avenue, Bourbonnais, Illinois 60914-2345. Mail to administrators, offices, faculty, and students may be sent to this address.

The University is located in the Village of Bourbonnais, 50 minutes south of Chicago's Loop. The campus is one-and-a-half miles southwest of Exit 315 on Interstate 57.

The telephone number of the University switchboard is **(815) 939-5011 or 1-800-648-1463**. Through the Centrex system, our operator will redirect calls for any office. Calls may also be dialed directly to offices by using the numbers listed below. Administration offices are in Burke Administration Building or as noted below.

Olivet Nazarene University may be found on the World Wide Web at [www.olivet.edu](http://www.olivet.edu).

### **Inquiries to the University may be directed to the following:**

**President** 939-5221

General interests of the University

**Vice President for Academic Affairs, Academic Dean** 939-5213

Undergraduate curriculum, instructional programs and graduate programs

**Associate Dean of Instruction** 939-5201

Student academic problems, class schedules, orientation

**Registrar** 939-5201

Registration for classes, graduation requirements, transcripts, grades

**Director of Admissions** 939-5203 Admissions Center

Admission of freshmen and transfer students, requests for catalogs, applications for admission, and other information

**Dean of the School of Graduate and Continuing Studies** 939-5291 Heritage Plaza

Doctoral and Master's degree programs, degree completion for adults

**Director of Financial Aid** 939-5249 Miller Business Center

Applications and information on grants, loans, scholarships

**Chaplain to the University** 939-5236 Ludwig Center

Counseling, spiritual life activities, chapel programs

**Student Accounts** 939-5245 Miller Business Center

Payment and arrangements of University student accounts

**Vice President for Finance** 939-5240 Miller Business Center

Business of the University, purchasing, employment, staff positions

**Vice President for Student Development** 939-5333 Ludwig Center

Campus policies, residence halls, room assignment information

**Director of Community Life** 939-5230 Ludwig Center

Campus activity calendar, Ludwig Center schedule

**Vice President for Institutional Advancement** 939-5255

Requests for services of the University such as musical groups, guest speakers, etc., to churches, districts, organizations

**Director of Marketing Communications** 939-5197

Publications, photography, news, *The Olivetian*, Web site

**Director of Alumni Relations - Bears Camp** 939-5258

Address updates, alumni news, information on where to find alumni, alumni events

**Counseling and Career Center** 939-5243 Center for Student Success

Counseling, student employment, and career planning

**Ludwig Center Reception/Information Desk** 939-5207

**Shine.FM/WONU** 939-5330

**All Other Offices** 939-5011 (24-hour service)

# Undergraduate Academic Calendar

Fall Semester	2009-2010	2010-2011	2011-2012	2012-2013
Orientation for Freshman/Transfers	August 22	August 28	August 27	August 25
Registration Days	August 24-25	August 30-31	August 29-30	August 27-28
Wednesday, 7:30 a.m., classes begin	August 26	September 1	August 31	August 29
Fall Revival	September 20-23	September 19-22	September 18-21	September 16-19
Final Day to drop Block I courses	September 18	September 24	September 23	September 21
Fall Break	October 12-13	October 11-12	October 10-11	October 8-9
Mid-Semester (Block II courses begin)	October 21	October 27	October 26	October 24
Homecoming	November 6-8	October 29-31	November 4-6	TBA
Final day to drop semester-length courses	November 6	November 12	November 11	November 9
Final day to drop Block II courses	November 11	November 17	November 16	November 14
Thanksgiving Holiday	November 25-29	November 24-28	November 23-27	November 21-25
Classes Resume at 7:30 a.m.	November 30	November 29	November 28	November 26
Final Examinations	December 11, 14-15	December 15-17	December 14-16	December 12-14
<b>Spring Semester</b>				
Registration Day / New Student Orientation	January 11	January 10	January 9	January 7
Tuesday, 7:30 a.m. classes begin	January 12	January 11	January 10	January 8
Final day to drop Block III courses	February 5	February 4	February 3	February 1
Winter Revival	January 31-February 3	TBA	TBA	TBA
Winter Break	February 12	February 11	February 10	February 8
Spring Break	March 6-14	March 5-13	March 3-11	March 2-10
Block IV begins	March 15	March 14	March 12	March 11
Final day to drop semester-length courses	April 2	April 1	March 30	March 28
Final day to drop Block IV courses	April 9	April 8	April 6	April 5
Easter Break	April 2-5	April 22-25	April 6-9	March 29-April 1
Monday only classes will meet	April 5	April 25	April 9	April 1
Final examinations	May 3-6	May 2-5	April 30-May 3	April 29-May 2
Friday, Baccalaureate Service	May 7	May 6	May 4	May 3
Saturday, 9:30 a.m. Commencement	May 8	May 7	May 5	May 4

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# Index

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## A

Academic Integrity — SGCS • 178  
Academic Policies — SGCS • 176  
Academic Regulations • 37  
Accounting • 111, 204  
Accounting Major, B.S. • 79  
Accounting Minor • 82  
Accreditation • 161  
Actuarial Science Major, B.S. • 61  
Administrative Faculty • 233  
Admission for College Seniors, Graduate Programs — SGCS • 168  
Admission Policies and Procedures • 18  
Admission Tests • 18  
Admission to Associate of Arts in Business — SGCS • 164  
Admission to Bachelor of Business Administration — SGCS • 164  
Admission to Bachelor of Science in Nursing — SGCS • 164  
Admission to Bachelor of Science in Practical Ministries — SGCS • 164  
Admission to Doctor of Education — SGCS • 167  
Admission to Master of Arts in Education, Master of Education — SGCS • 165  
Admission to Master of Arts in Professional Counseling, Master of Arts in School Counseling — SGCS • 165  
Admission to Master of Arts in Teaching, Elementary, K-12, and Secondary — SGCS • 165  
Admission to Master of Arts, Biblical Studies — SGCS • 166  
Admission to Master of Arts, Christian Ministry — SGCS • 166  
Admission to Master of Arts, Philosophy of History or Political Theory — SGCS • 166  
Admission to Master of Arts, Religion — SGCS • 166  
Admission to Master of Arts, Youth Ministry — SGCS • 167  
Admission to Master of Business Administration — SGCS • 164  
Admission to Master of Ministry — SGCS • 167  
Admission to Master of Organizational Leadership — SGCS • 165  
Admission to Master of Practical Ministry — SGCS • 166  
Admission to Master of Science in Nursing — SGCS • 167  
Admission to Middle School Endorsement — SGCS • 165  
Admission to Student Teaching • 77  
Admission to Teacher Education • 76  
Admissions Policies — SGCS • 164  
Admissions Process for Freshmen • 19  
Admissions Process for International Students • 20  
Admissions Process for Transfer Students • 20  
American Studies Program • 12  
Appearance and Dress — SGCS • 173  
Art • 112  
Art Major, B.S. • 45  
Art Major, B.A. • 45  
Art Studio Minor • 46  
Art Teaching Major, B.S. • 46  
Art Teaching Minor • 46  
Art Teaching Program, K-12  
    B.S. Professional Education Requirements • 75  
Assessment of Prior Learning — SGCS • 186  
Associate of Applied Science - Business Major • 83  
Associate of Applied Science - Child Development Major • 99  
Associate of Applied Science - Information Technology Major • 89

Associate of Applied Science - Recreation Administration Major • 95  
Associate of Arts in Business • 203  
Associated Students and Organizations • 16  
Athletic Coaching Minor • 95  
Athletic Training Major, B.S. • 93  
Attendance Policy — SGCS • 176  
Auditing a Course — SGCS • 178  
AuSable Institute • 13  
Australia Studies Centre • 12

## B

Bachelor of Business Administration • 202  
Bachelor of Science  
    Practical Ministries • 202  
Bachelor of Science in Nursing • 201  
Benner Library and Learning Resource Center • 5  
Biblical Languages Minor • 107  
Biblical Literature • 114, 204  
Biblical Studies Major, B.A. • 106  
Biblical Studies Minor • 106  
Biology • 115, 205  
Biology Major, B.A. • 50  
Biology Major, B.S. • 50  
Biology Minor • 52  
Biology Teaching Minor • 52  
Board of Trustees • 232  
Business • 117, 206  
Business Administration Major, B.S. • 80  
Business Information Systems Major, B.S. • 81  
Business Master's Programs — SGCS • 188  
Business Minor • 82

## C

Campus and Facilities • 5  
Campus Visits and Interviews • 21  
Canter Distance-Learning Graduate Courses • 195  
Cell-Phone and Pager Etiquette — SGCS • 174  
Change in Personal Information — SGCS • 172  
Change of Registration • 37  
Chapel/Convocation • 17  
Chemistry • 119, 208  
Chemistry Major, B.A. • 68  
Chemistry Major, B.S. • 68  
Chemistry Minor • 68  
Chemistry Teaching Minor • 69  
Child Development Major, B.S. • 97  
Children's Ministry Major, B.S. • 107  
Children's Ministry Minor • 108  
China Studies Program • 12  
Christian Education • 120  
Christian Education Major, B.A. • 107  
Christian Education Minor • 108  
Christian Ministry • 121, 208  
Church Music Major, B.S. • 65  
Class Attendance Policy • 38  
Class Representatives — SGCS • 174  
Classification of Students • 38  
Cohort Format of Programs — SGCS • 176  
College Level Examination Program (CLEP) — SGCS • 187  
College of Arts and Sciences • 45

Communication • 122  
 Communication Studies Major, B.A. • 84  
 Communication Studies Major, B.S. • 84  
 Communication Studies Minor • 86  
 Communication Teaching Minor • 86  
 Communications • 209  
 Computer Engineering Major, B.S. • 88, 91  
 Computer Information • 209  
 Computer Science • 125  
 Computer Science Major, B.A. • 87  
 Computer Science Major, B.S. • 87  
 Computer Science Minor • 89  
 Computer Use — SGCS • 174  
 Confidentiality of Student Records — SGCS • 172  
 Contemporary Music Center Program • 12  
 Core Courses and Student Load — SGCS • 186  
 Core Requirements for all Mathematics Majors • 60  
 Council for Christian Colleges and Universities Programs (CCCU) • 12  
 Counseling Programs — SGCS • 191  
 Course and Department Numbering System • 44  
 Course Descriptions — School of Graduate and Continuing Studies • 204  
 Course Descriptions - Traditional Undergraduate • 111  
 Course Numbering System • 111, 204  
 Criminal and Fingerprint Background Check — SGCS • 173  
 Criminal Justice • 126  
 Criminal Justice Major, B.S. • 103  
 Criminal Justice Minor • 104

## D

Degree and Enrollment Statistics • 238  
 Degree Completion Track for Registered Nurses • 102  
 Department of Art and Digital Media • 45  
 Department of Behavioral Sciences • 47  
 Department of Biological Sciences • 49  
 Department of Business • 79  
 Department of Communication • 83  
 Department of Computer Science • 87  
 Department of Education • 73  
 Department of Engineering • 90  
 Department of English and Modern Languages • 52  
 Department of Exercise and Sports Science • 92  
 Department of Family and Consumer Sciences • 96  
 Department of General Studies • 99  
 Department of History and Political Science • 56  
 Department of Mathematics • 60  
 Department of Military Science • 100  
 Department of Music • 62  
 Department of Music General Regulations • 63  
 Department of Music Mission Statement • 62  
 Department of Nursing • 101  
 Department of Physical Sciences • 67  
 Department of Social Work and Criminal Justice • 103  
 Departments of Biblical Literature, Christian Education and Theology • 105  
 Design for Educational Excellence • 6  
 Dietetics Major, B.S. • 97  
 Directory of Personnel • 232  
 Doctor of Education  
     Ethical Leadership • 188  
 Doctoral Studies Program — SGCS • 188

Driver Education • 209

## E

Early Admission • 19  
 Early Childhood Education Major, B.S. • 75  
 Earth and Space Science Teaching Minor • 69  
 Economics • 127, 210  
 Economics Minor • 83  
 Economics/Finance Major, B.S. • 82  
 Education • 127, 210  
 Education Graduate Programs — SGCS • 192  
 Education With a Christian Purpose • 3  
 EduVenture • 13  
 Elementary Education Major, B.S. • 74  
 Elementary School Program Professional Education Courses • 74  
 E-mail and Login ID — SGCS • 174  
 Engineering • 130  
 Engineering Major, B.S. • 90  
 Engineering Program Outcomes • 90  
 English • 131, 220  
 English As a Second Language • 132  
 English as a Second Language Minor • 55  
 English as a Second Language Teaching Minor • 55  
 English Major, B.A. • 53  
 English Minor • 54  
 English Teaching Major, B.S. • 53  
 English Teaching Minor • 54  
 Environmental Science • 133  
 Environmental Science Major, B.S. • 51, 71  
 Ecuador — Nazarene International Language Institute • 14  
 Essentials of Learning Program • 19  
 Exercise and Sports Science • 133  
 Exercise Science Major, B.S. • 92  
 Exercise Science Minor • 95

## F

Faculty Emeriti • 236  
 Faculty Members • 234  
 Family and Consumer Science • 134  
 Family and Consumer Sciences Major, B.S. • 96  
 Family and Consumer Sciences Minor • 98  
 Family and Consumer Sciences Teaching Major, B.S. • 96  
 Family and Consumer Sciences Teaching Minor • 98  
 Fashion Merchandising Major, B.S. • 97  
 Fashion Merchandising Minor • 98  
 Finance Minor • 83  
 Financial Aid — SGCS • 170  
 Financial Aid and Academic Classification — SGCS • 171  
 Financial Aid and Academic Standing — SGCS • 171  
 Financial Information • 23  
 Financial Information — SGCS • 170  
 Financing the University • 23  
 Fine Arts • 137, 221  
 Focus on the Family Institute • 13  
 For Your Information Needs... • 239  
 French • 137  
 French Minor • 56

## G

General Admission Requirements — SGCS • 164  
 General Education Basic Requirements • 7

General Education for Teachers • 74  
 General Education Requirements  
     Associate of Applied Science Degrees • 10  
     Bachelor's Degrees • 7  
 General Education Requirements, Undergraduate Programs — SGCS • 201  
 General Educational Development Examination (GED) • 19  
 General Expenses • 24  
 General Instruction • 221  
 General Policies — SGCS • 172  
 General Requirements for Graduation • 42  
 General Studies • 137  
 General Studies Major, B.S. • 100  
 Geography • 138  
 Geography Major, B.A. • 59, 69  
 Geography Minor • 59, 70  
 Geological Engineering Major, B.S. • 71, 91  
 Geological Sciences Major, B.S. • 69  
 Geological Sciences Minor • 69  
 Geology • 138, 221  
 Grade Appeal — SGCS • 183  
 Grade Evaluation Criteria, Graduate Courses — SGCS • 180  
 Grade Evaluation Criteria, Nursing Programs — SGCS • 181  
 Grade Evaluation Criteria, Undergraduate Programs — SGCS • 181  
 Grading — SGCS • 180  
 Grading Guidelines, Graduate Programs — SGCS • 181  
 Grading Guidelines, Undergraduate Programs — SGCS • 182  
 Graduate and Continuing Studies • 14  
 Graduate Programs • 162  
 Graduate Programs — SGCS • 188  
 Graduation Requirements, Bachelor's Degrees • 6  
 Graduation Requirements, Graduate Programs — SGCS • 185  
 Graduation Requirements, Undergraduate Programs — SGCS • 185  
 Grants-in-Aid • 28  
 Greek Minor • 106  
 Grievance Procedure — SGCS • 183  
 Guidelines for Preparation of Written Assignments — SGCS • 179

## H

Health Education Teaching Minor • 95  
 Hebrew Minor • 106  
 High-School Preparation • 18  
 History • 139, 221  
 History and Political Science Programs — SGCS • 189  
 History Major, B.A. • 57  
 History Minor • 59  
 History of Adult Education at Olivet • 162  
 History of the University • 4  
 History Teaching Minor • 59  
 Homeschooled Student Admission • 19  
 Honor Points, Graduate Programs — SGCS • 182  
 Honor Points, Undergraduate Programs — SGCS • 182  
 Honors • 141  
 Honors — SGCS • 186  
 Honors Program • 9  
 Hospitality Minor • 99  
 Housing and Environmental Design Major, B.S. • 98  
 Housing and Environmental Design Minor • 98

## I

Identification Card — SGCS • 174  
 Inclement Weather — SGCS • 172  
 Incompletes — SGCS • 182  
 Independent Study — SGCS • 178  
 Index to Chapters of Information • 2  
 Information Systems Major, B.A. • 88  
 Information Systems Major, B.S. • 88  
 Information Systems Minor • 89  
 Information Technology Minor • 89  
 Intercultural Studies Major, B.A. • 109  
 International Business Major, B.S. • 80  
 International Business Institute (IBI) • 14  
 International Student Admissions Policy — SGCS • 167

## J

Journalism Major, B.S. • 86

## K

K-12 Programs • 75  
 Key Assumptions Underlying Need-Based Student Aid • 26

## L

Latin American Studies Program • 12  
 Learning Resources — SGCS • 174  
 Learning Team Conduct and Participation — SGCS • 183  
 Library Information • 222  
 Literature • 141  
 Literature Minor • 54  
 Loan Funds • 28  
 Location and Transportation Facilities • 5  
 Los Angeles Film Studies Center • 12

## M

Make Olivet Your First Choice! • 2  
 Management Minor • 83  
 Marketing Major, B.S. • 81  
 Marketing Minor • 83  
 Mass Communication Major, B.S. • 85  
 Mass Communication Minor • 86  
 Master of Arts  
     Biblical Studies • 196  
     Christian Ministry • 196  
     Philosophy of History or Political Theory • 189  
     Professional Counseling • 191  
     Religion • 197  
     School Counseling • 191  
     Youth Ministry • 198  
 Master of Arts in Education  
     Curriculum and Instruction • 192  
     English • 193  
     Library Information Specialist • 193  
     Reading Specialist • 193  
     School Improvement Leadership • 193  
     Teacher Leadership • 192  
 Master of Arts in Teaching  
     Elementary, Secondary, K-12 • 194  
 Master of Business Administration • 188  
 Master of Education  
     Curriculum and Instruction • 194

School Leadership • 195  
 Master of Ministry • 195  
 Master of Organizational Leadership • 189  
 Master of Practical Ministries • 190  
 Master of Science in Nursing • 199  
 Mathematics • 142, 223  
 Mathematics Major, B.A. • 60  
 Mathematics Major, B.S. • 61  
 Mathematics Minor • 61  
 Mathematics Teaching Major, B.S. • 61  
 Mathematics Teaching Minor • 61  
 Methods of Payment • 24  
 Middle East Studies Program • 13  
 Middle School Endorsement • 194  
 Middle-School Endorsements • 75  
 Military Affairs Minor • 100  
 Military Science • 143  
 Military Science Minor • 100  
 Ministerial Missions Major, B.S. • 109  
 Ministry Programs — SGCS • 195  
 Missions/Intercultural Studies Minor • 110  
 Motor Vehicles • 16  
 Music • 145  
 Music Composition Major, B.M. • 66  
 Music Education Major, B.M. • 64  
 Music Major, B.A. • 64  
 Music Minor • 66  
 Music Performance Major, B.M. • 65  
 Music Proficiencies • 63  
 Music Teaching Program, K-12  
     B.M. Professional Education Requirements • 75

## N

Nursing • 150, 223  
 Nursing — SGCS • 199  
 Nursing Major, B.S.N. • 102

## O

Olivet Nazarene University Foundation Grants • 30  
 Oral Presentations, Minimum Standards — SGCS • 179  
 Organizational Leadership • 225  
 Orientation for New Students • 15, 21  
 Other Options — SGCS • 185  
 Other Sponsored/Recognized Programs • 13  
 Outcomes of Teacher Education • 74  
 Oxford Scholars' Semester • 13

## P

Parking — SGCS • 172  
 Pastoral Ministry Major, B.S. • 108  
 Payment — SGCS • 170  
 Personal Preparation for Admission • 18  
 Philosophy • 151  
 Philosophy and Religion Major, B.A. • 109  
 Philosophy Minor • 110  
 Physical Education • 151, 226  
 Physical Education Teaching Minor • 94  
 Physical Education/Health Teaching Major, B.S. • 93  
 Physical Education/Health, K-12  
     B.S. Professional Education Requirements • 76  
 Physical Science • 153

Physical Sciences Major, B.S. • 70  
 Physics • 153  
 Placement of Teacher Candidates • 78  
 Policy on Repeating Courses: • 39  
 Political Science • 153  
 Political Science Major, B.A. • 57  
 Political Science Minor • 59  
 Practical Ministries • 226  
 Practical Ministries Program — SGCS • 190  
 Pre-Dentistry • 11  
 Pre-Law • 11  
 Pre-Medicine • 11  
 Pre-Optometry • 11  
 Preparation for Graduate Study and Preprofessional Study Programs • 10  
 Pre-Pharmacy • 11  
 Pre-Physical Therapy • 11  
 Pre-Physician Assistant • 11  
 Pre-Student Teaching Field Experiences • 77  
 Pre-Veterinarian • 11  
 Probation, Suspension, and Dismissal — SGCS • 183  
 Probationary Admission, Graduate Programs — SGCS • 168  
 Probationary Admission, Undergraduate Programs — SGCS • 168  
 Professional Librarians • 234  
 Proficiency Examinations • 42  
 Program Time Limits — SGCS • 184  
 Psychology • 154, 227  
 Psychology Major, B.A. • 48  
 Psychology Major, B.S. • 48  
 Psychology Minor • 48  
 Psychology Teaching Minor • 49  
 Public Policy Major, B.S. • 58

## R

Readmission • 21  
 Readmission — SGCS • 178  
 Recognition for Academic Achievement • 41  
 Recommended Placement in Foreign Languages • 56  
 Recreation and Leisure Studies Major, B.S. • 94  
 Refund Policy — SGCS • 171  
 Registration • 37  
 Religion Minor • 109  
 Religious Studies Major, B.A. • 108  
 Research Option Completion Deadlines, Graduate Programs — SGCS • 185  
 Research Options, Graduate Programs — SGCS • 184  
 Residence Hall Living • 15  
 Resident Campus Philosophy • 15  
 Romanian Studies Program • 14  
 Room and Board • 25  
 Russian Studies Program • 13

## S

Scholarship Regulations • 27  
 Scholarship Requirements • 38  
 Scholarships • 27  
 School of Education • 73  
 School of Education Office • 78  
 School of Graduate and Continuing Studies • 236  
 SCHOOL OF GRADUATE AND CONTINUING STUDIES • 161  
 School of Professional Studies • 79

School of Theology and Christian Ministry • 105  
 Science Education Major, B.S. • 51, 70  
 Secondary School Program • 75  
 Securing a Teaching Credential • 77  
 Semester Calendar and Credit Hours • 6  
 Sexual Harassment Policy — SGCS • 173  
 Single Course Registration Policy — SGCS • 170  
 Social Science • 155  
 Social Sciences Major, B.A. • 57  
 Social Sciences Teaching Major, B.S. • 58  
 Social Sciences Teaching Minor • 59  
 Social Work • 156  
 Social Work Major, B.S.W. • 103  
 Social Work Minor • 104  
 Sociology • 157  
 Sociology Major, B.A. • 48  
 Sociology Minor • 49  
 Spanish • 158  
 Spanish Major, B.A. • 55  
 Spanish Minor • 56  
 Spanish Teaching Major, B.S. • 55  
 Spanish Teaching Major, K-12  
     B.S. Professional Education Requirements • 76  
 Special Admission, Graduate Programs — SGCS • 168  
 Special Admission, Undergraduate Programs — SGCS • 168  
 Special Fees • 24  
 Specialization for Bachelor's Degree Programs • 9  
 Sport Management Major, B.S. • 94  
 Sport Management Minor • 95  
 Standards of Conduct — SGCS • 173  
 Statement of Faith • 3  
 Statement of Objectives • 3  
 Statute of Limitations — SGCS • 186  
 Student Employment • 29  
 Student Financial Aid • 26  
 Student Information and Policies — SGCS • 172  
 Student Insurance Coverage • 25  
 Student Teaching and the Professional Semester • 77  
 Student Teaching Placement • 77  
 Student Teaching, Employment, and Coursework • 77  
 Student Withdrawal/Change in Status — SGCS • 177  
 Students with Disabilities — SGCS • 172  
 Summer School • 43

## T

The Curriculum Center Library • 78  
 The Financial Aid Application and Award Process • 26  
 The Learning Development and Assistance Center • 41  
 Theatre Minor • 86  
 Theology • 159, 229  
 This Catalog  
     Your Guide to Olivet • 1  
 Time Limit for Completing Course Assignments — SGCS • 184  
 Title II Certification Pass Rate Data • 78  
 Transcripts • 43  
 Transcripts — SGCS • 184  
 Transfer of Credit, Graduate Programs — SGCS • 169  
 Transfer of Credit, Undergraduate Programs — SGCS • 169  
 Two Aspects of Admission to Olivet • 18  
 Typical Courses for a Student Majoring in English • 55

Typical Courses for a Student Majoring in Spanish • 56  
 Typical Courses for Students Choosing a Major within the Department of Behavioral Sciences • 49  
 Typical Courses for Students Majoring in Art • 47  
 Typical courses for Students Majoring in Biology • 52  
 Typical Courses for Students Majoring in Chemistry • 69  
 Typical Courses for Students Majoring in Exercise and Sports Science Programs • 95  
 Typical Courses for Students Majoring in Family and Consumer Sciences • 99  
 Typical Courses for Students Majoring in Geological Sciences • 69  
 Typical Courses for Students Majoring in History, Political Science, or Social Sciences • 60  
 Typical Courses for Students Majoring in Mathematics • 61  
 Typical Courses for Students Majoring in Music • 66  
 Typical Courses for Students Majoring in Social Work or Criminal Justice • 104  
 Typical Courses Recommended for Communication Majors • 86  
 Typical Program for a Student Majoring in Business • 83  
 Typical Program for Students Majoring in the School of Theology and Christian Ministry • 110  
 Typical Program of Courses for a Student Majoring in Elementary Education • 78  
 Typical Program of Courses for a Student Majoring in Nursing • 102

## U

Uganda Studies Program • 13  
 Unclassified Students • 19  
 Undergraduate Academic Calendar • 240  
 Undergraduate Programs • 162  
 Undergraduate Programs — SGCS • 201  
 Undergraduate Programs of Study • 44  
 University Administrative Officers • 233  
 University Life • 15

## V

Veterans Benefits • 29  
 Veterans Benefits — SGCS • 171

## W

Waivers and Advanced Placement by Examination • 21  
 Washington Journalism Center • 13  
 Withdrawal — SGCS • 171  
 Withdrawal From the University • 38  
 Withdrawals and Course Drops • 25  
 Writing Minor • 54  
 Written Work, Minimum Standards — SGCS • 179

## Y

Youth Ministry • 231  
 Youth Ministry Major, B.S. • 107  
 Youth Ministry Minor • 108

## Z

Zoology Major, B.S. • 50  
 Zoology Minor • 52







