

2010

Olivet Nazarene University Annual Catalog 2010-2011

Olivet Nazarene University
Olivet Nazarene University

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BOURBONNAIS, ILLINOIS

UNIVERSITY CATALOG

2010 – 2011

Available online at www.olivet.edu/catalog/

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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

This Catalog: Your Guide to Olivet

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.

Make Olivet Your First Choice!

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

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

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

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

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

Olivet students have access to state-of-the-art technology. Numerous computer labs provide each Olivet student access to the Internet; ONUnet, the Olivet fiber optic network; and all classroom applications. Multiple SMART classrooms exist across campus. Every student room on campus is wired with two network ports, allowing students to do electronic research from their residence hall rooms 24 hours a day. Olivet also has its own cable TV system with 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 150 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:

Education With a Christian Purpose

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), Howe Hall (1967) and Parrott Hall (1970) and University Place, an apartment complex converted to campus housing in 2001. In addition, the Grand Apartments and Olde Oak Apartments serve as housing adjacent to the campus.

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

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

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

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

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

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

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

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

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.

In 2010 the Betty and Kenneth Hawkins Centennial Chapel is scheduled for completion and an additional student residence complex, Stadium Place, was acquired. Additionally, the initial stages of a new campus plan were implemented.

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

Design for Educational Excellence

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 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, and the Associated Colleges of Illinois; and holds membership in 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, Associate and Bachelor's Degrees

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

1. A minimum of 64 semester hours for associate degrees or 128 semester hours for bachelor's degrees;
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) for bachelor's degrees;
4. Completion of the general education requirements for the respective degree; the student pursuing a Bachelor of Arts degree must complete foreign language;
5. Completion of a major program of study as specified by the program's College, School, or Department;
6. Completion of supporting courses as specified by the major department;
7. Participation in the senior outcomes testing programs in general education and as may be specified by the major department.
8. The student must file an application for the degree with the Registrar six months prior to the expected date of graduation.
9. 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
Total	12

Group 2. Communication

An educated person committed to a life of stewardship and service should be able to think, write, and speak clearly and effectively. Writing, speaking, reading, and listening skills are basic to effective communication. Reading provides a range of viewpoints and in-depth information. Careful listening to authors and speakers prevents miscommunication. Writing and speaking are the primary channels of expression. 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
Total	9-10

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 240 — World Literature

LIT 307 — Literature of Non-Western 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

Total	12-20
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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	*****
PHSC 102 — General Physical Science or any physical science laboratory course from the areas of Chemistry, Geology, or Physics	3-5	
BIOL 201 — General Biological Science or any other biological science laboratory course	3-4	

Total	9-13
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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

Design for Educational Excellence

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	3
or BLIT 303 — Christian Scriptures II	
Total	6

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
Total	9-10

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	
Total	9

Group 4. Natural Sciences and Mathematics

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

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
Total	3

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.

Pre-Medicine

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

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

Pre-Dentistry

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

Pre-Veterinarian

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

Pre-Physician Assistant

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

Pre-Optometry

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

Pre-Pharmacy

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.

Pre-Physical Therapy

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

EXSS 147 - Introduction to Athletic Training
472 - Kinesiology
PHED 360 - Physiology of Exercise
370 - Adaptive and Corrective Physical Education
BIOL 246 - Human Anatomy and Physiology I
247 - Human Anatomy and Physiology II
369 - Human 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

Pre-Law

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.

American Studies Program

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

Australia Studies Centre

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

China Studies Program

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

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

Contemporary Music Center Program

The Contemporary Music Center, located in Nashville, Tennessee, provides students the opportunity to live and work in community while seeking to understand how God will have them integrate music, faith, and business. Both 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.

Latin American Studies Program

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

Los Angeles Film Studies Center

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

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

Middle East Studies Program

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

Oxford Scholars' Semester

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

Russian Studies Program

The Russian Studies Program is conducted in three major cities of Russia: Moscow, Nizhni Novgorod, and St. Petersburg. It is composed of beginning or intermediate Russian language study, history and culture of Russia, and modern Russian society. Contact with Russian university students, Russian families, and English-speaking teachers enhances the cultural exchange opportunities in this program. This program is administered by the Department of History and Political Science. Credits may apply to majors in History, Political Science, Public Policy, and Social Sciences, or toward general education credit for other majors. *The Russian Studies Program will be discontinued after the Fall 2010 semester.*

Uganda Studies Program

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.

Washington Journalism Center

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.

Other Sponsored/Recognized Programs

AuSable Institute

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

Focus Leadership Institute

The Focus Leadership Institute provides a semester of study in Colorado Springs, CO. Student leaders from both Christian and non-religious universities come to explore a unique academic approach to leadership in the areas of marriage, family, church, society and comparative worldviews. Top-notch teaching flows seamlessly into intentional community as staff and students share life together, working out in practical ways what it means to live every aspect of one's life to the glory of God alone. The program is open to juniors or seniors of any major who have a GPA of at least 3.25.

International Business Institute (IBI)

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

The International Business Institute is designed to give students in economics, business management and related areas a distinctive opportunity for a term of study that incorporates the international dimension of these fields in an experiential context overseas. The

program is ten weeks in length and includes periods of significant residence in key locations as well as coordinated visits and presentations in the major political and economic centers of Russia, Eastern Europe, Western Europe and the United Kingdom.

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

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

Romanian Studies Program

The Romanian Studies Program is based in the historic town of Sighisoara in Transylvania. Students study Romanian language, Eastern European history, science, music and art appreciation, 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.

Ecuador — Nazarene International Language Institute

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 Ecuador. 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.

Tokyo Christian University Studies Program

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

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 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.

Chapter 3

University Life

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

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

Besides the assigned adviser, the student is encouraged to utilize all of the counseling services on the campus, including the Vice President for Student Development, the Associate Dean of Student Development, the Chaplain to the University, the 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.

University Life

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

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

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

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, academic and social clubs carry out these various activities.

Clubs and Organizations — Acting on Aids, Biophilic (Biology Club), Capitol Hill Gang, Chemistry Club, Computer Club, Diakonia (Social Work), Engineering Club, Equestrian Club, Going Green, Green Room, International Justice Mission (IJM), 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), Math Club, Men's Club Volleyball, MuKappa (Nat'l Chapter for Missionary Kids & Military Families serving internationally), Multi-Ethnic Relations Club (MERC), National Music Teachers Association, National Science Teachers Association (NSTA), Nursing Student Association (NSA), Officers of Christian Fellowship, Olivet Geological Society (OGS), Phi Alpha Theta (History Club), Pre-Law Society, Proclamation Gospel Choir, Psi Chi (Honors) Psychology Club, Public Relations groups (The Olivetians, All Things New, Before Tomorrow), Sigma Tau Delta (English Honor Society), Spoons-4-Forks, Student Dietetic Association (SDA), Student Education Association (SEA), Students in Free Enterprise (SIFE), Student Unit of Family and Consumer Sciences (SUFACS), The Seventh Reel (ONU Film Club)

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 vice-president and representatives from each of the residential facilities. Membership is voluntary and open to all students living in campus housing.

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, Guitar Combo, Guitar Orchestra, Handbell Choir, Jazz Band, Marching Band, Orpheus Choir, Pep Band, Percussion Ensemble, Saxophone 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.)

University Life

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 seven 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 Admissions Committee is responsible for final action on each application.

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

Admission Policies and Procedures

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

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

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

Homeschooled Student Admission

Admission 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 whose high school grade point average was below 2.00 on a 4.00 scale and those whose ACT composite score was 15-17 may be considered for admission to the University through participation in the Essentials of Learning program. Other students may participate in the Essentials of Learning program, particularly when parents, high school teachers, or counselors indicate the need for additional assistance for the student.

The Essentials of Learning program emphasizes effective study skills, 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.

Students admitted through the Essentials of Learning program are limited to a 14 hour course load and are encouraged to carry minimal outside employment and extracurricular commitments. In order to continue enrollment at the University beyond the first semester of attendance, students must successfully complete the Essentials of Learning course and pass at least six hours of college credit.

Admissions Process for Freshmen

1. Complete the Application for Admission. The application is available at the Office of Admissions or at www.olivet.edu. Detailed instructions are included on the form. Applications may be submitted online, by mail, or by fax in the last semester of the junior year or in the senior year. 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.
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.

Admission Policies and Procedures

6. Submit the enrollment deposit of \$200. This deposit ensures a student's place in the incoming freshman class, and serves as a priority indicator for both class registration and campus housing. See 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.

Admission Policies and Procedures

3. The applicant must take a physical examination and present medical history records. In addition, the student is required to purchase a college health insurance policy 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.
4. 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.
5. 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.
6. It is the responsibility of an international student on an F-1 visa to maintain full-time status. All questions should be referred to International Student Admissions in the Office of Admissions.

Readmission

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

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

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

Campus Visits and Interviews

Students who are considering Olivet Nazarene University are encouraged to visit the campus to meet with an admissions counselor, faculty, and students, and take a campus tour. 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.

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 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.

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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 \$92 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

Financial Information

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

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

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

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

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

Financing the University

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

Gifts from many alumni, friends, businesses, and foundations, along with 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.

Financial Information

General Expenses

The following is an itemized estimate of the cost of a regular course for one semester in the 2010–2011 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	\$12,375
(For a student taking a full load of 18 hours, this is equivalent to a tuition charge of \$688 per hour. For more than 18 hours, the charge is \$688 per additional hour. For students taking a part-time load of less than 12 hours in a given semester, the tuition charge is \$1,032 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	
Total Tuition, Fees, Room and Board (semester)	\$15,995
Total Tuition, Fees, Room and Board for a School Year (two semesters)	\$31,990

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	\$92
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.

Student Financial Aid

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

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

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

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

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

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

Key Assumptions Underlying Need-Based Student Aid

1. Parents have the primary obligation to finance the education of their dependent children.
2. The dependent student has a responsibility to help finance a college education since the student is the direct beneficiary of the education. Student contributions are derived from expected summer savings, earnings during the academic year, and other assets. ONU recommends that students save \$2,000 during the summer months for the following academic year. This will reduce the amount needed by the family. If a student cannot reach this goal, they should plan to increase the amount needed by the family to cover the additional balance, through the use of PLUS Loans, 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.

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.

Student Financial Aid

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 quizzing, 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 quizzing 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, he/she 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.

Olivet Nazarene University

Foundation Grants

ONU Foundation grants are made possible through the generous giving of donors who care about Olivet Nazarene University students. These grants are based on a student's demonstrated financial need and academic performance at Olivet Nazarene University. Unless otherwise specified, all Foundation grants will be awarded to students who have completed one year of full-time coursework at Olivet — a minimum of 24 credit hours. Awards typically range in value from \$500 to \$1,500 per academic year. Applications for these scholarships will be distributed by the Office of Financial Aid in January to all eligible enrolled students. Completed applications must be returned to the Office of Financial Aid no later than 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.

Baldrige Family Scholarship: awarded to education majors with a preference for English, math or science education majors.

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.

Comandella, Edgar W., Scholarship: awarded to undergraduate and graduate non-traditional students preparing for full-time ministry.

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

Olivet Nazarene University Foundation Grants

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

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

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

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

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

Cunningham, Dr. Paul G., Scholarship: awarded to junior or senior pastoral ministry majors.

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.

Diehl, Dr. James H., Scholarship: awarded to junior or senior pastoral ministry majors.

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.

Dykhouse 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.

Felesena Family Scholarship: awarded annually to worthy and needy business and/or education students.

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.

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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.

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 Family Music Scholarship: awarded to outstanding music students who major on an orchestral instrument.

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

Hult, 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.

Jarvis, Julian and Betty Jean, Scholarship: awarded to students from the Greencastle Church of the Nazarene and/or worthy and needy students.

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/Lamb, Marjorie, 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 full-time 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.

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

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.

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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. Duriens, Class of 1937.

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

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

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

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

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

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.

Oliver/Granger Scholarship: awarded to worthy and needy business and education majors.

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 Branstom, 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. Ottis: 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.

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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.

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.

Walker, Mary J., Scholarship: awarded to two sophomore, junior, or senior female students with a minimum GPA of 3.5; one from the Indianapolis District and one from the Eastern Michigan District.

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

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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
 Bearinger, Clayton and Ada
 Beckman, Arthur
 Bell, Donald H. and Faith N.
 Better Day
 Bredholt, R.D. and Lydia
 Brodien, Edward and Elaine
 Buchholz, Sylvia May
 Byrne, Mary Ann
 Cheeseman, John
 Chenoweth, Robert R. and Arlene J.
 Choate, Elizabeth
 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
 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.
 Hemstreet, Thomas and Doris
 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

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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:

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
New Palestine, Indiana, Grace Harbor 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."

Academic Regulations

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

Course Repeating Policy:

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.

Academic Regulations

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

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

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

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

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

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

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

Academic Regulations

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.

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.

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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

Academic Regulations

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

Summer School

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

Transcripts

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

Chapter 7

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

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

College of Arts and Sciences

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.

Art Major, B.A.

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
 - 250 - Portfolio Review
 - 281 - History of Western Art I
 - 282 - History of Western Art II
 - 360 - Contemporary Art
 - or 375 - History of Non-Western Art
 - or 471 - History of Modern Art
- And three additional hours of art history

Art Major, B.S.

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
- 250 - Portfolio Review
- 281 - History of Western Art I
- 282 - History of Western Art II

- 360 - Contemporary Art History
- or 375 - History of Non-Western Art
- 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

Art Teaching Major, B.S.

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
- 250 - Portfolio Review
- 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.

Art Studio Minor

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

Art Teaching Minor

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

RAY BOWER (1987)
Professor of Psychology; Chair, Department of Behavioral Sciences
 B.A., 1976, Miami University, Ohio
 M.A., 1987, Miami University, Ohio
 Ph.D. 1992, Miami University, Ohio

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

ELIZABETH GASSIN (1995)
Professor of Psychology
 B.S., 1988, University of California
 M.S., 1990, Purdue University
 Ph.D., 1995, University of Wisconsin

KENT OLNEY (1995)
Professor of Sociology
 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

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)
Associate 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.

Psychology Major, B.A.

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

Psychology Major, B.S.

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

Sociology Major, B.A.

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 Leadership 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

Psychology Minor

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:

College of Arts and Sciences

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, SSCI 315 - Federal Seminar, or courses taken through participation in approved study programs such as American Studies program, China Studies program, or Focus Leadership 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.

Biology Major, B.A.

36 hours

Required:

BIOL 125 - Biology I
 126 - Biology II
 319 - Genetics
 356 - Microbiology
 370 - Ecology
 495 - Seminar in Biology (2 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 368 - Vertebrate Natural History/Anatomy
 and 455 - Physiology
 330 - Pathophysiology
 335 - Biochemistry
 352 - Advanced Botany
 354 - Developmental Biology
 359 - Immunology
 360 - Invertebrate Zoology
 367 - Animal Behavior
 369 - Human Anatomy
 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 (2 semesters)

Biology Major, B.S.

48 hours

Required:

BIOL 125 - Biology I
 126 - Biology II
 319 - Genetics
 335 - Biochemistry
 356 - Microbiology
 361 - Comparative Anatomy
 369 - Human Anatomy
 370 - Ecology
 455 - Physiology
 484 - Molecular and Cell Biology
 495 - Seminar in Biology (2 hours)

Plus 10 hours selected from the following:

BIOL 352 - Advanced Botany
 354 - Developmental Biology
 359 - Immunology
 360 - Invertebrate Zoology
 367 - Animal Behavior
 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 2 semesters of Physics

Recommended Supporting Courses:

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

Zoology Major, B.S.

48 hours

Required:

BIOL 125 - Biology I
 126 - Biology II
 319 - Genetics
 335 - Biochemistry
 356 - Microbiology
 360 - Invertebrate Zoology
 368 - Vertebrate Natural History/Anatomy
 370 - Ecology
 455 - Physiology
 487 - Field Experience
 495 - Seminar in Biology (2 hours)

Plus six hours of biology selected from the following:

BIOL 354 - Developmental Biology
 367 - Animal Behavior
 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 (2 semesters)

Recommended Supporting Courses:

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

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 319 - Genetics
 352 - Advanced Botany
 356 - Microbiology
 360 - Invertebrate Zoology
 368 - Vertebrate Natural History/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 (2 semesters)

Recommended Supporting Courses:

ECON 110 - Principles of Economics
 PSCI 223 - American Government

Environmental Science Major, B.S.

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

Science Education Major, B.S.

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 319 - Genetics

352 - Advanced Botany

356 - Microbiology

360 - Invertebrate Zoology

368 - Vertebrate Natural History/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.

Biology Minor

20 hours

Required:

BIOL 125 - Biology I

126 - Biology II

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

Biology Teaching Minor

25 hours

Required:

BIOL 125 - Biology I

126 - Biology II

246 - Human Anatomy and Physiology I

or 247 - Human Anatomy and Physiology II

319 - Genetics

352 - Advanced Botany

370 - Ecology

495 - Seminar in Biology (1 hour)

Required Supporting Courses:

CHEM 103 - General Chemistry I

104 - General Chemistry II

Zoology Minor

20 hours

Required:

BIOL 125 - Biology I

126 - Biology II

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

Typical courses for Students Majoring in Biology

Freshman Year

Biology I, II

General Chemistry I, II

College Writing I

Christian Formation

Introduction to Fine Arts

Mathematics

Sophomore Year

College Writing II

Genetics

Ecology

Biochemistry

Organic Chemistry

General Psychology

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)

Assistant Professor of Spanish

B.A., 2004, Mount Vernon Nazarene University

M.A., 2009, Illinois State University

ANDREW GIBBS (2006)

Assistant Professor 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, Instituto Latinoamericano de la Comunicacion Educativa, Mexico

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.

English Major, B.A.

41 hours

Required:

ENGL 202 - Introduction to Creative Writing

301 - Understanding Language/Linguistics

303 - Descriptive English Grammar

306 - Advanced Writing

315 - Business/Technical Writing

330 - Visual Literacy

477 - Senior Seminar

College of Arts and Sciences

LIT 220 - British Literature
240 - World Literature
or 307 - Literature of Non-Western Cultures
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

English Teaching Major, B.S.

40 hours

Required:

ENGL 202 - Introduction to Creative Writing
301 - Understanding Language/Linguistics
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

English Teaching Minor

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

English Minor

17-18 hours

Required:

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

Plus two of the following courses:

LIT 205 - Studies in Literature
220 - British Literature
240 - World Literature
255 - American Literature
307 - Literature of Non-Western Cultures
315 - Multiethnic Literature

And two or three hours of English electives above the 100 level.

Literature Minor

17-18 hours

Four courses selected from the following:

LIT 205 - Studies in Literature
220 - British Literature
240 - World Literature
255 - American Literature
307 - Literature of Non-Western Cultures
315 - Multiethnic Literature

Plus two of the following courses:

LIT 318 - Shakespeare
325 - Literary Theory
400 - The Novel
414 - Special Topics in Literature
450 - Seminar in World/British/American Literature

Writing Minor

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

English as a Second Language Minor

18 hours

Required:

ENGL 301 - Understanding Language/Linguistics

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

English as a Second Language Teaching Minor

20 hours

Required:

ENGL 301 - Understanding Language/Linguistics

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 (2 hours)

Typical Courses for a Student Majoring in English

Freshman Year

College Writing I

Fundamentals of Communication

Christian Formation

Foreign Language I, II

Introduction to Fine Arts

American Literature

Western Civilization

Sophomore Year

Laboratory Science

Wellness or Nutrition

College Writing II

British Literature

Christian Scriptures I

Creative Writing

Mathematics

Visual Literacy

Spanish Major, B.A.

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/Linguistics

LIT 315 - Multiethnic Literature

HIST 379 - The Developing World: Latin America

Spanish Teaching Major, B.S.

35 hours

Required:

SPAN 211 - Intermediate Spanish I

College of Arts and Sciences

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/Linguistics
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

Foreign Language Recommended Placement

Students are placed in foreign language classes based on their background preparation and/or experiences in the language. Those with two or more years of high school credit in the appropriate language are not required to take courses numbered 101 or 111. Instead, the student may audit the lower level course or begin at a higher level course, depending on the recency of the high school experience, comfort-level with the language, quality of background preparation, or skill/ability with the language. In such cases, credit can be attained by petition for any lower level course that was audited or skipped upon satisfactory completion ("C-" or better) of the next higher level course. Such "proficiency" credit will be noted on the transcript with a grade of "K," and will be charged at the rate of \$50 per credit hour.

Students with three 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)

Associate 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.

History Major, B.A.

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 6 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

Political Science Major, B.A.

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

College of Arts and Sciences

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

Social Sciences Major, B.A.

48-51 hours

Selected from History, Political Science, Psychology, Sociology, Economics, or Geography, with at least 24 hours of upper-division social science distributed as follows: 21 hours in one area, six hours from two other areas. Up to six 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

Social Sciences Teaching Major, B.S.

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 3 hours of upper-division American History and 3 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

Public Policy Major, B.S.

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 concentrations must be completed:

A. Domestic Policy Concentration

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 315 - Federal Seminar

College of Arts and Sciences

320 - Urban/Rural America

B. Foreign Policy Concentration

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.

Geography Major, B.A.

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 three hours from:

GEOG 480 - Research in Geography

490 - Internship in Geography

And select six 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 six 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

Geography Minor

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

History Minor

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

Political Science Minor

16 hours

Required:

PSCI 101 - Introduction to Political Science

223 - American Government

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

To be supported by the following:

SSCI 302 - World Regional Geography

History Teaching Minor

24 hours

Required:

HIST 211 - 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.

Social Sciences Teaching Minor

24 hours

Required:

Option A: 18 hours of History, including nine hours in U.S. History and nine in general or European History.

SSCI 302 - World Regional Geography
 PSCI 223 - American Government

Option B: Eight hours each from two of the following areas: Economics, Political Science, Psychology, and Sociology. Eight additional hours of Social Sciences, including SSCI 302 World Regional Geography.

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

Freshman Year

World Civilization
 American Civilization
 College Writing I
 Christian Formation
 Wellness/Nutrition
 Introduction to Psychology
 Foreign Language
 Fundamentals of Communication
 Introduction to Political Science

Sophomore Year

American Civilization
 World Civilization
 Christian Scriptures I
 College Writing II
 Laboratory Science
 Mathematics
 Introduction to Fine Arts
 American Government
 Studies in Literature

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

NICOLE M. WESSMAN (2010)
Assistant Professor of Mathematics

B.S., 2005, Olivet Nazarene University
 M.A., 2009, DePaul University
 Doctoral study, Illinois State University

The Department of Mathematics offers majors leading to either bachelor of arts or bachelor of science degrees, either for teaching or other fields. Both teaching and non-teaching minors are also offered.

Many of Olivet's Mathematics graduates are now mathematics teachers in junior or senior high schools.

Several recent graduates have begun careers in actuarial science, one of the top-rated occupations in Jobs Rated Almanac. Actuaries work in the insurance and financial planning fields. Besides actuarial work, a variety of other positions in applied mathematics are available for the well-prepared student.

Graduate teaching fellowships are readily available at major universities for superior students to pursue graduate studies in mathematics.

Core Requirements for all Mathematics Majors

All departmental work applied to a major must be in courses numbered 147 and above, including the following:

MATH 147 - Calculus I
 148 - Calculus II

151 - Freshman Seminar in 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

Mathematics Major, B.A.

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.

Mathematics Major, B.S.

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.

Mathematics Teaching Major, B.S.

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.

Actuarial Science Major, B.S.

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

Mathematics Minor

21 hours

MATH 147 - Calculus I
 148 - Calculus II
 151 - Freshman Seminar in Mathematics
 351 - Linear Algebra

And nine additional hours above MATH 148

Mathematics Teaching Minor

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

Typical Courses for Students Majoring in Mathematics

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

KATHERINE BENSON - *Flute*
M.Mus., Roosevelt University

SONYA COMER - *Piano*
B.S., Olivet Nazarene 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

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

CHARLES LYNCH - *Harp*
D.M.A., University of Illinois

STACY MCMICHAEL - *Upright & Electric Bass*
M.M., University of Miami

LINDA POQUETTE - *Piano*
B.S., Olivet Nazarene University

BRIAN REICHENBACH - *Trumpet*
M.M., DePaul University

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

RYAN SCHULTZ - *Marching/Concert Band, Low Brass*
B.S., Olivet Nazarene University

CAROL SEMMES - *Cello*
M.M., DePaul University

MARGARET TUNG - *Horn*
M.M., Rice University

HEATHER WILLIAMS - *Piano*
B.S., Olivet Nazarene University

Department of Music Mission Statement

The Department of Music exists to cultivate the musical skills of student scholars as an act of personal commitment to Christ, and to encourage a life of service to others. The educational thrust of the Department of Music is threefold: 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>.

Department of Music General Regulations

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

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

Transferred work 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.

Music Proficiencies

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

College of Arts and Sciences

- 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.

Music Major, B.A.

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 (6 semesters)
225 - Upper-Division Hearing
490 - Senior Seminar
495 - Senior Recital

Ensembles (eight semesters)

Applied Music Emphasis - 8 hours

Piano (non-Keyboards 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-Keyboards):

- 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

Music Education Major, B.Mus.

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

College of Arts and Sciences

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 (6 semesters)

225 - Upper-Division Hearing

490 - Senior Seminar

495 - Senior Recital

Ensembles (8 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:

MUVC 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.

Church Music Major, B.S.

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 (8 semesters)

225 - Upper-Division Hearing

490 - Senior Seminar

495 - Senior Recital

MUVO 240 - Diction I

250 - Diction II (Voice emphasis only)

Ensembles (8 semesters)

Applied Music Emphasis - 10 hours

MUVO 107 - Class Voice or equivalent (2 hours)

Organ (for non-organ emphasis) - 2 hours

Piano Proficiency (4 hours)

Required Supporting Course:

PSYC 101 - Introduction to Psychology

Music Performance Major, B.Mus.

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 (6 semesters)

225 - Upper-Division Hearing

395 - Junior Recital

490 - Senior Seminar

495 - Senior Recital

Applied Music Emphasis - 20 hours

Ensembles (8 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

Music Composition Major, B.Mus.

78-82 hours

This major is offered for the student who is interested in the creative process of music. The emphasis in Music Composition 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)

260 - Jazz Theory I

300 - Form and Analysis I

320 - Counterpoint

325 - Choral Arranging

330 - Advanced Music Technology

360 - Jazz Theory II

401 - Practices in Contemporary Music

420 - Composition II (six hours)

425 - Instrumental Arranging

494 - Instrumentation

MULT 280 - Twentieth Century Popular Music

295 - Music History I

301 - World Musics

395 - Music History II

396 - Music History III

MUCH 377 - Music in Worship

MUAP 200 - Recital Lab (eight semesters)

225 - Upper-Division Hearing

490 - Senior Seminar

College of Arts and Sciences

496 - Senior Composition Project
Ensembles (eight semesters)
Applied Music emphasis - eight hours
Piano Proficiency - four hours

Music Minor

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 (4 semesters)
Eight hours of Applied Music Emphasis
Music Ensembles (4 semesters)
Music elective courses (4 hours)
Piano Proficiency

Musical Theatre Minor

12-26 hours

Required:

COMM 110 - Introduction to Acting
120 - Introduction to Theatre
198/398 - Theatre Practicum (2 hours)
320 - Directing
399 - Topics in Theatre
MUVO 115/315 - Contemporary Voice (2-6 hours)
MUAP 150/350 - Choreographic Stage Movement (4 hours)
Piano (0-2 hours)

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

Piano requirement depends on piano skill level.

Typical Courses for Students Majoring in Music

Freshman Year

Musicianship I
Class Piano (2 hours)
Introduction to Fine Arts
College Writing I
Wellness or Nutrition

Ensembles (two semesters)
Applied Music (4 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 (2 hours)
Beginning Conducting
Fundamentals of Communication
Ensembles (two semesters)
Applied Music (4 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

College of Arts and Sciences

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

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).

Chemistry Major, B.A.

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 (1 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

Physics (two semesters)

Highly Recommended:

CHEM 335 - Biochemistry

Chemistry Major, B.S.

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 (1 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

or 351 - Linear Algebra

or 357 - Differential Equations

PHYS 201 - General Physics I

202 - General Physics II

B. Biochemistry Concentration

BIOL 125 - Biology I

319 - 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

Chemistry Minor

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.

Chemistry Teaching Minor

24 hours

Required:

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

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

Typical Courses for Students Majoring in Chemistry

Freshman Year

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

Sophomore Year

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

Geological Sciences Major, B.S.

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.

Geological Sciences Minor

16 hours

Required:

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

Earth and Space Science Teaching Minor

24 hours

Recommended:

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

Typical Courses for Students Majoring in Geological Sciences

Freshman Year

Physical and Historical Geology
General Chemistry 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

Geography Major, B.A.

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 three hours from:

GEOG 480 - Research in Geography
490 - Internship in Geography

And select six 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 six 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

Geography Minor

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

Physical Sciences Major, B.S.

79 hours

Required:

CHEM 103 - General Chemistry I
104 - General Chemistry II
MATH 147 - Calculus I

College of Arts and Sciences

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.

Science Education Major, B.S.

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 319 - Genetics
352 - Advanced Botany
356 - Microbiology
360 - Invertebrate Zoology
368 - Vertebrate Natural History/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.

Environmental Science Major, B.S.

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 319 - Genetics
352 - Advanced Botany
356 - Microbiology
360 - Invertebrate Zoology
368 - Vertebrate Natural History/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 (2 semesters)

Recommended Supporting Courses:

ECON 110 - Principles of Economics

PSCI 223 - American Government

Geological Engineering Major, B.S.

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 171 - 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

School of Education

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)

Associate 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

Ed.D., 2010, Argosy University

DENA REAMS (2007)

Associate 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, Aggie Posthumus, Priscilla Skalak

Physical Education - Scott Armstrong

Social Studies - Stephen Lowe

Spanish - Nathan Reiss

Teacher Education Outcomes

Students admitted to, and retained in, the teacher education program are expected to demonstrate suitable growth in the habits, attitudes, skills, and personal qualities specified in the institutional objectives. They constitute the general objectives of teacher education.

Within the framework of the general objectives of the University, the faculty has formulated specific outcomes of teacher education. These outcomes specify qualities considered essential for teachers. The faculty expects that the Teacher Education graduate will be a person who demonstrates:

1. Knowledge of the historical development of the professional and foundational issues and arguments underlying education's practices, as well as understanding of the importance of integrated learning across disciplines.
2. Knowledge of subject-matter content and the ability to integrate content with pedagogy appropriate to the candidate's field of study.
3. Knowledge of human development and motivation, theories of learning, and pedagogy.
4. Effective communication skills, critical and creative thinking abilities, and other skills crucial to reflective decision making.
5. Knowledge and skills in the use and integration of technology appropriate to the candidate's field of study.
6. Practical abilities to implement the skills, techniques, and strategies associated with student learning and effective leadership.
7. Intellectual, social, ethical, and other personal attributes of reflective decision making in professional settings.
8. Commitment to lifelong professional development and general learning.
9. Ability to skillfully accommodate diversity of many kinds in professional practice, including ethnic, racial, economic, and that of the exceptional learners, including the ability to adapt professionally to developments in global society.
10. Ability to foster and maintain collaborative efforts with clientele within institutions and in the community, and commitment to active citizenship in the service of a Christ-centered character.

General Education for Teachers

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.

Elementary School Program Professional Education Courses

The professional education courses required for prospective elementary teachers follow. A grade of "C-" or above is required in the professional education courses for student teaching and graduation.

Elementary Education Major, B.S.

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

School of Education

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	40-42
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 Endorsement

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.Mus. Professional Education Requirements

25 hours

A grade of "C-" or above is required in professional education courses for music education for student teaching and graduation.

EDUC 150-Historical and Philosophical Foundations of Education

249 - Educational and Developmental Psychology

295 - Instructional Technology

376 - Teaching Diverse Populations

456 - Management/Professional Practices

485 - Supervised Student Teaching

Subject Matter Specialization

See Department of Music.

Physical Education/Health, K-12: B.S. Professional Education Requirements

30 hours

A grade of "C-" or above is required in professional education courses for physical education/health for student teaching and graduation.

EDUC 150-Historical and Philosophical Foundations of Education

214 - Early Adolescent Development

249 - Educational and Developmental Psychology

295 - Instructional Technology

385 - Middle/Secondary School Methods

456 - Management/Professional Practices

485 - Supervised Student Teaching

Subject Matter Specialization

See Department of Exercise/Sports Science

Spanish Teaching Major, K-12: B.S. Professional Education Requirements

35 hours

A grade of "C-" or above is required in professional education courses for Spanish education 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 Programs

Master's degree programs in education are offered through Olivet's School of Graduate and Continuing Studies. These programs, designed for persons seeking initial certification as elementary or secondary teachers and for certified teachers seeking advanced study or additional certifications, are described in Chapter 9.

Admission to Teacher Education

Admission to the University neither implies nor guarantees acceptance into the Teacher Education program. Preparation for teaching is a privilege and not a personal right. The University may discourage any individual from attempting to complete preparation for a career in education if, in the opinion of the Teacher Education faculty, he or she fails to meet acceptable professional and personal standards.

Students desiring an undergraduate major in education must first be received into the teacher education program of the University by action of the Teacher Education Committee, must declare that intention by the end of the sophomore year, and must have, and continue to maintain, a 2.5 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. Application is usually made during the sophomore year; later application may result in delays in progress through the professional education courses. Application forms may be 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, physical health, competence in communication, and professional interest. The following requirements must be met for admission:

1. Completion of 30 hours of coursework with at least a 2.5 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.

School of Education

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*.

Pre-Student Teaching Field Experiences

Pre-student teaching field experiences, including the use of films (vicarious experiences) and school observation and participation, are required in some of the education courses taken prior to student teaching. The minimum number of pre-student teaching hours for Secondary Education and K-12 Education majors exceeds 100 clock hours. Secondary and K-12 Spanish Education students meet this requirement through EDUC 249, 376, 385 or 386, and 456. Physical Education students meet this requirement through EDUC 249, 385, 456, 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.

Admission to Student Teaching

Students should submit applications for student teaching by December 1 of the semester prior to the school year in which they expect to do student teaching.

Prerequisites to student teaching involve previous admission to the Teacher Education program of the University, the completion of all methods courses required in the major, and a passing score on the Illinois Subject-Matter Knowledge test. In addition each candidate for student teaching must be approved by the Teacher Education Executive

Committee before he or she can be registered and assigned. The approval of the candidate's major department, successfully passing the Level II portfolio/interview, an overall grade point average of 2.5 or better, a grade point average of 2.75 or better in the major field for Secondary Education and K-12 Education majors, or a grade point average of 2.75 or better in the professional education courses for Elementary and Early Childhood Education majors, are required.

Transfer of student teaching credit earned at another college must have prior approval of the department chair, the Director of Teacher Education, and the Registrar.

Student Teaching, Employment, and Coursework

As a general practice, the University discourages students from employment on or off campus during student teaching. Students are also discouraged from taking any classes with the exception of EDUC 456 while student teaching. Supervising teachers in the schools view student teaching as an internship that should demand the total 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.

Student Teaching and the Professional Semester

The requirement of credit hours in student teaching is 12. The semester that involves mostly student teaching and corresponding professional courses is known as the "Senior Professional Semester." Students and advisers must plan ahead and reserve designated professional courses and other courses arranged to facilitate student teaching for that semester.

All students registered for student teaching must take EDUC 456 concurrently with student teaching. All students completing student teaching through Olivet must meet the standards of the University's Teacher Education program entrance and student teaching admission requirements, including passing the Illinois Subject Matter test prior to the first day of student teaching.

Student Teaching Placement

When a student teaching placement is canceled by the student so late that the supervising teacher cannot take another student teacher for the given school year, the student's account will be charged for the payment of the honorarium to the supervising teacher.

If a request for placement in another setting is initiated by the student teacher, a full honorarium will be paid by the student to the supervising teacher according to how close the change is made to the student teaching period. If such change is initiated by the teacher, principal, University supervisor and/or the Director of Teacher Education, the student will be charged the student teaching fees.

A student teacher from Olivet is placed at a site in the area where a contractual agreement has been made with the local school district for such a placement. While the student has the opportunity to express his or her preference for a site, the final decision for placement will be made by the Director of Teacher Education.

Teaching: Securing Credentials

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.

Placement of Teacher Candidates

The University maintains a Career Center to assist graduates in securing positions in which they are interested and for which they are qualified. Teacher candidates register with the office for placement service in the senior year as directed by the office.

The Career Center makes available to students notices of teaching position vacancies, at the student's request supplies copies of his/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/she graduates. The University's placement service is free to graduating seniors and registered alumni. The student should register with this office at the indicated time even though he/she may have secured a teaching position prior to registering.

Curriculum Center Library

The Curriculum Center Library is located on the lower level of Benner Library. This collection includes school textbooks, the juvenile collection, teaching aids, pamphlets, resource units, and other instructional materials selected as resources for students planning to become teachers. These materials are available for examination and use by students and faculty. The Curriculum Center Library is supervised by the Special Collections Librarian.

School of Education Office

While teacher education is a function of the total university, represented by the Teacher Education faculty, the various administrative details

connected with the program are coordinated through the School of Education office. Here, students may pick up various forms to be filled out and return them for filing; various reference forms and rating scales are sent out from and returned to this office; and, in general, it serves as a center for Teacher Education activities.

Title II Certification Pass Rate Data

ONU's Teacher Education Unit seeks to prepare candidates who will be "Professionals Influencing Lives:" through a strong knowledge foundation; proficiency in curriculum, instruction, and evaluation; a high level of professionalism; and a Christ centered character. The Unit seeks to prepare candidates who view teaching as a noble profession, a lifelong pursuit, and a continual search for excellence.

The U.S. Congress has asked the U.S. Department of Education to require all colleges and universities with teacher education programs to release certification test pass rates of program completers. In most recent Title II data, 100 percent of Olivet Teacher Education students passed the basic skills test; 98 percent passed the academic content test; and 99 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.

Typical Program of Courses for a Student Majoring in Elementary Education

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

School of Professional Studies

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

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.

Accounting Major, B.S.

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

Business Administration Major, B.S.

51-55 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
352 - Business Law II
367 - Organizational Behavior
490 - Policy and Strategy
495 - Seminar in Leadership
ACCT 110 - Financial Accounting
111 - Managerial Accounting
ECON 110 - Principles of Economics

Plus 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
489 - Internship (1-4 hours)
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:

MATH 117 - Finite Mathematics
or 147 - Calculus I

Recommended Supporting Courses:

CMIN 101 - Sharing our Faith
ENGL 315 - Business/Technical Writing

International Business Major, B.S.

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, the American Studies Program, or a foreign travel study program approved by the Department of Business.

Required Supporting Courses:

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.

School of Professional Studies

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.

Business Information Systems Major, B.S.

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 Information Systems (3 hours)
ECON 110 - Principles of Economics

Required Supporting Courses:

MATH 117 - Finite Mathematics
or 147 - Calculus I

Recommended Supporting Courses:

CMIN 101 - Sharing our Faith
CSIS 171 - Logic/Computational Engineering
PSYC 101 - Intro to Psychology
or SOCY 120 - Intro to Sociology
PSYC 323 - Human Diversity
324 - Industrial/Organizational Psychology

Marketing Major, B.S.

59-63 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
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
489 - Internship (1-4 hours)

School of Professional Studies

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

Economics/Finance Major, B.S.

60-63 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

Plus select one of the following:

A. Certified Financial Planning Concentration

ACCT 365 - Income Taxation
BSNS 445 - Insurance Planning
449 - Estate Planning
ECON 473 - Investments

Plus required supporting course:

MATH 147 - Calculus I

B. Completion of three of the following:

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

Plus required supporting course:

MATH 117 - Finite Mathematics
or 147 - Calculus I

Recommended supporting course (all):

CMIN 101 - Sharing our Faith

Accounting Minor

17-18 hours

Required:

ACCT 110 - Financial Accounting
111 - Managerial Accounting
255 - Intermediate Accounting

and six to seven additional hours of accounting courses.

Business Minor

22 hours

Required:

ACCT 110 - Financial Accounting
BSNS 160 - Principles of Management
170 - Computer Applications in Business
ECON 110 - Principles of Economics
And nine hours of business electives

Economics Minor

15 hours

Required:

ECON 110 - Principles of Economics
311 - Intermediate Microeconomics
312 - Intermediate Macroeconomics
And six hours of upper-division Economics

School of Professional Studies

Finance Minor

19 hours

Required:

BSNS 241 - Business Statistics
270 - Principles of Finance
460 - Intermediate Finance
473 - Investments
ECON 342 - Intermediate Economic Statistics
362 - Financial Markets/Institutions

To be supported by the following:

MATH 117 - Finite Mathematics

Management Minor

18 hours

Required:

BSNS 160 - Principles of Management
170 - Computer Applications
367 - Organizational Behavior
450 - Small Business Management
468 - Human Resource Management
COMM 347 - Organizational Communication

To be supported by the following:

MATH 117 - Finite Mathematics

Marketing Minor

18 hours

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

Associate of Applied Science - Business Major

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

489 - Internship (3 hours)

ECON 110 - Principles of Economics

Plus completion of the Associate of Applied Science General Education requirements as noted in Chapter 2.

Typical Program for a Student Majoring in Business

Courses will vary according to the major selected.

Freshman Year

Principles of Management
Finite Math or Calculus
Principles of Economics
College Writing I
Christian Formation
Wellness or Nutrition
Fundamentals of Communication
Computer Applications in Business
Accounting (Accounting majors)

Sophomore Year

Accounting
Principles of Marketing
Principles of Finance
Business Statistics
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

School of Professional Studies

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

Ph.D., 2010, 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.

Communication Studies Major, B.A.

37 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 (3 hours)

And six hours from the Department of Communication, excluding COMM 105.

Communication Studies Major, B.S.

51-52 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 (3 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 (3 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 (2 hours)

320 - Directing

364 - Dramatic Literature/History

399 - Topics: Theatre

LIT 318 - Shakespeare

Recommended supporting courses:

Elementary Foreign Language I, II

Mass Communication Major, B.S.

41-60 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 (3 hours)

and 13 - 15 hours selected from the following:

ART 275 - Photoshop
COMM 141 - Introduction to Journalism
171 - Fundamentals of Broadcasting/Beg Announcing
175 - Non-linear Editing
272 - Writing for Radio and Audio Media
280 - Writing for TV
466 - Internship (3 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 (3 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 (3 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 (3 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/Beg 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

Journalism Major, B.S.

51 hours

Required:

COMM 141 - Introduction to Journalism
200 - Intro to Communication Studies
221 - Mass Media and Society
242 - College Publications (2 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 (6 hours)

And three hours selected from the following

COMM 330 - Public Relations
420 - Journalistic Opinion
425 - Television News

Recommended supporting course:

Elementary Foreign Language I, II

Communication Studies Minor

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.

Communication Teaching Minor

24 hours

As approved by the department chair. The student must include coursework from at least three of the following areas: Public Speaking, Interpersonal Communication, Oral Interpretation, and Small-Group Communication.

Mass Communication Minor

15 hours

Required:

COMM 103 - Interpersonal Communication
or 233 - Small Group Communication
221 - Mass Media and Society
457 - Communication Theory

And six hours of communication coursework in Journalism, Radio, or Television/Radio Production.

Musical Theatre Minor

12-26 hours

Required:

COMM 110 - Introduction to Acting
120 - Introduction to Theatre
198/398 - Theatre Practicum (2 hours)
320 - Directing
399 - Topics in Theatre
MUVO 115/315 - Contemporary Voice (2-6 hours)
MUAP 150/350 - Choreographic Stage Movement (4 hours)
Piano (0-2 hours)

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

Piano requirement depends on piano skill level.

Theatre Minor

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

Typical Courses Recommended for Communication Majors

Courses will vary according to the specific concentration.

Freshman Year

Introduction to Communication Studies
Fundamentals of Communication
College Writing I

General Psychology
 Christian Formation
 Laboratory Science
 Wellness or Nutrition
 Basic Video Production
 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

LARRY D. VAIL (1981)

Professor of Computer Science; Chair Department of Computer Science

B.A., 1978, Olivet Nazarene University

M.C.S., 1985 University of Illinois

Ph.D., 1997, Nova Southeastern University

CATHERINE BAREISS (1987)

Professor of Computer Science

B.A., 1985, Indiana Wesleyan University

M.S., 1987, Purdue University

Ph.D., 1995, Illinois Institute of Technology

The Department of Computer Science at Olivet Nazarene University exists to prepare students for a life of learning and for professional careers in computer science and information systems. We strongly support the institution's commitment to liberal arts education as the best way to learn throughout life. We seek to teach current technology and software practices for successful entry to professional careers or graduate study. We strive to build Christian character and values in our students that will guide them through ethical dilemmas and help them to ultimately shape the values of their chosen profession.

The department offers 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 the 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).

Computer Science Major, B.A.

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 and CSIS 171

Required Supporting Courses:

MATH 147 - Calculus I

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.

Computer Science Major, B.S.

49 hours

Required:

CSIS 110 - Introduction to Computer Science

104 - Seminar I

School of Professional Studies

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 (3 hours)

Plus 3 additional CSIS hours, excluding CSIS 112 and CSIS 171

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

Information Systems Major, B.A.

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 and CSIS 171

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.

Information Systems Major, B.S.

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 (3 hours)

Plus 3 additional CSIS hours, excluding CSIS 112 and CSIS 171

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

Computer Engineering Major, B.S.

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

Computer Science Minor

20 ½ hours

Required:

CSIS 110 - Introduction to Computer Science
 104 - Seminar I
 251 - Principles of Programming I
 252 - Principles of Programming II

Plus nine additional CSIS hours

Information Systems Minor

22 ½ hours

Required:

CSIS 110 - Introduction to Computer Science
 112 - Technology Today
 131 - Introduction to Web Programming
 104 - Seminar I
 245 - Database and Information Systems
 310 - Systems Analysis and Design
 340 - Human Computer Interface
 436 - Project Management and Development

Information Technology Minor

22 ½ 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
 326 - Network Administration and Theory
 427 - Security Administration

Associate of Applied Science - Information Technology Major

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 two from the following (one selection must be CSIS 245, 251 or 326):

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

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.

Engineering Program Outcomes

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.

Engineering Major, B.S.

60 hours

Required:

ENGN 101 - Engineering Design I

102 - Engineering Design II

171 - 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

351 - Material Science

371 - Automatic Controls

380 - Thermodynamics

420 - Fluid Mechanics

481 - Senior Project Design I

482 - Senior Project Design II

School of Professional Studies

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

Computer Engineering Major, B.S.

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.

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 171 - 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

School of Professional Studies

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.

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.

Exercise Science Major, B.S.

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

School of Professional Studies

FACS 331 - Topics in Nutrition (6 hours)
MATH 147 - Calculus I
241 - Statistics
PSYC 101 - Introduction to Psychology
211 - Child Psychology
or 212 - Adolescent/Adult Development
PHYS 121, 122 - College Physics I and College Physics II
or PHYS 201, 202 - General Physics I and 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.

Athletic Training Major, B.S.

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 (6 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 found on the website 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

School of Professional Studies

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.

Sport Management Major, B.S.

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

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

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

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.

Typical Courses for Students Majoring in Exercise and Sports Science Programs

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

Doctoral Study, University of Illinois

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.

Family and Consumer Sciences Major, B.S.

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

488 - Internship (5 hours)

498 - Professionalism, Issues and Actions

Plus 15 additional hours approved by the department chair.

Family and Consumer Sciences Teaching Major, B.S.

40-42 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

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

School of Professional Studies

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.

Child Development Major, B.S.

55 hours

Required:

FACS 101 - Orientation to Family and Consumer Sciences
126 - Nutrition, Health, and Fitness
134 - Food Safety/Sanitation
241 - First Aid/Emergency Care
252 - Consumer Economics
262 - Child Development
264 - Child, Family, and Community Relations
265 - Infant and Toddler Care
266 - Infant and Toddler Nutrition
351 - Sociology of the Family
360 - Parenting
480 - Administration of Human Services
488 - Internship (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
or 344 - Contemporary Design
356 - Retail Merchandising
488 - Internship (5 hours)
496 - Projects (1 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.

Housing and Environmental Design Major, B.S.

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

488 - Internship (five hours)

496 - Projects, Applied Design (3 hours)

498 - Professionalism, Issues and Actions

Required Supporting Courses:

ART 101 - Fundamentals of Drawing

123 - Design Studio I

275 - Photoshop

300 - Perspective and Rendering

Recommended Supporting Courses:

ART 125 - Three Dimensional Design

281 - History of Western Art I

or 282 - History of Western Art II

BSNS 160 - Principles of Management

253 - Principles of Marketing

390 - Salesmanship

Family and Consumer Sciences Minor

16 hours

Required:

Courses approved by the Department Head.

Fashion Merchandising Minor

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

Housing and Environmental Design Minor

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

Hospitality Minor

18 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

488 - Internship (2 hours)

or 496 - Projects in FACS (2 hours)

Associate of Applied Science - Child Development Major

26 hours

Required:

FACS 101 - Orientation to Family and Consumer Science

134 - Food Safety and Sanitation

241 - First Aid and Emergency Care

262 - Child Growth and Development

264 - Child, Family, Community Relations

265 - Infant and Toddler Care

266 - Infant and Toddler Nutrition

488 - Internship (3 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.

Typical Courses for Students Majoring in Family and Consumer Sciences

Courses will vary according to major concentration.

Freshman Year

Orientation to Family and Consumer Sciences

Textiles and Design

College Writing I

Christian Formation

Interior Design

Principles of Clothing Construction

Nutrition, Health, and Fitness

Chemistry

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; Lieutenant Colonel

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 leadership and management training designed to develop the traits essential to achieving a high degree of success in both the military and civilian pursuits.

The military science curriculum consists of 2 two-year courses of study. The Basic Course of study consists of eight semester hours taken during the freshman and sophomore years. Students who are unable to complete the on-campus Basic Course on campus may attend the Army's Leader Training Course, an comprehensive 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 Leader Development and Assessment Course at Fort Lewis, Washington, and accept a commission in the regular Army, the Army reserve or Army National Guard for a period as specified by the Secretary of the Army. The Advanced Course requires four semester-length courses, plus attendance at the Leader Development and Assessment Course, a 32-day advanced training course during the summer following the junior year. Students must also satisfactorily complete an approved military history course.

Army ROTC can offer two-, three-, and four-year scholarships that pay full tuition and mandatory fees to qualified students. Students can apply 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 \$1,200 for books and miscellaneous fees. In addition, qualified non-scholarship cadets are eligible for a tuition reduction if participating in

ROTC. Students should contact the Military Science department and ONU'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

338 - Leader Development and Assessment Course

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; Professor of Nursing

B.S., 1976, Olivet Nazarene University

M.S.N., 1983, University of Alabama

M.B.A., 1990, Olivet Nazarene University

Ed.D., 2009, 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

School of Professional Studies

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)

Associate Professor of Nursing

B.S.N., 1974, University of Texas

M.S.N., 1978, Texas Women's University

Ph.D., 2009, 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.

Nursing Major, B.S.N.

This curriculum is for continuing and transfer students; incoming freshmen should see "Nursing Major, B.S.N. – Entering Freshmen" below.

61 hours

Required:

NURS 200 - Introduction to Healthcare Professions

305 - Fundamentals of Nursing I

306 - Health Assessment

315 - Fundamentals of Nursing II

School of Professional Studies

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

Nursing Major, B.S.N. – Entering 2010 Freshmen

This curriculum is for incoming freshmen only; continuing and transfer students for fall 2010 should refer to 'Nursing Major, B.S.N' above.

63 hours

Required:

NURS 202 - Introduction to Professional Nursing
205 - Fundamentals of Nursing I
206 - Health Assessment
226 - Pharmacology for Nursing I
315 - Fundamentals of Nursing II
327 - Pharmacology for Nursing II
335 - Community Health/Population
340 - Transcultural Family Nursing
342 - Mental Health Nursing
349 - Adult Health Nursing I
378 - Childbearing Family Health
388 - Gerontology and Palliative Care
415 - Child Health Nursing
439 - Adult Health Nursing II
449 - Adult Health Nursing III

450 - The Global Community
456 - Leadership/Trends in Nursing
466 - Nursing Research
478 - Synthesis/Capstone in Nursing

To be supported by the following:

BIOL 125 - Biology I
211 - Medical Terminology
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
PHED 126 - Nutrition, Health and Fitness
MATH 120 - Intro to Statistics
PSYC 200 - Lifespan Development
SOCY 120 - Introduction to Sociology

Typical Program of Courses for a Student Majoring in Nursing

This schedule represents the curriculum for Fall 2010 beginners

Freshman Year

Freshman Connections
College Writing I and II
Intro to Chemistry/General Chemistry
Christian Formation
Biology I
Anatomy & Physiology I and II
Medical Terminology
Lifespan Development
Studies in Literature

Sophomore Year

Introduction to Professional Nursing
Pathophysiology
Microbiology
Introduction to Fine Arts
Introduction to Statistics
Christian Scriptures I
Fundamentals of Nursing I
Health Assessment
Pharmacology for Nurses I
Introduction to Sociology
Nutrition/Health/Fitness
Fundamentals of Communication

Junior Year

Fundamentals of Nursing II
Pharmacology for Nurses II
Transcultural Family Nursing
Mental Health Nursing

School of Professional Studies

Gerontology and Palliative Care
Childbearing Nursing
Adult Health Nursing I
Community Health & Population Focused Care
International Culture
Christian Scriptures II

Senior Year

Adult Health Nursing II and III
Nursing Research
Nursing Leadership/Trends in Nursing
Global Community
Western Civilization
Senior Synthesis/ Capstone
Child Health Nursing
Christian Faith

Registered Nurse Degree Completion Track

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

RACHEL GUIMOND (2010)

Assistant Professor of Social Work

B.A., 2002, Point Loma Nazarene University

M.A., 2004, University of 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.

Social Work Major, B.S.W.

42 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
 331 - Basic Research/Statistics
 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

Recommended Additional Courses:

SOWK 330 - Social Work with the Aging
 360 - Child Welfare Services

Criminal Justice Major, B.S.

40 hours

Required:

CJUS 243 - Introduction to Criminal Justice
 273 - Criminology
 293 - Criminal Law
 316 - Corrections
 325 - Police and Society
 331 - Basic Research and Statistics
 360 - Criminal Procedure
 394 - Juvenile Justice
 400 - Field Placement I

Plus nine hours from the following courses or additional courses approved by the program coordinator for the Criminal Justice major:

BSNS 351 - Business Law I
 CHEM 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.

Social Work Minor

19 hours

Required:

SOCY 120 - Introduction to Sociology
 SOWK 200 - Introduction to Social Work
 330 - Social Work with the Aging
 360 - Child Welfare Services
 365 - Crisis Intervention

And one of the following courses:

CJUS 243 - Introduction to Criminal Justice
 SOCY 305 - Human Sexuality
 320 - Urban/Rural Sociology
 351 - Sociology of the Family
 374 - The World Food Problem
 SOWK 315 - Drugs in Society

Criminal Justice Minor

18 hours

Required:

CJUS 243 - Introduction to Criminal Justice
 273 - Criminology
 293 - Criminal Law
 394 - Juvenile Justice

Plus six hours of upper-division Criminal Justice courses approved by the program coordinator. A maximum of nine hours may be transferred from other institutions toward the Criminal Justice minor.

Typical Courses for Students Majoring in Social Work or Criminal Justice

Courses will vary according to major concentration.

Freshman Year

Introduction to Sociology
College Writing I
Introduction to Psychology
Christian Formation
Western Civilization
Wellness or Nutrition
Anatomy and Physiology
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

School of Theology and Christian Ministry

Carl Leth, Ph.D., Dean

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

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

The School enables those desiring to prepare for professional ministry or graduate studies to gain entry-level knowledge and skills in the areas of Biblical studies, theology, philosophy, history of Christianity, and practices, including Christian education and spiritual formation. While students of other ecclesiastical backgrounds are welcomed, Olivet is an educational institution of the Church of the Nazarene, and the 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 graduate programs to enable those who are preparing for professional ministry or further graduate study and ministers who wish to continue their education, to engage in advanced study of religion and ministry.

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

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

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

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

School of Theology and Christian Ministry

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)

University Chaplain; 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

JASON ROBERTSON (2010)

Assistant Professor of Christian Ministry

B.A., 1999, Mount Vernon Nazarene University

M.A. Candidate, George Fox University

Biblical Studies Major, B.A.

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.

Biblical Studies Minor

21 hours

Required:

BLIT 250 - Biblical Hermeneutics

305 - Old Testament Introduction

310 - New Testament Introduction

And 12 additional hours of upper-division Biblical Literature approved by the Dean of the School of Theology and Christian Ministry.

Greek Minor

14 hours

Required:

BLIT 233 - Elementary Greek I

234 - Elementary Greek II

And six additional hours of upper-division Greek.

School of Theology and Christian Ministry

Hebrew Minor

14 hours

Required:

BLIT 243 and 244 - Elementary Hebrew I and II

And six additional hours of upper-division Hebrew

Biblical Languages Minor

19 hours

Required:

BLIT 233 and 234 - Elementary Greek I and II

243 and 244 - Hebrew I and II

And three hours of upper-division Greek or Hebrew

Christian Education Major, B.A.

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.

Youth Ministry Major, B.S.

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 and II

or BLIT 243 and 244 - Hebrew I and II

Children's Ministry Major, B.S.

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

School of Theology and Christian Ministry

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 and II
or BLIT 243 and 244 - Hebrew I and II

PSYC 211 - Child Development

Christian Education Minor

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

Youth Ministry Minor

17 hours

Required:

CHED 200 - Foundations of Youth Ministry
240 - Spiritual Formation
290 - Community Ministry Experience
385 - Ministry Conference
425 - Small Groups
475 - Issues in Youth Ministry

And three additional hours of Christian Education

Children's Ministry Minor

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 425 - Small-Group Ministry
385 - Ministry Conference

Pastoral Ministry Major, B.S.

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 and II
or BLIT 243 and 244 - Hebrew I and II

Recommended Supporting Courses:

MUCH 377 - Music in Worship; additional hours of upper-division Biblical Literature, Philosophy, or Theology

Religious Studies Major, B.A.

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
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

Philosophy and Religion Major, B.A.

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

Intercultural Studies Major, B.A.

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

Ministerial Missions Major, B.S.

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
394 - Pastoral Care/Counseling
400 - Introduction to Christian Worship
450 - Missiological Foundations
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

Religion Minor

18 hours

Required:

BLIT 250 - Biblical Hermeneutics
 305 - Old Testament Introduction
 310 - New Testament Introduction
 THEO 351, 352, or 357 - History of Christianity

And six additional upper-division hours from the School of Theology and Christian Ministry.

Philosophy Minor

15 hours

Required:

Philosophy - 15 hours from the courses offered

Missions/Intercultural Studies Minor

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

Typical Program for Students Majoring in the School of Theology and Christian Ministry

Freshman Year

Sharing Our Faith
 Christian Formation
 Fundamentals of Christian Ministry
 College Writing I
 Christian Education
 Wellness or Nutrition
 Introduction to Fine Arts

Sophomore Year

College Writing II
 Psychology or Sociology
 Introduction to Philosophy
 Fundamentals of Communication
 Elementary Greek/Hebrew
 Western Civilization
 Spiritual Formation
 Studies in Literature
 Biblical Hermeneutics
 Old Testament Introduction

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 489 — Internship. 1-4 hours.

Same as BSNS 489.

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 250 — Portfolio Review. 0 hours.

Students pursuing any art degree must successfully complete portfolio review. This course is to be taken the spring of the sophomore year. The student portfolio will include an artist statement of intent, a self-evaluation form, a current progress report and a physical portfolio of

seven to ten works of art created from foundational core classes. In addition, a CD portfolio will be submitted for archival purposes. The review will include an interview with the Department of Art and Digital Media faculty and a written evaluation will be submitted to the student and kept on file. Successful completion is required before student may enroll in 300 level art courses.

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.

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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 365 — Hebrews and General Epistles. 3 hours.

An exegetical study of Hebrews and select general epistles (James, 1 and 2 Peter and Jude) in English translation. Prerequisite: BLIT 310.

BLIT 369 — The Early Church and the Scriptures. 3 hours.

Same as THEO 369.

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.

Biology

BIOL 125 — Biology I. 3-4 hours.

Beginning course for all Biology majors. Study of biomolecules, cell structure and function, energy, metabolism, photosynthesis, genetics, history of life, and diversity of animal life. Three lecture periods and one laboratory period. Nursing majors may register for 3 hours without completing lab component of the course.

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

Course Descriptions - Traditional Undergraduate

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 319 — Genetics. 4 hours.

An introductory study of the principles and mechanisms of heredity. This includes the study of transmission of inherited traits in individuals and populations, the study of chromosomes and their variations and the molecular and biochemical understanding of the genetic material. The gene is examined at several levels: its structure, function, organization, mutation, and regulation. Modern concepts such as recombinant DNA technology, genomics, and gene manipulation are also addressed. Assignment of genetics problems occurs throughout the course. 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 319. 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, 319, 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 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 368 — Vertebrate Natural History and Anatomy. 4 hours.

A study utilizing the techniques of comparative anatomy and taxonomy in analyzing the classes of vertebrates.

BIOL 369 — Human Anatomy. 4 hours.

Explores the anatomy of the human organism and includes a comprehensive laboratory dissection of a human cadaver.

BIOL 370 — Ecology. 4 hours.

The relationships between organisms and their environment at the individual, population, and ecosystem levels. Laboratories emphasize

Course Descriptions - Traditional Undergraduate

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. Three lecture periods and one lab per week. 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 319, 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, 319 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. 1-4 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. ½ 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.

Business

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 the principles of modern finance. The focus is on the financial planning process as it relates to the life cycle of an individual investor. Ten principles of personal finance will be identified and referred to as the following topics are considered: time value of money applications, personal financial statements, cash flow measurements, debt management, asset acquisition, risk assessments, investment planning, retirement planning, ethics, and the business of financial planning.

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

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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 445 — Insurance Planning. 3 hours.

Introduces students to risk management and insurance decisions in financial planning. Topics include insurance for life, health, disability, property and liability risks, as well as annuities, group insurance, and long term care. Prerequisites: BSNS 241, 270, 351, 352, ECON 110, and ACCT 110.

BSNS 449 — Estate Planning. 3 hours.

Focuses on the efficient conservation and transfer of wealth, consistent with client goals. It is a study of the legal, tax, financial, and non-financial aspects of this process, covering topics such as trusts, wills, probate, advanced directives, charitable giving, wealth transfers and related taxes. Prerequisites: BSNS 270, 351, 352, 445, and ACCT 365.

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.

Provides the student with an understanding of the various types of securities traded in financial markets, investment theory and practice, portfolio construction and management, and investment strategies and tactics. The course will also address retirement planning. It will provide individuals with knowledge of both public and private retirement plans and cover issues that individuals face in retirement, such as choices in life styles and medical issues. Prerequisite: BSNS 270.

BSNS 489 — Internship. 1-4 hours.

This course requires a work/study program of one credit hour for each 55 clock hours of on-site experience. There is a maximum of two internships per student. The work/study program includes: (1) self-search for appropriate work setting; (2) confirmation by supervisor of hours worked and level of performance; and (3) a major paper required at the end of the placement that meets departmental specifications. Approval from the Chair of the Department of Business is required. Prerequisites: 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. 1-4 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.

Chemistry

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. 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. 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

CHED 115 — Foundations of Christian Education. 3 hours.
A study of the aims, methods, materials, and programs of Christian education. Agencies of the local church for educational evangelism and development of Christian character will be considered, including Sunday school, youth groups, mission society, home and extension services, weekday religious instruction, and activities in the church and community. The organization and administration of all Christian education in the local church will be considered, including present-day problems and trends.

CHED 200 — Foundations of Youth Ministry. 3 hours.
An examination of the theological, developmental, sociological, and historical frameworks which shape evangelical youth ministry. Includes the reaching and teaching of youth through the local church. Students will begin the formation of a philosophy of youth ministry.

CHED 210 — Foundations of Children's Ministry. 3 hours.
An examination of the theological, developmental, sociological, and historical framework which shape evangelical children and family ministries. Includes the reaching and teaching of children and their families through the local, district and general church. Administrative issues will also be discussed. Students will begin the formation of a philosophy of children and family ministry.

CHED 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.

CHED 290 — Community Ministry Experience I. 1 hour.
An integrated ministry experience, generally during the sophomore year, in harmony with the student's interest and calling. Experience must include at least 50 hours of ministry experience in a local church, parachurch organization, or appropriate ministry setting. Assessment of students includes that student's knowledge of the field, experiences in leadership, personal spiritual leadership, ministry skill preparedness, and interpersonal competencies. A mentor will provide direction and appropriate feedback.

CHED 299 — Summer Ministries in the Church of the Nazarene. 1-3 hours.
This course is designed to prepare the student for practical involvement in the summer ministries program of the Church of the Nazarene. It emphasizes the nature and background of the specific ministries, cross-cultural understanding, personal growth, Biblical understandings, churchmanship, and special skills appropriate to these respective ministries.

CHED 300 — Issues in Children's Ministry. 3 hours.
An exploration of the skills, strategies, challenges, and resources relevant to children and family ministry. Issues such as weekday programs, worship, storytelling techniques, discipling, outreach, counseling children and parents, retreats, bus ministry, puppet ministry, and recruiting and equipping a team of leaders will be addressed. Prerequisite: CHED 210.

CHED 301 — Principles and Methods for Christian Education. 3 hours.
A study of the principles of educational theory as they relate to the teaching ministries of the Church, and a survey of practical teaching methods for use in the local church.

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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 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 394 — Pastoral Care and Counseling. 3 hours.
Same as CMIN 394.

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 475 — 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 488 — Topics in Christian Education. 3 hours.
A comprehensive study of a significant topic in the field of Christian education, such as family ministry, staff ministry, and child and adolescent spirituality. This course may be repeated with a different subtitle. Prerequisite: CHED 115.

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.

Christian Ministry

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 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. 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.

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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 400.

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.

Communication

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.

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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. 1-3 hours.

Credit will be granted to persons who make major contributions to a theatrical production on campus. Participation may include acting, assistant directing, lighting, set design/construction, etc. Up to 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, 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

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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.

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. 2 hours.

Designed to integrate previous studies in speech communication, this course stresses refinement of students' analytical abilities and public-speaking skills by providing opportunities for individual projects. Other considerations include preparation for graduate school and career options. Prerequisite: 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.

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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. 1-4 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. 1-4 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.

Criminal Justice

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

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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 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.

Economics

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.

Education

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

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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

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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 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.

Engineering

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.

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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 exchanges, tubes, surfaces, phase changes, and mass transfer. Numerical methods for solving heat transfer problems. Design of equipment involving heat-transfer processes. Prerequisite: ENGN 262, 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

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(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.

English

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: An Introduction to Linguistics. 3 hours.

A study of language as a means of communication, its purposes, and uses in society. Emphasis is on sounds, word formation, language meaning, and language varieties. Includes four hours of field experience for ESL minors. Prerequisite: 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.

English As a Second Language

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.

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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.

Family and Consumer Science

FACS 101 — Orientation to Family and Consumer Sciences. 1 hour.

Careers for majors in the Department of Family and Consumer Sciences are explored through presentations by FACS professionals, Internet searches, and class discussion. Students will study career opportunities, educational experiential requirements and credentialing, and professional organizations related to each major area of FACS. 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 and a state food safety manager certification.

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 134, 230; CHEM 101 or 103 and a state food safety manager certification.

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

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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 266 — Infant and Toddler Nutrition. 2 hours.

Focuses on the nutritional needs of infants and children and feeding practices of caregivers that promote normal development. Health problems with relationship to feeding and nutrition are discussed, and preparation of healthy snacks and meals is included. Includes classroom and laboratory experiences. Prerequisites: FACS 126 and 134.

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, 246 and ART 275. Recommended prerequisite: ART 300.

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.

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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 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 262.

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, 246 and ART 275. Recommended prerequisite: ART 300.

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 488 — Internship. 1-5 hours.

An individualized career-oriented internship. Selected learning experiences in approved work situations in food industry, fashion retail, child care, vocational career centers, or welfare agencies. Prerequisite: 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.

Fine Arts

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.

French

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. 1-3 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.

General Studies

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 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. 1 hour.

A required freshman seminar designed to introduce freshmen to university learning and to facilitate academic advising. Topics will help students connect to academic advisers and campus resources for success, and develop student success strategies as defined through the *Covey Habits* curriculum.

Geography

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.

Geology

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.

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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.

History

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 Spenser, in the latter. Particular attention will be paid to the problems of human perfectibility, the nature of education, the citizen's relationship to

authority, and the individual's obligation to society. Prerequisite: one lower-division History course or permission of the instructor.

HIST 310 — History of Technological Change. 3 hours.

An exploration into the world of inventions and their impacts on society since the Roman Empire, including the stirrup, water wheel, compass, sextant, plow, cam, crop rotation, and dozens more. The course will deal with the economic and philosophical requirements for and results of major discoveries. Prerequisite: one lower-division History course or permission of the instructor.

HIST 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.

Honors

HONR 110 — Exploring Faith and Humanity. 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.

HONR 500 — Honors Research Project. 0-6 hours.

An independent, in-depth examination of a topic or creative effort in the major field of study, supervised by a faculty mentor. Project may be in area of interest within or outside the major discipline or an interdisciplinary topic. It may involve an internship or study abroad experience. Students in the Honors program must enroll in HONR 500 each semester and must complete a total of six credit hours. Prerequisites: successful completion of HONR 110, 150, 250 and 260.

Literature

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.

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LIT 307 — Literature of Non-Western Cultures. 3 hours.

A study of works of non-Western contemporary writers, such as those in Africa, India, Asia, and Central and South America with attention to cultural, historical, political, and social contexts. 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, 240, 255, 307, 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, 240, 255, 307, 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.

Mathematics

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: completion of a pre-calculus course that includes trigonometry and an ACT math score of 26 or above, 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, an AP Calculus AB score of 4 or 5, or consent of the instructor.

MATH 151 — Freshman Seminar in Mathematics. 1 hour.

Students will be introduced to using Scientific Notebook, a computer algebra system. A unit on the mathematics of finance will also be covered, along with selected topics that may include fractals, chaos, cryptography, or conics. Prerequisite: MATH 147.

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.

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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, an AP Calculus BC score of 4 or 5, or consent of the instructor.

MATH 410 — Introduction to Real Analysis. 3 hours.

A careful study of the properties of the real number system. Topics include order properties, completeness, limits, sequences, continuity, uniform continuity, theory of derivatives, and the Riemann integral. Offered in alternate years. Prerequisites: MATH 210, 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. This course is only open to majors in the Department of Mathematics and should be taken during the student's last available fall semester. Offered each fall.

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.

Military Science

MSCI 022 — Military Science Leadership Lab. 0 hours.

Practical application of military skills taught in MSCI basic and advanced courses. Hands-on training in basic soldier skills, squad and platoon tactics, weapons, communications, and organizational leadership. Corequisite for MSCI 121/122, 221/222, 331/332, 441/442.

MSCI 121 — Introduction to Leadership. 2 hours.

This course is an introduction to fundamental components of service as an officer in the U.S. Army. These initial lessons form the building blocks of progressive lessons in values, fitness, leadership, and officership. This course also addresses life skills, including fitness, communications theory and practice (written and oral), interpersonal relationships, and the ethics of Christian service. Emphasis on hands-on learning also includes blocks of instruction on map-reading, orienteering, marksmanship, and rappelling, as well as weekly leadership laboratories, one weekend field trip, and physical training. Upon completion of this semester, the cadets should be prepared to receive more complex leadership instruction. Corequisites: MSCI 124, 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

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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. Corequisites: MSCI 124, 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 Department of Military Science. Grading is pass/fail. May be repeated one time.

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. Corequisites: MSCI 224, MSCI 022.

MSCI 222 — Small Unit Leadership and Tactics. 2 hours.

Basic Course capstone that focuses principally on officership, providing an extensive examination of the unique purpose, roles, and obligations of commissioned officers. It includes a detailed look at the origin of the Army's institutional values and their practical application in decision-making and leadership. Introduces fundamentals and principles of small unit tactics. Upon completion of this semester, cadets will possess a fundamental understanding of both leadership and officership. They will be able to apply this understanding in real-world situations, and be mentally and physically prepared to shoulder the responsibility of a commissioned officer in the U.S. Army. Includes one weekend field training exercise, weekly leadership laboratories, and physical training. Corequisites: MSCI 224, 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 Department of Military Science. Grading is pass/fail.

MSCI 225 — Leader's Training Course. 4 hours.

An alternative to the Basic Course above, this course offers a possibility for students who have not considered ROTC until late in their sophomore year an opportunity for a scholarship and entry into the Advanced Course. The sole purpose for attending is to qualify for the Advanced Course. Students contract prior to attending, and, therefore, must be American citizens to attend. This is a 28-day summer training course conducted at Fort Knox, Kentucky. It is designed to teach the fundamentals of soldiering and leadership. Students gain personal confidence through practical, hands-on exercises, including land

navigation, rifle marksmanship, first aid, individual and unit tactics, obstacle courses, and rappelling. Includes a military stipend of approximately \$450.

MSCI 230 — Northern Warfare. 1 hour.

A two week course conducted in Alaska. Provides training in cold weather survival and small unit tactics. This course trains squad and platoon level leaders in the knowledge/skills required to successfully conduct small unit operations in a cold, snow-covered environment. Emphasis is placed on the effects of cold on personnel and material, use of basic cold weather clothing and equipment, winter field craft, snowshoe/ski techniques, and winter/cold regions navigation and route planning. Attendees will receive comprehensive instruction/training materials enabling them to implement basic cold weather and ski training programs within their units. Cold weather risk management procedures are stressed throughout the course. Grading is pass/fail. Prerequisites: successful completion of MSCI 221 and 222 and approval of the Department of Military Science.

MSCI 235 — Air Assault Operation. 1 hour.

A two week course conducted at an Army installation in the continental United States which provides students with training in helicopter operations. It includes sling loading and rappelling. Students are required to submit an After Action Review (AAR) discussing the practical applications of Air Mobile and Air Assault Operations in modern warfare. Grading is pass/fail. Prerequisites: successful completion of MSCI 221 and 222 and approval of the Department of Military Science.

MSCI 240 — Airborne Operations. 1 hour.

A three week course conducted at Fort Benning, Georgia. This course trains students in military ski diving techniques with practical applications. Students are required to submit an After Action Review (AAR) discussing the practical applications of Airborne Operations in modern warfare. Grading is pass/fail. Prerequisites: successful completion of MSCI 221 and 222 and approval 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; corequisites: MSCI 334, 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 LDAC. Course includes weekly leadership lab, one weekend field trip, and physical training. Prerequisite: MSCI 331; corequisites: MSCI 334, MSCI 022.

MSCI 334 — Advanced Physical Readiness I. 2 hours.

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

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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 Department of Military Science. Grading is pass/fail. May be repeated one time.

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 Troop Leadership Training. 2 hours.

This two week course conducted at an Army Installation in the continental United States or overseas provides firsthand experience in an Army unit. Students learn about military life and the duties of a lieutenant. This is a four week internship with the Army in which students apply the Army's 16 Leadership Dimensions while working under the direct supervision of a senior Army Officer. Students will receive an Officer Evaluation Report (DA Form 67-9) at the end of the internship. Students will be required to submit an After Action Review (AAR) illustrating how he/she applied the 16 Leadership Dimensions during the internship. Prerequisites: successful completion of MSCI 331, 332, and 338 and approval of the Department of Military Science.

MSCI 338 — Leader Development and Assessment Course. 4 hours.

Approximately 3,500 cadets nationwide will attend LDAC at Fort Lewis, Washington, each year. An Advanced Course requirement, LDAC provides an opportunity to live and work with other cadets from around the country for 32 days. LDAC 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 390 — Socio-Emotional Response and Recovery to Disaster. 3 hours.

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; corequisites: MSCI 444, 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; corequisites: MSCI 444, 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. Grading is pass/fail. Prerequisites: successful completion of MSCI 334 and a minimum score of 210 points (70 points in each of three events) on the APFT. May be repeated one time.

MSCI 445 — Ranger Challenge Preparation. 1 hour.

An eight week course conducted on campus at Alfred Fortin Villa (ROTC building) that provides hands-on experience in preparation for the intense and rigorous training of the Army Ranger Course. This course is available to enrolled Military Science cadets. Students learn military mountaineering skills, advanced land navigation skills, and advanced survival skills. The course also includes advanced and intense physical training. It concludes with a three-day regional competition at Marseilles Training Center in Marseilles, Illinois involving Army ROTC programs from up to 20 colleges and universities. Students may only be admitted after competing in the Army Physical Fitness Test. Students will be required to submit a written paper using the U.S. Army's After Action Review (AAR) format in which they analyze the effectiveness of their pre-competition training and competition strategies in terms of the actual performance outcomes. They will also attend a breakfast seminar and participate in a roundtable discussion. Maximum enrollment is 22. Grading is pass/fail. Course can be taken maximum 4 times. Prerequisite: approval of the Department of Military Science.

Music

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

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MUGU — Classical Guitar
 MUHD — Harpsichord
 MUHN — Horn
 MUHP — Harp
 MUOB — Oboe
 MUPE — Percussion
 MUDS — Drum Set
 MUSA — Saxophone
 MUSB — String Bass
 MUTB — Trombone
 MTR — Trumpet
 MUTU — Tuba
 MUVA — Viola
 MUVN — Violin
 MUVL — 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
 MTR — Trumpet
 MUTU — Tuba
 MUVA — Viola
 MUVN — Violin
 MUVL — 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 150, 350 — Choreographic Stage Movement. 2 hours.

Applied study of the principles of choreography for the stage, including stand-alone works and presentations within musical productions. Includes elements of stage deportment, standard terminology, movement, body placement, muscle development, and flexibility.

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.

Course Descriptions - Traditional Undergraduate

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.

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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 Gabriels.

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.

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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 of 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 260 — Jazz Theory I. 2 hours.

The study of fundamental theoretical concepts and tools necessary to understand jazz and contemporary harmony and theory in a diatonic context. This will apply to instrumental performance, compositional and arranging skill, music pedagogy, and overall musicianship in jazz and contemporary genres. The main course elements are: jazz notation and nomenclature; chord structures, function, and extensions; Roman numeral and functional analysis; common jazz and contemporary chord progressions; melodic function and analysis; re-harmonization techniques; chord-scales and commonly used scales in these genres; the blues form; modal theory and harmony.

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

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writing culminates in the composition of a three-voice fugue with two counter subjects. Offered alternate years.

MUTH 325 — Choral Arranging. 2 hours.

Introduces the techniques of scoring for choral ensembles. Involves the arranging of various musical works for vocal solo, women's choir, men's choir, mixed choir, and children's choir. Arrangements will involve the study of vocal range, balance between voices, and syntax or the proper handling of text.

MUTH 330 — Advanced Music Technology. 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 360 — Jazz Theory II. 2 hours.

Covers advanced jazz and contemporary harmony and theory. These concepts apply to instrumental performance, compositional and arranging skill, music pedagogy, and overall musicianship in jazz and contemporary genres. The main elements of this course include: function and analysis of secondary dominants and interpolated IImin7 (secondary-supertonic) chords, extended dominant and the use of tritone substitution dominant chords (SubV7); modulation and temporary tonic; modal interchange concept; re-harmonization techniques and the use of non-diatonic chords and altered tensions; analysis of common idiom chord progressions with non-diatonic chords; advanced chords nomenclature; use of upper-structure (hybrid) chords and multifunctional chord structures; chromatic approach chords; non-functional harmony; jazz-minor, harmonic minor scales and modes, and advanced chord-scales.

MUTH 401 — Practices in Contemporary Music. 3 hours.

An independent study in which students compare and analyze various works of the twentieth and twenty-first centuries. Works will be studied and comparisons drawn between various music styles in terms of form, timbre, harmonic language, rhythmic complexity, media types, and notational systems.

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 425 — Instrumental Arranging. 2 hours.

The study of arranging music works for instrumental solo and band and orchestra ensembles. Concepts of range, balance and timbre, and studio versus live performance arranging will be explored. Students will be asked to complete arranging projects assigned by the professor.

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 115, 315 — Contemporary Voice. 2 hours.

Private voice instruction focusing on contemporary commercial music styles, with primary focus on Broadway techniques. Elements of voice culture; correct breath management; throat freedom; stage deportment. Repertoire includes selections from Broadway and cross-over shows, and other literature as appropriate. Specific attention will be given to the healthy, functional differences between classical, "legit," and "belting" techniques. Required participation in studio class (MUAP 050) and end of semester jury. 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,

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auditioning procedures and techniques. Prerequisite: successful completion of Upper-Division Hearing.

Nursing

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 202 — Introduction to Professional Nursing. 2 hours.

This course provides the learner an overview of the history of the nursing profession and the wide variety of roles and tasks for the professional nurse. A student-arranged shadow experience exposes the student to several work settings. Learners begin to identify with the nursing process, patient analysis, and test taking. The application of basic math skills and medical terminology are rigorously cultivated. Formal application into the Nursing program takes place near the end of the course. Prerequisites: CHEM 101/103, BIOL 125, 211, 246, and 247. Pre/Corequisite: ENGL 210.

NURS 205 — 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 202 and admission to nursing program.

NURS 206 — Health Assessment. 3 hours.

This course will build on the knowledge attained in the foundational science courses with emphasis on the well individual. Content includes assessment of major body systems across the life span. Time will be spent in the Virtual Learning Center perfecting assessment skills. The course will culminate with the student performing a complete history and physical. Prerequisites: NURS 202 and admission to nursing program. Corequisite: NURS 205.

NURS 226 — 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: NURS 202 and admission to nursing program or permission of the instructor. Corequisites: NURS 205 and 206.

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 Virtual Learning 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 Virtual Learning 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: NURS 205, 206, 226, and FACS 126.

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. Prerequisites: NURS 205, 206, 226, and FACS 126. Corequisite: NURS 315.

NURS 335 — Community Health and Population-Focused Care. 2 hours.

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: NURS 315, 327, 340, 342, 388, FACS 126, SOCY 120, COMM 105, MATH 120.

NURS 340 — Transcultural Family Nursing. 3 hours.

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 assessment element of the nursing process is applied for healthy and culturally diverse families. Prerequisites: acceptance into the nursing program and COMM 105, SOCY 120.

NURS 342 — Mental Health Nursing. 4 hours.

Presents the theoretical and clinical foundation of ethical and professional nursing care to individuals and small groups experiencing acute and chronic behavioral problems. The needs of individuals with mental illness as they impact the family and the community will be discussed. Students will apply the principles of therapeutic communication and the nursing process in this diverse setting. Selected therapeutic groups will be observed and group assignments completed. Prerequisites: NURS 205, 206, 226, FACS 126.

NURS 349 — Adult Health Nursing I. 5 hours.

Provides a strong theoretical and clinical basis for holistic nursing care needs of patients with a chronic disease. A variety of clinical areas provide the students with a diverse patient population in order to highlight evidence-based interventions. Clinical judgment and skills are developed by refining the nursing analysis of the patient's history and symptom severity, establishing rationale and priority for nursing and collaborative interventions, and evaluating patient response to various treatment modalities. Prerequisites: NURS 315, 327, 340, 342, 388, FACS 126, SOCY 120.

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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: NURS 315, 327, 340, 342, 388, FACS 126, SOCY 120.

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 life span will also be studied, including ethical, legal, and sociocultural concerns. The role of the professional nurse will be explored. Prerequisites: NURS 205, 206, 226.

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.

Provides a theoretical foundation of nursing care of children and adolescents. The family is addressed as the central unit for providing nursing care of the acute and chronically ill child and adolescent. Health and wellness are explored as they relate to the developmental levels. 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: NURS 315, 327, 340, 342, 378, 388, FACS 126, SOCY 120. Corequisite: NURS 449.

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 439 — Adult Health Nursing II. 5 hours.

Continues topics of Adult Health Nursing I, with an emphasis on analyzing the holistic nursing care needs of patients with a chronic disease who are now demonstrating co-morbid sequelae. Strong development of clinical judgment, skills, and critical thinking and the safe application of evidence-based practice remain the essential focus of the course. Prerequisites: NURS 335, 349.

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, 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 449 — Adult Health Nursing III. 5 hours.

Exposes the learner to the complex and delicate care needs of the patient experiencing end-of-life symptom severity, co-morbidities, and complications. Evaluation of the patient's response to critical treatment modalities are peer reviewed. Prerequisites: NURS 378, 439, 450, 456, 466.

NURS 450 — The Global Community. 2 hours.

The role of the nurse in preserving and promoting health in diverse global communities is presented. 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 community clinics or other appropriate locales. Prerequisites: NURS 315, 327, 335, 340, 342, 388, FACS 126, SOCY 120, COMM 105, MATH 120, and the second required intercultural course. Corequisite: NURS 378.

NURS 455 — Leadership in Nursing. 3 hours.

This course studies leadership theory, organizational structure of present health care system 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 456 — Leadership and Trends in Nursing. 4 hours.

Studies of leadership theory and organizational structure of our present health care system at the national and local levels. Commonly encountered administrative and professional dilemmas and issues are presented; students will apply ethical decision-making models to these situations in preparation for their transition into the role of the professional nurse. A shadow experience exposes the student to some of the challenges typically experienced by the nurse manager. Students will prepare a professional portfolio. Prerequisites: NURS 335, 349.

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: NURS 315, 327, 340, 342, 388, FACS 126, MATH 120, SOCY 120.

NURS 478 — Synthesis and Capstone in Nursing. 3 hours.

The practice course places the student with an experienced RN Preceptor who helps the student with their continued development of patient

analysis, professional team communication, documentation, clinical judgment and critical thinking, and prioritizing and delegating. Students complete 120 clinical hours and attend a weekly seminar which provides opportunity for a shared debriefing of clinical experiences. A program-end ATI review course assists with final preparation for the NCLEX as entry into practice. Successful completion of the Assessment Technologies Institute (ATI) predictor test is required for graduation approval. Prerequisites: NURS 439, 456, 466. Corequisites: NURS 415, 449.

Philosophy

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.

Physical Education

PHED 108 — Golf. 1 hour.

A course outlined for beginning players. Emphasis is placed on the development of fundamental skills.

PHED 121 — Conditioning. 1 hour.

Designed for students to plan and carry out their own personal fitness program in the ONU fitness center. Students will make use of fitness tests.

PHED 123 — Conditioning for Varsity Athletes. 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 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

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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. 4 hours.

Same as BIOL 246.

PHED 247 — Human Anatomy and Physiology II. 4 hours.

Same as BIOL 247.

PHED 260 — Individual Sports Skills. 3 hours.

Emphasis is placed on acquiring basic skills and teaching methods in a variety of individual sports. 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.

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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.

Physical Science

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 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.

Physics

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.

Political Science

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.

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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 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.

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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.

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.

Social Science

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.

Social Work

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.

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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 331 — Basic Research and Statistics. 4 hours.

Same as PSYC 331.

SOWK 332 — Advanced Research and Statistics. 3 hours.

Same as PSYC 332. Prerequisite: SOWK 331.

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.

Sociology

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

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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.

Spanish

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.

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.

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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. 1-3 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.

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.

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 368 — Ancient and Modern Challenges to Orthodoxy. 3 hours.

Explores the theological challenges to orthodoxy in the ancient and modern church. The material will cover various aspects of theological debate in the early church, including confrontations with various Gnostic groups. The material will then cover modern theological challenges to orthodoxy, including the Jehovah's Witnesses and the Church of Latter Day Saints.

THEO 369 — The Early Church and the Scriptures. 3 hours.

Introduces the critical issues related to Biblical interpretation during the first five centuries of Christianity. Special attention will be paid to the controversy involving allegory and the development of the New Testament canon. The material will include a broad survey of the primary exegetical methods employed by the early church and engagement with the primary source material.

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.

Theology

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

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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 421 — Theology of the Church Fathers. 3 hours.

The Church Fathers are often cited in modern theological writing, but they are often poorly understood. This course will examine the thought of prominent Christian authors through the first five centuries of the Christian church. Special attention will be given to the issues of creation, the Trinity, Christology, salvation, and ecclesiology. Prerequisite: THEO 320.

THEO 426 — The Early Councils and Their Creeds. 3 hours.

The early Christian creeds and the first seven ecumenical councils played an important role in the historical development of Christian theology. This course will critically examine the key political and theological issues at stake during each council. The course will also pay significant attention to the ramifications and acceptance of each council and creed. Prerequisite: THEO 320.

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., Vice President for Graduate and Continuing Studies Education

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. 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, 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
2009	Master of Ministry in Spanish
2010	Master of Arts in Family Ministry
	Master of Arts in Pastoral Ministry
	Master of Arts in Pastoral Leadership
	Master of Business Administration, Executive track

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 Ministry; Master of Arts in Family Ministry; Master of Arts in Pastoral Ministry; Master of Arts in Pastoral Leadership; 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 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, 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.

Admissions Policies — SGCS

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.

Admission to Associate of Arts in Business — SGCS

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.

Admission to Bachelor of Business Administration — SGCS

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.

Admission to Bachelor of Science in Nursing — SGCS

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.

Admission to Bachelor of Science in Practical Ministries — SGCS

In addition to the General Admissions Requirements, the applicant must have earned a minimum cumulative grade point average of 2.0 from all institutions previously attended.

Admission to Master of Business Administration — SGCS

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. Submit a letter of recommendation from a professor, pastor, supervisor or coach evaluating the applicant's performance and explaining his/her merits.
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 must either:*

- a. *petition to prove proficiency through a proficiency test. 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.*
- b. *to take undergraduate online tutorial courses in the areas of deficiency.*

Although the MBA programs are structured with flexibility to serve learners with baccalaureate degrees in business as well as those having degrees in other disciplines, those without the relevant academic background in business core areas are required to attain the appropriate prerequisite knowledge before attempting advanced work.

Executive MBA Track: present a professional résumé demonstrating a minimum of five years of significant work experience demonstrating leadership, along with a letter of recommendation from a person familiar with the candidate's leadership experience and capability. In addition to the \$50 application fee, the Executive MBA candidate is required to submit a \$200 registration fee prior to enrolling in the first course.

Admission to Master of Organizational Leadership — SGCS

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. Submit 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.

Admission to Master of Arts in Education, Master of Education — SGCS

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.

Admission to Master of Arts in Teaching, Elementary, K-12, and Secondary — SGCS

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.

Admission to Middle School Endorsement — SGCS

In addition to the General Admissions Requirements, the applicant must provide a copy of a valid Illinois teaching certificate (Type 3 - Elementary, Type 9 - Secondary, or Type 10 - Special K-12).

Admission to English as a Second Language Endorsement — SGCS

In addition to the General Admissions Requirements, the applicant must provide a copy of a valid Illinois teaching certificate (Type 3 - Elementary, Type 9 - Secondary, or Type 10 - Special K-12).

Admission to Master of Arts in Professional Counseling, Master of Arts in School Counseling — SGCS

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. Submit a life mission statement, along with two release forms for background checks.
6. In addition to the \$50.00 application fee, upon admission, a \$200 registration fee will be due with reservation for first course.
7. Special admission to the two year program option may be granted if learners meet one of the following conditions:

Admissions Policies — SGCS

- 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.

Admission to Master of Arts, Philosophy of History or Political Theory — SGCS

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 a 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.

Admission to Master of Practical Ministry — SGCS

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).

Admission to Master of Arts, Biblical Studies — SGCS

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.

Admission to Master of Arts, Christian Ministry — SGCS

In addition to the General Admissions Requirements, the applicant must:

1. Possess a bachelor's degree from a regionally accredited college or university with a grade point average of 2.5 or better (4.0 scale).
2. Demonstrate the ability to succeed as a graduate student in Olivet's Master of Arts in Christian Ministry program, as evidenced by three recommendations. One should be from a person able to speak about the applicant's academic ability, one from a pastor or other person who can speak to the applicant's Christian and moral life, and one that is personal. The personal recommendation may be a second academic reference or it may be from a person who has supervised the applicant in work or ministry. While this master's degree, as a "gateway" program, has no specific undergraduate prerequisites in theology, biblical studies, or ministry, an education that emphasizes critical thinking and clear expository writing and that provides a general knowledge of Western Culture as well as at least a brief acquaintance with one other culture would be especially appropriate. Students with an undergraduate background in specific areas in the curriculum will be placed in advanced courses in those areas.

Admission to Master of Arts, Family Ministry — SGCS

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 36 hours of undergraduate courses in religion and ministry, including 12 hours of Bible (Hermeneutics, OT Intro, NT Intro, and an upper division exegesis course), 6 hours of church history (ancient through Reformation and a polity course), 9 hours of theology (Systematic Theology I and II and, if Nazarene, Doctrine of Holiness), and 9 hours of practical ministry (Christian education, pastoral care and counseling, and Christian worship). 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.

4. Demonstrate the ability to succeed as a graduate student in Olivet's Master of Arts in Family Ministry program, as evidenced by three recommendations. One should be from a person able to speak about the applicant's academic ability and one from a pastor or other person who can speak to the applicant's Christian and moral life. The third, a personal reference, may be another academic reference or a reference from a work or ministry supervisor. If the person making the pastoral reference is not also a supervisor, then a reference from a supervisor is especially appropriate.

Admission to Master of Arts, Pastoral Leadership — SGCS

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. Have successfully completed an undergraduate degree in ministry preparation. The program assumes basic competency in Bible, theology, and ministry practices. Students who do not have an undergraduate ministry degree may submit transcripts for evaluation to determine whether they may be considered a candidate for this program.
4. Demonstrate the ability to succeed as a graduate student in Olivet's Master of Arts in Pastoral Leadership program, as evidenced by three recommendations. One should be from a person able to comment knowledgeably on the applicant's academic ability and one from a pastor or other person who can speak to the applicant's Christian and moral life. The third may be a reference from a ministry supervisor. For the student already in ministry, the pastor and the ministry supervisor will be the same person, which is acceptable as long as the three recommendations cover three areas: academic, personal spiritual and ethical, and institutional/ministerial.
5. Demonstrate the ability and discipline necessary to pursue graduate level studies while engaging in and reflecting upon the actual practice of Christian ministry.

Admission to Master of Arts, Pastoral Ministry — SGCS

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 36 hours of undergraduate courses in religion and ministry, including 9 hours of Bible (hermeneutics, OT Intro and NT Intro.), 6 hours of church history (ancient through Reformation and Reformation through present), 9 hours of theology (Systematic Theology I and II and, if Nazarene, Doctrine of Holiness), and 9 hours of practical ministry (pastoral care and counseling, Christian worship, and, if Nazarene, Nazarene polity). 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.

4. Demonstrate the ability to succeed as a graduate student in Olivet's Master of Arts in Pastoral Ministry program, as evidenced by three recommendations. One should be from a person able to speak about the applicant's academic ability and one from a pastor or other person who can speak to the applicant's Christian and moral life. The third, a personal reference, may be another academic reference or a reference from a work or ministry supervisor. If the person making the pastoral reference is not also a supervisor, then a reference from a supervisor is especially appropriate.

Admission to Master of Arts, Religion — SGCS

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.

Admission to Master of Arts, Youth Ministry — SGCS

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.

Admission to Master of Ministry — SGCS

In addition to the General Admissions Requirements, the applicant must:

1. Possess a bachelor's degree from a regionally accredited college or university with a grade point average of 2.5 or better (4.0 scale).
2. Have successfully completed a minimum of 15 undergraduate hours in religion, Bible, or theology. Students whose undergraduate preparation in religion is deficient may apply for conditional admission, if they satisfy the other requirements. Rules and deadlines for making up the deficiency will be decided on a case-by-case basis.
3. Demonstrate the ability to succeed in the graduate-level Master of Ministry program, as evidenced by two or three recommendations -- one from a pastor or other spiritual adviser and one from a person who can speak to the applicant's academic capacity. If pastor or spiritual adviser is different from the student's supervisor in ministry, the student is encouraged to include a third recommendation from a ministry supervisor such as, in the case of a Nazarene applicant, the District Superintendent.
4. Be actively involved in church ministry.

Note: the Master of Ministry/Spanish program requires fluency in the Spanish language in addition to the above.

Admission to Master of Science in Nursing — SGCS

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.

Admission to Doctor of Education — SGCS

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.

International Student Admissions Policy — SGCS

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 will 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.

Probationary Admission, Undergraduate Programs — SGCS

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.

Probationary Admission, Graduate Programs — SGCS

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.

Special Admission, Undergraduate Programs — SGCS

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.

Special Admission, Graduate Programs — SGCS

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.

Admission for College Seniors, Graduate Programs — SGCS

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.

Transfer of Credit, Undergraduate Programs — SGCS

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.

Transfer of Credit, Graduate Programs — SGCS

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.

Financial Information — SGCS

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 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.

General Policies — SGCS

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.

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.

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.

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.

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.

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.

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** be placed for field experiences/student teaching. Thus, if the field experience/student teaching hours are not met, the candidate **will not complete the Teacher Education Program**.

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.

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.

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.

Cell-Phone and Pager Etiquette — SGCS

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*.

Cohort Representatives — SGCS

Each class selects one member to be the cohort representative. This person serves as spokesperson for the cohort to the School of Graduate and Continuing Studies administrative team.

Duties and Responsibilities of the Representative

1. Serve as a liaison/spokesperson for the cohort. Introduce yourself to each new instructor and offer assistance if needed.
2. Collect end-of-course surveys, seal the envelope, and return the envelope to the instructor of each module.
3. Coordinate a telephone chain for informing cohort members of important information (e.g., class cancellation due to inclement weather, faculty member illness, etc.).
4. Assist the instructor so that the classroom and/or break room is left in satisfactory condition at the end of each class.
5. Assist with organizing social events as appropriate.
6. Know Olivet's contact person at the class site in case the instructor is not available.

E-mail and Login ID — SGCS

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.

Identification Card — SGCS

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.

Computer Use — SGCS

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

Learning Resources — SGCS

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.

Academic Policies — SGCS

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.

Program Formats — SGCS

Cohort Format - 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.

School of Theology and Christian Ministry Formats

Modular Format - modular courses meet for one concentrated week of study, normally Monday through Friday on Olivet's campus. Modular courses require appropriate off-campus study before that week and additional off-campus study after that week. To complete the work done before and after the module, the student must have internet access. Assigned work following the class session must be completed and submitted to the instructor for grading no later than 30 days following the end of the session. Students with extenuating circumstances may request an extension, not to exceed four weeks, from the instructor.

Traditional Format - in the most traditional format, a course meets on campus two or three times a week for a full semester. Variations can include half semesters, or blocks, meeting once a week or once every other week, depending on the class and program.

Online Format - the courses in the Pastoral Leadership program are online, as are many of the courses for Master of Ministry (Spanish). Online courses do not require any on-campus study. Each online course is part of a tightly integrated program sequence and is available only to students in that program.

Blended Format - some programs are structured as a combination of other formats described here. Specifics of the exact format will be described by the department offering the program.

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 than 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. 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

Academic Policies — SGCS

3. 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.
4. Grades will be monitored with final attendance.
5. 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 Policies — SGCS

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 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 will be initiated that may lead to dismissal of the learner from the University.

Courses of action taken by the course facilitator to deal with instances of academic dishonesty 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.

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

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. Coursework over four years will be evaluated by the department director (Business, Education, Nursing, Counseling or Theology and Christian Ministry). Students may be expected to meet current program requirements, which may mean retaking one or more courses.

This guideline does not apply to the following programs: Master of Business Administration and Master of Organizational Leadership, which allow a one-year time limit from the end of the scheduled program cycle; and the Master of Ministry, which allows 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 doctoral program should refer to that program for details regarding the dissertation requirement. Master's degree programs may require a scholarly research paper, a creative project, or other alternatives, such as capstone courses, internships, and practica. Each candidate 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.

In general, the following are guidelines for the various research options. Candidates should rely on more specific details available through their program.

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. In general, these components should 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.

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 various forms, depending on program. However, in general, 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.

Capstone Courses/Internships/Practica

In lieu of scholarly research or projects, some programs include completion of capstone courses, internships or practicum experiences. Students should refer to their program curriculum and the Course Descriptions section for details.

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 thesis, project, capstone course, internship, or practicum 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.

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.

Graduate Programs — SGCS

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.

Doctor of Education: Ethical Leadership

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.

60 hours

Required:

EDUC 900 — Intrapersonal Leadership

901 — Research Theory: Principles and Methods

902 — Leadership Paradigms

903 — Research: Methods and Techniques I

904 — Interpersonal Leadership

907 — Policy, Politics, and Social Action

908 — Research: Methods and Techniques II

909 — Leading Change

910 — Covenant Leadership

911 — Dissertation (12 hours)

913 — Leadership, Management and Strategic Planning

914 — Ethical Issues in a Contemporary Society

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.

Master of Business Administration, Executive Master of Business Administration

Matt Dwyer, M.B. A., Director

Olivet's Master of Business Administration and Executive Master of Business Administration programs were created to enhance the professional skills of business managers and executives. The programs are 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 programs are 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 is on strengthening leadership skills needed by business managers to achieve success in the professional world.

The MBA and Executive MBA curricula are 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 programs offer 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 programs, learners' experiences are drawn upon to focus issues and to integrate academic coursework with practical applications.

Both programs are 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.

Master of Business Administration

The MBA program is geared toward students who have had academic success, but who have not had the opportunity for significant leadership experience in the professional world. On occasion, learners may be admitted without appropriate undergraduate credit in the areas of statistics, accounting, finance, and microeconomics. These probationary students are required to successfully complete online tutorial courses prior to taking the corresponding graduate courses (refer to "Admission to Master of Business Administration" under Admission Policies section).

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 minimum grade of B- before continuing in the program. Capstone courses (BSNS 634, 635) must be completed after all other coursework, with minimum grade of B-. A minimum 3.0 GPA is required for graduation.

Executive Master of Business Administration track

The Executive MBA track is geared toward the professional who has at least five years of leadership experience. Presented in a blended format, this program offers the convenience and flexibility of online learning combined with five residential weekend sessions. The 16 month program intentionally focuses on the ethical elements of leadership, alongside traditional business studies. It is designed to build knowledge and skills, balance personal and professional growth, and provide dynamic leadership training.

40 hours

Required:

BSNS 600 — Executive Strategies for Success

615 — Understanding and Creating Successful Programs

636 — Global Business Strategy and Economics

642 — Data Acquisition, Analysis and Presentation

645 — Ethics and Leadership

652 — Sustainable Business Practices

655 — Managing Growth and Risk

656 — Non-Profit Growth and Development

660 — Strategy and Execution

665 — Entrepreneurship and Value Creation

668 — Communicating and Leading Across Boundaries

670 — Strategies for a Networked Economy

675 — Brand Management

685A/B/C/D — Leadership Coaching Experience I-IV

BSNS 600 must be successfully completed with a minimum grade of B- before continuing in the program. A minimum 3.0 GPA is required for graduation.

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

BSNS 612 must be successfully completed with a minimum grade of B- to continue in the program. Capstone course (MOL 625) must be completed after all other courses with minimum grade of B-. A minimum 3.0 GPA is required for graduation.

History and Political Science Programs — SGCS

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 OR 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 12 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
- 624 — Cross-Cultural Ministry

Graduate Programs — SGCS

- 632 — Chaplaincy for Crisis Response
- 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. Twelve seminars are available. Six seminars are offered in May, and six 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.

Master of Arts: Professional Counseling

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.

Master of Arts: School Counseling

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
- 693A, B — 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.

Master of Arts in Education: Curriculum and Instruction

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 607 — Educational Research
- 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
- 696 — Creative Project/Practicum

A GPA of 3.0 or higher is required to complete the program.

Master of Arts in Education: Teacher Leadership

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
- 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
 - 801 — Creative Project/Practicum

Master of Arts in Education: School Improvement Leadership

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

Master of Arts in Education: Reading Specialist

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

Master of Arts in Education: English

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

Master of Arts in Education: Library Information Specialist

Roxanne Forgrave, Ed.D., 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 practica totaling 100 hours. 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

Master of Arts in Teaching: Elementary, Secondary, K-12

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.

Middle School Endorsement

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.

English as a Second Language Endorsement

Completion of the 19 hours of courses and 100 practicum hours fulfills the State of Illinois requirements for the English as a Second Language endorsement.

19 hours

Required:

- ESL 601 — Linguistics for Teachers
- 603 — Theoretical Foundations of Teaching ESL
- 604 — Assessment of the Bilingual Student
- 605 — Methods and Materials for Teaching ESL
- 606 — Cross-Cultural Studies for Teaching Limited-English Proficient Students
- 607 — Contemporary Issues in Educating English Language Learners

Master of Education: Curriculum and Instruction

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
- 794 — Implementing Continuous School Improvement

Canter Distance-Learning Graduate Courses

These courses are designed for teachers who 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 applicable to any of the graduate programs at Olivet. Contact Information for this program: 1-800-669-9011 or 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 nine 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 extensive experience and a record of successful and reflective ministry. The nine master's programs fall into three areas:

General Ministry programs

Olivet offers four Master's programs for general ministry. Each is distinct in format, prerequisites, and the kind of student for which it is intended. Students considering a degree in general ministerial studies should understand each option and choose the best fit for their circumstances.

- **Master of Arts in Christian Ministry** is a gateway program that does not presuppose previous study of theology or ministry, nor does it presuppose that the student is already in ministry. Most of the required courses are semester-length courses offered only at Olivet's campus in Bourbonnais, Illinois.
- **Master of Arts in Pastoral Ministry** presupposes a strong undergraduate education in theology and ministry. This program continues study at the graduate level. The focus of this program is on general pastoral ministry as distinct from specialty ministries, such as family or youth ministry. It does not require that the entering student be in ministry at the time of entry. During the first year, the program is a residential program at Olivet's campus in Bourbonnais, Illinois. Most of the courses are based in the traditional classroom, although some are modular (see Program Formats section of this chapter). During the second year, the student engages in mentored ministry, which may be at some distance from the campus.
- **Master of Arts in Pastoral Leadership** presupposes that the student is currently engaged in ministry, and it presupposes a basic education in theology and ministry. This program focuses on developing the students' theological understanding and vision of ministry to enhance their effectiveness as pastoral leaders. It follows the cohort program format (see Program Formats section of this chapter) and is entirely online. No coursework may be transferred in for this program.
- **Master of Ministry** program also presupposes that the student is currently engaged in ministry, and it presupposes a basic education in theology and ministry. The courses are modular. This program does not follow a cohort model, which allows students some freedom in choosing which modules to take. Students can, but are not required to, take as part of their program appropriate regular semester-length on-campus courses. This also allows students to transfer in a limited number of courses.

Specialized Ministry programs

Olivet offers three Master's programs for specialized ministries. Each degree is designed to provide a broad and powerful education for specialized ministry in the local church. These degrees prepare students for ministry to a specific audience, and they are distinct in format and prerequisites. Students considering a degree in one of the following should choose one that best suits their background and calling.

- **Master of Arts in Family Ministry** presupposes a strong undergraduate education in theology and ministry. The program provides graduate level study that focuses on ministry to the entire family in today's culture in a local church context. It does not require that the entering student be in ministry at the time of entry. During the first year, the program is residential at Olivet's campus in Bourbonnais, Illinois. Most courses are traditional, classroom-based, although some are week-long intensive modules. In the second year, the student engages in mentored ministry, which may be some distance from campus. All second year courses are modules.
- **Master of Arts in Youth Ministry** also presupposes a strong undergraduate education in theology and ministry and continues that study at the graduate level. The focus is on ministry to the youth of the 21st century in a local church context. It does not require that the entering student be in ministry at the time of entry. During the first year, this is a residential program at Olivet's campus in Bourbonnais, Illinois. Most courses are traditional, classroom-based, although some are week-long intensive modules. During the second year, the student engages in mentored ministry, which may

be at some distance from the campus. All second year courses are modules.

- **Master in Ministry in Spanish** is offered entirely in Spanish. Most courses are taught online, and a few are offered as intensive week-long modules on Olivet's Bourbonnais, Illinois campus. This program is designed for pastors ministering in Hispanic contexts in the United States and Canada. Prospective students should hold a bachelor's degree from an accredited university, or a "licenciatura" in theology (at the university level) from a recognized Latin American theological seminary.
- **La Maestría en Ministerio en español**, se ofrece totalmente en este idioma. La mayoría de los cursos se imparten en línea (internet) y unos pocos se ofrecen como módulos intensivos de una semana en el campus de Olivet, en Bourbonnais, Illinois. Este programa está diseñado para pastores que ministran en contextos hispanos en los Estados Unidos y Canadá. Los candidatos para este programa deben tener un grado de bachiller de una universidad acreditada (USA/Canadá) o una licenciatura en teología (nivel universitario) de un seminario teológico reconocido de América latina.

Scholarly programs

If scholarly study of the Christian faith is of interest, the following two programs are offered. The programs focus on the classic theological disciplines of Bible, theology, and church history with the application to ministry. Both are offered on Olivet's campus in Bourbonnais, Illinois.

- **Master of Arts in Biblical Studies** is an excellent stepping stone for further graduate work in Biblical studies. It presupposes a rigorous background in the study of the Bible. The program focuses exclusively on the Bible, requiring just one theological course in a non-biblical discipline, to be chosen from offerings including systematic theology, historical theology, church history.
- **Master of Arts in Religion** is Olivet's oldest graduate degree and remains the most flexible for students with a variety of goals. The program allows students to mix and match courses in theology, Bible, church history, and some relevant philosophy options to form a coherent plan of study, which is approved by the program coordinator or the director of graduate studies for the School of Theology and Christian Ministry.

For more information about these programs, please visit the School of Theology and Christian Ministry's website www.epworthpulpit.com.

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. The program can be completed in two summers and one academic year of full-time study.

Although this is a gateway program, persons already engaged in ministry may have a flexible enough schedule to commute each week to Olivet's campus for this program, which allows a wider variety of options

Graduate Programs — SGCS

over the Master of Ministry. Those with previous undergraduate study in theology, biblical studies or ministry may find that the possibility of more advanced courses in ministry means that the M.A. in Christian Ministry better suits their needs.

Prospective applicants, therefore, should carefully study the M.A. in Christian Ministry, the Master of Ministry, and the M.A. in Pastoral Leadership 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

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-.

Program Format

Classes in the M.A. in Christian Ministry program meet in both modular and traditional formats. For a more detailed explanation of these course formats, please see "Academic Policies — SGCS: Program Formats".

Master of Arts: Pastoral Ministry

Carl Leth, Ph.D., Coordinator

This program has been specially designed for men and women called by God into pastoral ministry, primarily within the Church of the Nazarene and similar denominations. It assumes that the student enters with an undergraduate education in religion/ministry, such as that offered by Olivet's School of Theology and Christian Ministry. It aims to provide a comprehensive study of Bible, theology, and ministry, sufficient for the practice of ministry as understood by the Church of the Nazarene. By combining focused undergraduate prerequisites with graduate coursework, the M.A. in Pastoral Ministry is able to cover a traditional M.Div. program of study. By including a mentored ministry component in the second year, this program both shortens the residential study requirement and strengthens the transition to ministry for the student. This lessens the personal and financial cost of more extended residential study while providing the student with an optimal ministry "launch." District Superintendents in the Church of the Nazarene are open to and interested in placing these students in pastoral assignments as a part of this program.

48 hours

Required:

BLIT 632 — Cultural/Historical Influences and Biblical Interpretation

CMIN 631 — Life Management and Personal Renewal

635 — Leadership in Christian Ministry

650 — Advanced Homiletics (may substitute a preaching elective)

651 — Pastor as Leader and Administrator OR

658 — Organizational Behavior

PSYC 640 — Marriage and Family Relations

THEO 607 — Theology of Ministry

693 — Contemporary Issues in Theology

YMIN 670A, B — Mentored Ministry I, II

691 — Integrated Seminar/Project Presentation

BLIT elective (3 hours)

THEO elective (3 hours)

Three free (BLIT, CHED, CMIN, THEO, YMIN) electives (9 hours)

A cumulative GPA of 3.0 is required for graduation from the program, no course may carry a grade of less than a B-.

Program Format

More than most master's degree programs, the M.A. in Pastoral Ministry uses a wide assortment of course formats and teaching methods: intensive modules, half-semester courses, full-semester courses, lecturing, mentoring, internships, seminars, papers, and projects. For a more detailed explanation of the various course formats, please refer to "Academic Policies: Program Formats".

While students in the M.A. program in Pastoral 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.

Master of Arts: Pastoral Leadership

Carl Leth, Ph.D., Coordinator

We believe that the best ministry is "practiced theology." The program leading to the Master of Arts in Pastoral Leadership degree is taught by leading pastors, either actively engaged in ministry or with extensive ministerial experience, who also have the appropriate academic credentials (normally a doctorate) and a deep knowledge of theology. A small student/professor ratio allows for significant interaction within the group.

The aim of the program is to a) nurture theologically formed, technically competent, missionally effective, and ethically aware pastoral leaders; b) produce 'influence leaders' who will provide intentional patterns of leadership in ministry; c) encourage in these influence-leaders the development of a core theological vision that can be reproduced in other ministers, who, in the course of time, may be mentored by students in this program; d) address reflectively and purposefully the question, "What does it mean to be an effective pastoral leader of a community that embodies and nurtures the life of the Kingdom as presented in the Bible and incarnated today?" and e) develop in students an appreciation for and understanding of the history and theology of Christianity and especially the Wesleyan-Holiness tradition. The program assumes that Protestant, Wesleyan-Arminian, and Holiness traditions are normative for most students and faculty, but students from other traditions are, of course, welcome.

36 hours

Required:

PAST 600 — Theology and Ministry

610 — Christian Leadership

620 — Life Management and Personal Renewal

630 — Pastoral Leader as Prophet

640 — Preaching and Worship as Pastoral Leadership

- 650 — The Teaching Church
- 660 — Pastoral Leader as Priest
- 670 — The Church as a Community of Formation
- 680 — The Church in the World
- 690 — Pastoral Leader as King
- 700 — Visionary Leadership
- 710 — Development of a Ministry Plan

A cumulative GPA of 3.0 is required for graduation from the program, no course may carry a grade of less than a B-.

Program Format

The cohort format is followed for the integrated sequence of 12 courses to maximize student interaction within the group. Students are 'in class' 36 out of the 52 weeks in a year, and although designed so that students can remain in ministry in their local situations, prospective students must be aware of the significant commitment of time and energy. The program is completed in two calendar years.

Master of Ministry, Master of Ministry/Spanish

Stephen T. Franklin, Ph.D., Coordinator
Carl M. Leth, Ph.D., Coordinator (Spanish)
Wilfredo Canales, M.A., Liaison (Spanish)

The Master of Ministry program is designed to resource serving ministers for effective leadership in missional congregations by equipping them and developing in them theological and practical competencies with a missional focus in the practice of ministry. The program focuses on integrating the best available resources of scholarship, ministry specialists, and contemporary ministry models with the practice of ministry. 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. The Master of Ministry/Spanish, which is an online program designed for Spanish-proficient students, offers a pastoral track, requiring completion of nine courses and a culminating project.

Master of Ministry

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 624 — Cross-Cultural Ministry
- 632 — Chaplaincy for Crisis Response
- 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
- 659 — Issues in Youth Ministry

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-.

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.

Master of Ministry/Spanish

This version of Olivet's Master of Ministry program is offered entirely in Spanish. It was designed to resource Hispanic ministers for effective leadership in missional congregations by equipping them and developing in them theological and practical competencies with a missional focus in the practice of ministry. The program, designed for Spanish-proficient students, offers a pastoral track requiring completion of seven online courses and two on-site courses, culminating in a final master's project.

30 hours

Required:

MMSP 600 — Biblical Studies

610 — Life Management and Personal Renewal

611 — Christian Ministry in a Multicultural Society

612 — Contemporary Approaches on Preaching

613 — Equipping the Laity in a Hispanic/Latino Context

614 — Hispanic/Latino Leadership

620 — The Hispanic/Latino Church in USA/Canada

630 — Theology of Ministry/Theology of Servant Leadership

631 — Hispanic Theological and Social Ethics

690 — Master's Project

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-.

Times and Format of Courses in the M. Min./Spanish Program

Although the M.Min./Spanish program is for the most part online, the two on-site courses required would follow the modular format.

Time Limits

A student is allowed six years from beginning the first graduate course to complete the entire M.Min. program. Coursework beyond six years is evaluated by the Program Coordinator, the Director of Graduate Studies, or the Dean of the School of Theology & Christian Ministry. Students granted permission for more than six years may be expected to meet current program requirements, and that may mean retaking one or more courses.

Master of Arts: Family Ministry

Leon Blanchette, Ed.D., Coordinator

This program provides a broad and powerful education for specialized ministry in the local church, the Master of Arts: Family Ministry focuses on ministry to the entire family in today's culture in a local church context. It integrates theory and praxis, reflection and life. A two-year program, the first year provides a traditional classroom-based education. During the second year, the student engages in a mentored ministry in a

full-time capacity, coming back to Olivet for several one-week intensive courses, called modules. The mentor is a seasoned professional.

The M.A. in Family Ministry draws strength from leading experts in the fields of children, youth, and family ministry who come to campus for face-to-face teaching, encounters, networking, and learning with our students. The combination of these experts with our own experienced residential faculty, who total over 60 years of highly successful experience in children and youth ministry, makes Olivet's Master of Arts in Family Ministry a powerful educational experience that will launch the student into a satisfying career of service for our Lord to the families of the 21st century.

48 hours

Required:

BLIT 632 — Cultural/Historical Influences and Biblical Interpretation

CHED 631 — Ministry to the Family

634 — Dynamics of Children's Ministry

PSYC 601 — Human Growth and Development

640 — Marriage and Family Relations

THEO 607 — Theology of Ministry

693 — Contemporary Issues in Theology

YMIN 630 — Developmental Theories and Adolescents

670A, B — Mentored Ministry I, II

691 — Integrated Seminar/Project

CHED and/or CMIN electives (12 hours)

THEO elective (3 hours)

A cumulative GPA of 3.0 is required for graduation from the program, no course may carry a grade of less than a B-.

Core Values Motivating the M.A. in Family Ministry

- Integration of what the student learns in the classroom with the experience and practice of ministry in concrete settings.
- Intentionality, not only to integrate theory and praxis, but to do so consciously, clearly, explicitly and intentionally, never allowing any person to forget the need for and the practice of integration.
- Theological reflection draws on the belief of faculty members in the M.A. in Family Ministry that there are right and wrong ways to speak about God with young people, their families, and communities. The goal is to encourage each student to grasp the theological foundations and implications of every aspect of ministry.
- Multiple voices, including those of other students, are valuable for students in the family ministry program to hear. Perhaps somewhat paradoxically though, students quite appropriately put a high value on quality interaction with the professor. Achieving these twin goals, the program is structured in modules, half-semester (called blocks), and semesters, enabling Olivet to bring in a variety of complementary voices that the ministry community appreciates and the student deserves to hear.
- Mentoring goes "way beyond" mere programming. The mentoring model in the M.A. program in Family Ministry can and should become a lifelong style for productive ministry. The student should learn a mode of human interaction that sustains in later life and ministry, both as one who mentors and as one who is mentored.
- Lifelong learning is a goal in giving the individual the tools and a renewed desire to become "global Christians" who possess the tools and seek to understand the ever-changing climate of our global community.

Program Format

More than most master's degree programs, the M.A. in Family Ministry uses a wide assortment of course formats and teaching methods: intensive modules, half-semester courses, full-semester courses, lecturing, mentoring, internships, seminars, papers, and projects. For a more detailed explanation of the various course formats, please refer to "Academic Policies: Program Formats".

While students in the M.A. program in Family 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 program culminates in an Integrated Seminar during August of the second year, where the students present their projects and bring all the facets of their Olivet education in Family Ministry into a coherent whole.

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)

A cumulative GPA of 3.0 is required for graduation from the program, no course may carry a grade of less than a 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. For a more detailed explanation of the various course formats, please refer to "Academic Policies: Program Formats".

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 program culminates in an Integrated Seminar during 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.

Master of Arts: Biblical Studies

Larry E. Murphy, 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

Graduate Programs — SGCS

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.

Master of Arts: Religion

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).

Most courses in the M.A. in Religion program meet in traditional formats. The program also requires one module, although students have the option to take additional modules as electives. For a more detailed explanation of the different course formats, please refer to "Academic Policies: Program Formats".

Program Objectives

The M.A. in Religion program aims to:

- Assist students in developing advanced skills for exegesis, interpretation, and theological understanding of the Bible.
- Encourage students to do competent research and writing.
- Develop in students an appreciation for and understanding of the history and theology of the Christian tradition.
- Develop in students an appreciation for and understanding of the history and theology of the Wesleyan holiness tradition.
- Develop in students an understanding of contemporary issues in Biblical studies and theology.
- Motivate students to become lifelong learners who grow spiritually, think clearly, and serve redemptively.

Nursing — SGCS

Susan Draine, Ed.D., R.N., 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 NRS 601 and NRS 618. Attendance at a weekend plenary session on the ONU main campus is also mandatory.

32 hours

Required:

NRS 619 — Nursing Informatics Training

NRS 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:

NRS 621 — Teaching Roles and Strategies

622 — Curriculum Design, Assessment, & Evaluation

623 — Teaching Practicum Experience

Management/Leadership specialty track:

NRS 631 — Nurse as a Leader & Manager of Care

632 — Healthcare Policy & Practice

633 — Leader-Manager Practicum

Emergency Preparedness/Disaster Readiness specialty track:

NRS 641 — Emergency & Disaster Preparedness, Management & Nursing Education

642 — Natural, Accidental, Chemical, Biological, & Radiological Disasters

643 — Emergency Preparedness Disaster Readiness Practicum

NRS 619 must be completed 3 weeks before NRS 601

A student with a failing grade in NRS 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.

Undergraduate Programs — SGCS

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)

Bachelor of Science in Nursing

Susan Draine, Ed.D., R.N., 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
NRSG 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

NRSG 102 must be successfully completed two weeks before beginning NRSG 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.

Bachelor of Science: Practical Ministries

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:

Select 10 of the following 12 courses:

- 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
 - 424 — Cross-Cultural Ministry
 - 432 — Chaplaincy for Crisis Response
 - 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).

Bachelor of Business Administration

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

Undergraduate Programs — SGCS

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 possible transfer.

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 credits 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 additional classes; credit for academically relevant experiences; proficiency, CLEP, and/or Regents College Examinations, and under specific circumstances, for appropriate prior learning experiences.

Associate of Arts in Business

Matt Dwyer, M.B.A., Director

The Associate of Arts degree in Business (AAB) provides business foundations for working adults who are in the early stages of the college experience. It prepares learners for the Bachelor of Business Administration (BBA) program described above in this section.

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. 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

Course Descriptions — School of Graduate and Continuing Studies

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.

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 600 — Executive Strategies for Success. 2 hours.

Introduction to the rigors of the graduate 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. In addition to the Myers-Briggs Type Indicator Assessment used in conjunction with Emotional Intelligence exercises, the learner will utilize *The Seven Habits of Highly Effective Managers™*, a program developed by the FranklinCovey organization.

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

Course Descriptions — School of Graduate and Continuing Studies

presentation skills with Power Point training, if needed; information on degree completion, ONU policies, and procedures.

BSNS 615 — Understanding and Creating Successful Programs. 3 hours.

This course is designed to expose learners to elements of organizational structure, culture, and change management. Through analysis of the dynamics of the organization, learners build on the skills required to effectively impact the elements of corporate strategy. Emphasis is placed on organizational development and how leaders may be challenged to move the organization forward in the context of necessary processes, organizational history, and global intent (5 weeks online plus Weekend Seminar 2).

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.

BSNS 636 — Global Business Strategy and Economics. 3 hours.

The changing economic and political environment and its impact on business are explored in this class. Case studies, discussion, and guest lecturers will be utilized to demonstrate how all businesses are affected by global political and economic events. Particular emphasis will be placed on trade agreements, monetary and fiscal policy, and energy use and production (5 weeks online plus Weekend Seminar 2).

BSNS 642 — Data Acquisition, Analysis and Presentation. 3 hours.

Instead of bogging learners down with the minutiae of statistics, this class integrates the use of statistics in creating a successful marketing plan. Students learn to create effective surveys and studies that give managers the answers they need to make effective decisions in the workplace. Discussions, guest speakers and real-world examples demonstrate the necessity of accurate market-driven research (5 weeks online plus Weekend Seminar 2).

BSNS 645 — Ethics and Leadership. 3 hours.

Preparation in dealing with the difficult decisions and situations that all leaders face in today's ever-changing world and economy. Ethical decision making, when dealing with issues such as downsizing, free trade, financial conduct, and government interventions, will be examined and discussed. The course provides the necessary foundational knowledge and tools to make ethical decisions in difficult daily situations in a way that is consistent with Christian values (5 weeks online plus Weekend Seminar 3).

BSNS 652 — Sustainable Business Practices. 3 hours.

Examines the relationship between sustainability and organizational strategy. Learners will explore how the challenge of finite energy resources at the macro-level can mold micro- or business-level decisions. Discussions, guest speakers and case studies will show that organizational goals, sustainable business practices and ethical consideration can coexist (5 weeks online plus Weekend Seminar 3).

BSNS 655 — Managing Growth and Risk. 3 hours.

A study of the importance of planning and preparing for growth and risk includes topics such as budgeting, forecasting and measuring growth and risk. Ethical dilemmas are presented to reinforce the concepts of identifying and managing growth and risk in an ethical manner (5 weeks online plus Weekend Seminar 3).

BSNS 656 — Non-Profit Growth and Development. 3 hours.

This course is designed to expose learners to the issues and challenges of non-profit organizations. Learners will become proficient in dealing with legal, financial and policy issues facing contemporary non-profit organizations. Real world examples will illustrate not only the challenges, but the rewards of non-profit organizations (5 weeks online plus Weekend Seminar 4).

BSNS 660 — Strategy and Execution. 3 hours.

This online courses focuses on strategic planning and successful execution of strategies. A major emphasis is placed on how to develop a sustained competitive advantage and the achievement of the disciplines of execution, such as the four proposed by Stephen R. Covey. Organizations will be examined to evaluate their execution methods and level of success (5 weeks online plus Weekend Seminar 4).

BSNS 665 — Entrepreneurship and Value Creation. 3 hours.

Provides learners with the skill sets required to create and sustain new ventures. Learners will be exposed to industry experts with real-world success in creating new business and expanding current operations to share knowledge necessary in creating value in today's economy (5 weeks online plus Weekend Seminar 4).

BSNS 668 — Communicating and Leading Across Boundaries. 3 hours.

Communication is the characteristic that separates good organizations from great organizations. The methods and manners in which we communicate have changed significantly and will continue to change. Leaders must be able to communicate with their organizations and clients effectively in numerous ways that utilize available technology. Additionally, leaders must communicate effectively with different demographics and cultures. Through discussion, case studies, and guest speakers, this class helps learners understand and put into practice the many methods necessary to become a successful leader (5 weeks online plus Weekend Seminar 5).

BSNS 670 — Strategies for a Networked Economy. 3 hours.

This case-based course demonstrates the role that information technology plays in shaping business strategy and business models. It provides an overview of the key technologies that are important in today's business environment and introduces organization and management concepts relating to the information technology function. The course also illustrates the relationships between organizational performance and the ability to leverage knowledge assets (5 weeks online plus Weekend Seminar 5).

BSNS 675 — Brand Management. 3 hours.

Examines how and why organizations (non-profit and for-profit) benefit from branding success. Students will review organizations that have had branding success as well as organizations that have failed at brand management. Students learn how to build and sustain a brand through awareness of cultural trends, customer service and client communication (5 weeks online plus Weekend Seminar 5).

BSNS 685A/B/C/D — Leadership Coaching Experience I-IV. ½ hour.

The Leadership Coaching Experience will include training and one-on-one interactive coaching during the final four weekend seminars. Students must register for ½ hour during each of the last four weekend seminars, accumulating 2 hours of credit. The focus of the coaching experience, which partners Olivet and McKinley Group facilitators, is on the development and growth of each individual's leadership skills.

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.

Chemistry

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, nanotechnology, forensic chemistry and polymer chemistry. This course may be repeated for additional credit, provided the topics are different.

Christian Education

CHED 631 — Ministry to the Family. 3 hours.

A study of the unique characteristics and needs of contemporary families. The class will focus on developing the student's ability to provide effective ministry to families in the local church. Students will consider obstacles and challenges that face today's families and strategies for overcoming them. This course may be repeated with different subtitles.

CHED 634 — Dynamics of Children's Ministry. 3 hours.

Considers specific issues in children's ministry or ministry competencies. Possible topics include: curriculum development and assessment, advocacy for special needs, content delivery, staff and leadership, and evangelism. This course may be repeated with a different subtitle.

Christian Ministry

CMIN 610 — Christian Worship. 3 hours.

Introduces the student to Christian worship and the practice of preaching in the context of worship. This introduction will explore four areas: 1) the theology of worship and the theological implications of worship practices; 2) specific issues of worship planning and leadership and practical preparation; 3) the practice of preaching and the disciplines of preparation and delivery; and 4) the pastoral implications of worship and worship leadership. In addition, the student will engage in researching the history, theology, or practice of Christian worship.

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 624 — Cross-Cultural Ministry. 3 hours.

Explores the fundamentals of intercultural communication and implications for social interactions. The course will cover a variety of topics, emphasize self-reflection, and engage participants in experiences designed to develop competencies needed for leadership in multicultural settings.

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 632 — Chaplaincy for Crisis Response. 3 hours.

Providing effective chaplaincy ministry to individuals, families, and communities following critical incidents and in times of crisis requires special training, skills and understanding of the unique role of the chaplain. This course builds on the basic crisis intervention principles taught in the required prerequisite courses and seeks to prepare participants to provide chaplaincy services in diverse settings with diverse population groups. The focus is to provide strategic chaplaincy intervention for both the immediate post-incident response, along with long-term assistance in connecting survivors with critical support systems throughout the journey of recovery.

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 disciple-making strategies. The model is Jesus, whose purpose was to make disciples and whose disciples continued to focus on this purpose. At the heart of a disciple's life and work is Christian community, where focus is

maintained and purpose is fulfilled through strategic planning, which results in practical steps of action in developing an ever-expanding network of discipling relationships.

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.

Christian Ministry, Spanish

MMSP 600 — Biblical Studies. 3 hours.

Considers specific biblical books or theological issues of biblical study. May be repeated with different subtitle.

MMSP 610 — Life Management and Personal Renewal. 3 hours.

The significance of spiritual development and personal renewal in the life of a leader is the focus. Attention is given to practice and implementation of strategies for modeling and teaching healthy patterns as leaders.

MMSP 611 — Christian Ministry in a Multicultural Society. 3 hours.

Explores contemporary urban society from a multicultural perspective, especially within the context of ministry of the Hispanic/Latino church. It is designed to provide historical, sociological, theological and ethical foundations for ministry in a diverse society and to provide relevant models for developing a multicultural approach to ministry.

MMSP 612 — Contemporary Approaches to Preaching. 3 hours.

Examination of the challenges that the ministry of preaching is facing in the contemporary Christian church, as well as proposed solutions (narrative, inductive preaching, etc.), and the implications for pastoral preaching in the local congregation.

MMSP 613 — Equipping the Laity in a Hispanic/Latino Context. 3 hours.

The purpose of this course is to develop learners who a) effectively live a disciplined lifestyle; and b) are empowered to plan and implement disciple-making strategies. The model is Jesus, whose purpose was to make disciples and whose disciples continued to focus on this purpose. At the heart of their life and work is Christian community, living and ministering as the Body of Christ, where each has an important role. Using Ephesians 4 as the base, the class will examine the paradigm of pastor as equipper/coach and laity as unpaid servants engaged in the work of the ministry.

MMSP 614 — Hispanic/Latino Leadership. 3 hours.

Examines the role of culture and cultural dynamics in the selection, emergence and functioning of leadership. Primary attention will be given to theories and models that explain the Hispanic/Latino leadership dynamics in multicultural contexts in the United States and Canada and the implications for the church.

MMSP 620 — The Hispanic/Latino Church in USA/Canada. 3 hours.

The origin, development, and strengthening of the Hispanic/Latino Church in the United States and Canada is discussed. Discussions will focus on key historic time periods with the purpose of understanding the character, organization and ministry styles, patterns of expansion, and the implications for the future ministry of the church.

MMSP 630 — Theology of Ministry. 3 hours.

The purpose of this course is to understand the significance of theologically formed patterns of ministry and pastoral leadership and to develop styles of ministry that show biblical teachings of what makes leadership 'Christian' -- service. Special attention will be given to the issues of ecclesiology as they relate to theological leadership. This course may be repeated with different subtitle.

MMSP 631 — Hispanic Theological and Social Ethics. 3 hours.

An introduction to the history, culture, economics, and politics of the Hispanic/Latino presence in the United States and Canada, through studying the main Hispanic/Latino key themes, methods of recent theological articulation that emerge in the religious life, shared experiences, and struggles of Latinos and Latinas in the United States and Canada. The course will assist in developing practical applications

and tentative responses in welcoming and reaching out to Hispanics in the United States and Canada in their places of ministry.

MMSP 690 — Masters Project. 3 hours.

A culminating project designed by the learner in consultation with the project supervisor. It should integrate the learning experience of the program of study into a significant ministry application.

Communications

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.

Computer Information

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.

Driver Education

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

Economics

ECN 101 — Introduction to Business Economics. 3 hours.

This course is an introduction to those elements of economic analysis that are the most relevant to business decision-making. Major topics include supply and demand, opportunity cost, comparative advantage,

and the differing forms of market structure. This contemporary view of economics also includes topics such as fiscal policy, monetary policy, global economics, and key economic indicators.

Education

EDUC 527 — Technology and 21st Century Literacy Skills. 3 hours.

Do students have the “new literacy” skills they need for today’s information-rich world? This course gives an opportunity to explore how multimedia and the Internet can support inquiry-based learning, as well as foster collaborative problem-solving, communication, and critical thinking in students. The learner will acquire the strategies to strengthen students’ learning through technology, while enhancing his/her own technical knowledge.

EDUC 528 — Using Technology to Enhance Content Area Learning K-12. 3 hours.

Learn how to integrate technology in more meaningful and appropriate ways in the classroom in order to increase students’ engagement and deepen their understanding of content area concepts and skills. This graduate-level course begins by evaluating the learner’s proficiency with technology based on the National Education Technology Standards for Teachers. Then design technology-infused projects that motivate students and foster their creativity and independence as learners. Examine developmentally appropriate ways of using multimedia and Internet technologies to bring concepts to life and create interdisciplinary connections that enhance learning across the curriculum.

EDUC 531 — Teacher Leadership: Mentoring, Coaching, and Collaboration. 3 hours.

Put your strengths to work to foster a strong, collaborative learning community in your school. This course examines the importance of collaborative professional development and helps you leverage your own expertise and knowledge to the benefit of your colleagues. You will have the opportunity to develop, implement and analyze your own coaching plan—laying the foundation for your future as a leader and mentor.

EDUC 534 — Designing Curriculum/Instruction with the Learner in Mind. 3 hours.

Ensuring that students achieve at high levels is the object, as this course explores how curriculum, instruction, and assessment can work together to challenge students while making learning a rewarding and meaningful experience. Current research findings are translated into a practical and flexible process for designing effective curriculum and instruction in a standards-based environment.

EDUC 536 — Teacher Leadership in Professional Learning Communities. 3 hours.

Extend the scope of influence from working with peers to engaging stakeholders throughout the greater school community. The learner will become familiar with the processes, benefits, and challenges of building and working in professional learning communities. Learn to identify issues and address problems that affect student learning and achievement, and expand the position of the teacher-leader.

EDUC 537 — Returning Creativity to the Classroom. 3 hours.

Imagine your excitement in having a repertoire of proven strategies that will spark creative teaching and thinking. This graduate-level course focuses on the important role creativity plays in student learning and achievement, and explores the process and strategies that lead to a classroom where creative teaching and learning thrive. Learn the current research on creativity while studying the attitudes and best practices of creative teachers and learners. Participate in project-based learning experiences to promote creativity and enhance student learning.

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 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 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 579 — Designing Curriculum and Instruction with the Learner in Mind. 3 hours.

Explores techniques for integrating curriculum, instruction, and assessment as a means of making learning a rewarding and meaningful experience for students and teacher. Current research findings are translated into a practical and flexible process for designing effective curriculum and instruction for raising student achievement in a standards-based environment. Learners will use individual state/local standards to design curriculum, instruction, and assessment and will implement easy-to-use activities to differentiate instruction according to student needs.

EDUC 607 — Educational Research: Principles and Practices. 3 hours.

It is important that teacher leaders are well-informed about current developments in their fields of expertise. In this course, the candidate will learn about designing and implementing an action research project that will be conducted during EDUC 696, the CIED Practicum. This course will focus on the fundamentals of qualitative and quantitative research including design, methodology, literature review, data analysis and conclusions. The research topics will emerge from questions generated by 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 implemented and present during the practicum. The content focus will be current issues, trends and organizational frameworks affecting education and the impact on

teaching as well as learning and by what means they can be improved upon.

EDUC 609 — Habits of Exemplary Teachers. 3 hours.

Exemplary teaching is a lifelong journey that requires an understanding of oneself, a constant refining of skills and practices, and a quest for information to enhance knowledge. The teacher leadership candidate explores his/her personal and professional philosophies of education through the analysis of classroom practice, learning style, and communication style. This course explores the pedagogical and curricular requirements for each level of learning and integrates theory and research-based practice. The candidate investigates the best strategies and methods to support student achievement at every level of student learning.

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/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/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.

Issues of critical importance to teachers make the news almost every day. Teachers must work collaboratively in recognizing the issue(s) that impact teaching and learning, what foundational causes are present, and the solution(s) to restore the order of the educational environment. Understanding the arguments, pro and con, that drive these issues is part of what it means to be a professional educator today. This course is designed to assist the CIED candidate in identifying issues in their schools, researching the cause or causes, and developing possible solutions using the Approach to Critical Issue Solving. The candidates will also explore the concept of change and being a change agent in the school.

EDUC 696 — Creative Project/Practicum. 4 hours.

Practice is the best tool for learning. This course is designed to give curriculum and instruction candidates experiences in exemplary teaching, curriculum development, professional development, and leadership. The focus is on student and overall school achievement in a K-12 learning environment. The practicum (100 clock-hours) experience requires the candidate to apply prior and newly acquired knowledge, skills, dispositions, and performance to the development of an electronic professional portfolio. The culminating experience is a presentation of highlights chronicled in the professional portfolio. The practicum is to be conducted in the candidate's assigned school of employment.

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

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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

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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

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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, and 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 — Enhancing Teaching Practices through 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. Includes teaching reading in content areas.

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. In this course, the candidate will learn about designing and implementing an action research project that will be conducted during EDUC 801, the TLED Practicum. This course will focus on the fundamentals of qualitative and quantitative research, including design, methodology, literature review, data analysis and conclusions. The research topics will emerge from questions generated by 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 implemented and presented during the practicum. The content focus will be current issues, trends and organizational frameworks affecting education; their impact on teaching as well as learning; and prospective methods of improvement.

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.

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EDUC 771 — Data-Focused Assessment and Evaluation. 4 hours.

Collecting, analyzing, and using data for creating change is a major component of the information age. 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 candidate will examine how data-focus assessments build support for student achievement and school improvement. The teacher leadership candidate will also engage in multiple techniques for gathering and analyzing data, evaluating the validity and methods for collaborative review.

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.

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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 794 — 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 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 evaluation of their effectiveness in achieving 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. 4 hours.

Technology has become an integral part of today's society. It 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 801 — Creative Project/Practicum. 4 hours.

Practice is the best tool for learning. This course is designed to give the teacher leadership candidate experiences in exemplary teaching, curriculum development, professional development, and leadership. The focus is student and overall school achievement in a K-12 learning environment. The practicum (100 clock-hours) experience requires the candidate to apply prior and newly acquired knowledge, skills, dispositions, and performance to the development of an electronic professional portfolio. The culminating experience is a presentation of highlights chronicled in the professional portfolio. The practicum is to be conducted in the candidate's assigned school of employment.

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 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. 1-3 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. Students must register for this course throughout the doctoral program for a total of 12 credit hours.

EDUC 913 — Leadership, Management and Strategic Planning. 4 hours.

Explores organizations in holistic ways to assist leaders in understanding and utilizing a comprehensive view of a strategic thinking, strategic management and systems theory by developing an ethical approach in organizations for leadership development.

EDUC 914 — Ethical Issues in a Contemporary Society. 3 hours.

Ethical issues for effective leadership in organizations are analyzed. Learners will develop skills and perspectives in moral reasoning, and apply them to various aspects of leadership, including personal life, business associations, civic responsibility, legal implications and global citizenship.

English

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

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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.

English as a Second Language.

ESL 601 — Linguistics for Teachers. 4 hours.

An introduction to language and linguistics for the K-12 classroom. The course will focus, but not exclusively, on the English language. The ESL candidate will be introduced to the traditional structure of linguistics (phonetics, phonology, morphology, syntax, semantics, language change) and the contextual structure of linguistics (discourse, dialect, variation, language and culture, the politics of language). Such concepts as language and brain development, language acquisition, and second language learning will be presented.

ESL 603 — Theoretical Foundations of Teaching ESL. 3 hours.

A study of the major theories and principles of language learning and teaching. Topics to be covered in this course include: the comparison and contrast of first and second language acquisition, appreciation of individual differences in second language learning, and learners' inter-language and the pragmatic functions of language. Includes a 20 clock-hour practicum in a school setting with bilingual or multilingual students.

ESL 604 — Assessment of the Bilingual Student. 3 hours.

Focuses on a research-based and practical approach to the foundations and characteristics of language assessment. Topics covered include evaluation and structure of assessments; analysis of formal and informal assessments; creation of language assessment instruments for various purposes; using appropriate technology for assessment; and using assessment results for the improvement of teaching. Includes a 20 clock-hour practicum in a school setting with bilingual or multilingual students.

ESL 605 — Methods and Materials for Teaching ESL. 3 hours.

An overview of different methods and techniques used in the teaching of ESL K-12 students. The ESL candidate will develop an understanding of the principles of materials development and the application of their practical use. The candidate will also learn the skills necessary to prepare materials for students in the new language learning environment. Includes a 20 clock-hour practicum in a school setting with bilingual or multilingual students.

ESL 606 — Cross-Cultural Studies for Teaching Limited-English Proficient Students. 3 hours.

Focuses on the study of cultural differences and how they affect communication, both in the ESL classroom and in the speech community. The candidate will gain a greater understanding of the relationship between language and culture. He/she will also learn various methods of incorporating culture into the ESL classroom. Includes a 20 clock-hour practicum in a school setting with bilingual or multilingual students.

ESL 607 — Contemporary Issues in Educating English Language Learners. 3 hours.

The candidate will engage in a socio-cultural and educational examination of learning achievement issues that culturally and linguistically diverse students face in American school communities. The candidate will also examine techniques and strategies to promote collaboration with colleagues and administrators to provide support and a learning environment that embraces differences built upon commonalities. Topics include family literacy, parent communication, models of co-teaching for ESL classrooms, and leadership roles in ESL education. Includes a 20 clock-hour practicum in a school setting with bilingual or multilingual students.

Fine Arts

FIN 105 — Fine Arts. 3 hours.

The topics covered include an examination of the elements and principles of art, study of the major periods of art and architecture, from the Egyptians to the present, and a survey of music and its development from medieval times to the present.

General Studies

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.

Geology

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.

History

HIS 210 — Western Civilization. 3 hours.

The course will survey the major themes of Western civilization and the contributions made by successive constituent civilizations beginning with the Greeks, Romans, and Jews. The course is designed to provide every student with a basic working knowledge of the major themes, trends, and figures in Western civilization.

HIS 379 — Latin American History and Politics. 3 hours.

An overview of Latin American history, politics, economics, and culture. Major epochs and achievements of Latin American history are explored,

along with Latin reaction to specific regions and countries that are engaging the global spread of democracy. Students will become acquainted with some of the dominant aspects of Latin culture.

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.

Human Resource Management

HRM 447 — Staffing, Selection and Placement. 3 hours.

Examines essential practices and functions of staff selection and placement, including determination of staffing needs, external and internal recruitment, and selection processes. Other topics include the responsibilities of complying with labor laws and regulations related to hiring, and ensuring that selection processes are appropriate to support the organization's long-term strategic plans.

HRM 452 — Employee and Labor Relations. 3 hours.

An overview of laws and regulations pertaining to employee relations, discipline processes, grievance/dispute resolution, and discharge. Students also learn the correct procedures for responding to charges of discrimination and wrongful discharge.

HRM 461 — Salary and Benefits Administration. 3 hours.

Discussion of organizational approaches to compensation programs that assist in attracting, retaining, and motivating employees. Topics include compensation plan objectives, links between performance and pay, legal requirements and constraints on pay programs, and the relationship among finances, communication, and administration. The focus of this course is on developing a compensation plan that will aid an organization in attaining its goals.

HRM 465 — Employee Development. 3 hours.

Focuses on the philosophy of and critical organizational practices for building and sustaining an organizational culture supportive of a learning environment. Students will explore needs analysis, instructional design, strategic training, evaluation methods, educational technologies, and career management issues. The role of human resources in improving worker performances and developing the workforce to meet the organization's goals is emphasized.

Library Information

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

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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.

Mathematics

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.

Nursing

NRS 102 — Nursing Informatics. 0 hours.

Provides an opportunity to develop the skills necessary for participating in online classes via the Blackboard format.

NRS 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.

NRS 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.

NRS 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.

NRS 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.

NRS 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.

NRS 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.

NRS 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.

NRS 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.

NRS 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.

NRS 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.

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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 NRSG 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.

Organizational Leadership

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.

Pastoral Leadership

PAST 600 — Theology and Ministry. 3 hours.

The purpose of this course is to understand the significance of theologically formed patterns of ministry and pastoral leadership, and to develop theologically reflected models for ministry. Special attention will be given to the issues of ecclesiology as they relate to theological leadership.

PAST 610 — Christian Leadership. 3 hours.

A focused learning conversation among friends exploring the spiritual foundations, the primary influences, the relational context, current literature and authorities of the theory of leadership, and the priority principles and best practices of effective Christlike leadership. Class members will apply this holistic view of leadership to the context of ministry in which they currently serve or may serve in the future.

PAST 620 — Life Management and Personal Renewal. 3 hours.

Explores the significance of spiritual development and personal renewal in the life of a leader, with attention to practice and implementation as well as strategies for modeling and teaching healthy patterns as leaders.

PAST 630 — Pastoral Leader as Prophet. 3 hours.

Explores the central content of the Christian message, especially as a theological vision of soteriology/holiness and the role of the pastoral leader as the primary theologian for a local congregation.

PAST 640 — Preaching and Worship as Pastoral Leadership. 3 hours.

Consideration of the critical roles of the pastoral leader as primary preacher and worship leader. Attention will focus on the critical interaction between theology in practice and confession and how it is formed in practices of worship.

PAST 650 — The Teaching Church. 3 hours.

A comprehensive approach to developing the local church as a teaching community. Attention will focus on assessment and planning of effective and wholistic teaching processes.

PAST 660 — Pastoral Leader as Priest. 3 hours.

Examines the critical role of the pastoral leader in defining the shape, or patterns, of the Christian life. This includes consideration of the proper biblical understanding of the Christian life, the Pastor as model/mentor, and the church as a community of formation.

PAST 670 — The Church as a Community of Formation. 3 hours.

Explores the dynamics of the church as a community which forms by the patterns and practices it cultivates and encourages. Attention is given to identifying the characteristics of Christian life and character that can and should be encouraged and formed by the life of the community.

PAST 680 — The Church in the World. 3 hours.

Focus on the intersection of the church (as a Kingdom community) and the world. Examination of the competing value systems and formation of an approach to developing a church that effects transformation in its community and world.

PAST 690 — Pastoral Leader as King. 3 hours.

This course will consider the role of the pastoral leader as an organizational leader. Attention will be given to Kingdom values which should be embodied in the organizational structures of the local church and development of an approach to effecting those values in the local church.

PAST 700 — Visionary Leadership. 3 hours.

The task of pastoral leadership to effectively communicate and perpetuate a vision of Kingdom community is the focus. Study includes identification of core values and definition of mission, as well as strategies for effectively casting vision for a local church.

PAST 710 — Development of a Ministry Plan. 3 hours.

An application project integrating the coursework and ideas of the program of study into a specific and comprehensive plan for congregational leadership and development.

Physical Education

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.

Practical Ministries

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 424 — Cross-Cultural Ministry. 3 hours.

Explores the fundamentals of intercultural communication and implications for social interactions. The course will cover a variety of topics, emphasize self-reflection, and engage participants in experiences designed to develop competencies for leadership in multicultural settings.

PRM 432 — Chaplaincy for Crisis Response. 3 hours.

Providing effective chaplaincy ministry to individuals, families, and communities following critical incidents and in times of crisis requires special training, skills, and understanding of the unique role of the chaplain. This course builds on the basic crisis intervention principles taught in the required prerequisite courses and prepares participants to provide chaplaincy services in a variety of settings with diverse population groups. The focus is on strategic chaplaincy intervention for the immediate post-incident response, along with long-term assistance in connecting survivors with critical support systems throughout the journey of recovery.

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 624 — Cross-Cultural Ministry. 3 hours.

Explores the fundamentals of intercultural communication and implications for social interactions. The course will cover a variety of topics, emphasize self-reflection, and engage participants in experiences designed to develop competencies for leadership in multicultural settings.

PRM 632 — Chaplaincy for Crisis Response. 3 hours.

Providing effective chaplaincy ministry to individuals, families, and communities following critical incidents and in times of crisis requires special training, skills, and understanding of the unique role of the chaplain. This course builds on the basic crisis intervention principles taught in the required prerequisite courses and prepares participants to provide chaplaincy services in a variety of settings with diverse population groups. The focus is on strategic chaplaincy intervention for the immediate post-incident response, along with long-term assistance in connecting survivors with critical support systems throughout the journey of recovery.

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.

Psychology

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

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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)

Theology

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 621— Early Christian Theology. 3 hours.

The Church Fathers are often cited in modern theological writing, but they are often poorly understood. This course will examine the thought of prominent Christian authors through the first five centuries of the Christian church. Special attention will be given to the issues of creation, the Trinity, Christology, salvation, and ecclesiology. This course will feature an active engagement with and critical assessment of the primary texts.

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 626— The Early Councils and Their Creeds. 3 hours.

The early Christian creeds and the first seven ecumenical councils played an important role in the historical development of Christian theology. This course will critically examine the key political and theological issues at stake during each council. The course will also pay significant attention to the ramifications and acceptance of each council and creed. Special attention will also be paid smaller regional councils, as well as primary text research.

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 655 — Topics in Youth Ministry. 3 hours.

In order to expose students to some of the core issues facing youth ministry today, this course explores the variety of ways that youth ministry is finding expression in the contemporary climate, as well as discussing the theological implications of each. The topics discussed will include a look at redefining youth leadership; what it means to tend to the souls of students, while at the same time tending to one's own personal soul care; what the church expectations on youth ministry are and how that matches with Biblical expectations of the minister; a redefinition of local church programming; and what practices can and should be shaping the youth pastor and youth ministry.

YMIN 659 — Issues in Youth Ministry. 3 hours.

Examination of specific issues in youth ministry or ministry competencies. May be repeated with a different subtitle.

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 Family Ministry, Pastoral Ministry, and 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

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Brookfield, Wisconsin

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Sellersburg, Indiana

KEITH PEACHEY
Galesburg, Illinois

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MARK QUANSTROM
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JILL RICE
Traverse City, Michigan

MYRA RICHARDSON
Byron Center, Michigan

JUDI ROARICK
Glenarm, Illinois

PHILIP C. ROGERS
Middletown, Indiana

KAREN SCOTT
Lafayette, Indiana

JOHN SEAMAN
Grand Ledge, Michigan

CHERYL SEYMOUR
Bourbonnais, Illinois

CHERYL SHERWOOD
Pekin, Illinois

JOHN SHERWOOD
Pekin, Illinois

WILLIAM SHOTTS
Pleasant Hill, 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

HOWARD D. WALKER
Avon, Indiana

BRIAN WILSON
Bourbonnais, Illinois

DANIEL WINE
White Lake, Michigan

LEE WOOLERY
Valparaiso, Indiana

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Beverly Hills, Michigan

DARRELL WINEINGER
Jasper, Indiana

University Administrative Officers

JOHN C. BOWLING (1991)

President

B.A., 1971, Olivet Nazarene University

M.A., 1972, Olivet Nazarene University

M.R.E., 1973, Southwestern Baptist Theological Seminary

Ed.D., 1978, Southwestern Baptist Theological Seminary

D.Min., 1988, Southern Methodist University

Postdoctoral Study, 1990, Harvard University

DOUGLAS E. PERRY (1975)

Vice President for Finance

B.A., 1968, Olivet Nazarene University

M.B.A., 1986, University of Illinois

Certified Public Accountant

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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)

Vice President for Graduate and Continuing Education

B.S., 1999, Olivet Nazarene University

M.B.A., 2003, Olivet Nazarene University

Certified Public Accountant

Doctoral Study, Nova Southeastern University

Administrative Faculty

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

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

MARK HOLCOMB (2004)

University Chaplain

B.A., 1981, Olivet Nazarene University

M.R.E., 1985, Nazarene Theological Seminary

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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

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

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 B.A., 1968, California State University
 M.L.S., 1974, University of Oregon
 M.F.A., 1994, Columbia College

JASMINE CIESZYNSKI (2003)
Associate 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

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*
 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*
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 Paul Dillinger, *Nursing*
 Scott Dombrowski, *Art*
 Susan Draine, *Nursing*
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 Larry Ferren, *Chemistry*
 Leo Finkenbinder, *Biology*
 Carl Fletcher, *Communication*
 Roxanne Forgrave, *Education*
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 Heather Gibbs, *Family/Consumer Sciences*
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 Pamela Greenlee, *Library*
 Linda Greenstreet, *Nursing*
 Tiffany Greer, *Nursing*
 William Greiner, *Art*
 Rachel Guimond, *Social Work*

Faculty Members

This alphabetical listing of members of the faculty gives reference to the department in which they teach, where a more complete listing of their positions and degrees is shown.

Brian Allen, *Institutional Advancement*
 Lynda Allen, *Business*
 Robert Allen, *Engineering*
 Michelle Anders, *Education, Graduate/Continuing Studies*
 Gerald Anderson, *Music*
 Mary Anderson, *Career Services*
 Catherine Anstrom, *Family/Consumer Science*
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 Scott Armstrong, *Exercise/Sports Science*
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 Jonathan Bartling, *Education, Graduate/Continuing Studies*
 Rebecca Belcher, *English*
 Jeffery Bell, *Music*
 Mark Bishop, *Communication*

Directory of Personnel

Willa Harper, <i>Chemistry</i>	Aggie Posthumus, <i>Biology</i>
Dale Hathaway, <i>Mathematics</i>	Michael Pyle, <i>Biology</i>
Craigton 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>	Jason Robertson, <i>Christian Ministry</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>	Priscilla Skalac, <i>Physical Science</i>
Karen Knudson, <i>English</i>	Dale Smith, <i>Psychology</i>
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Emily Lamb-Normand, <i>Communication</i>	Sara Spruce, <i>Education</i>
Barry Lee, <i>Social Work</i>	Thalyta Swanepoel, <i>Communication</i>
Don Lee, <i>Exercise/Sports Science</i>	Rebecca Taylor, <i>Psychology, Graduate/Continuing Studies</i>
Pamela Lee, <i>Nursing</i>	Gary Thomas, <i>Art</i>
Carl Leth, <i>Theology and Christian Ministry</i>	Aaron Thompson, <i>Exercise/Sports Science</i>
Gregory Long, <i>Biology</i>	Houston Thompson, <i>Social Work</i>
Stephen Lowe, <i>History</i>	Vicki Trylong, <i>Modern Languages</i>
Kevin Lowery, <i>Theology</i>	Rosalie Tuttle, <i>Nursing</i>
Jay Martinson, <i>Communication</i>	Stan Tuttle, <i>Education</i>
Michael McDowell, <i>Exercise/Sports Science</i>	James Upchurch, <i>Education</i>
Janna McLean, <i>Biology, Arts and Sciences</i>	Larry D. Vail, <i>Computer Science</i>
Neal McMullian, <i>Music</i>	David Vance, <i>Business</i>
Kevin Mellish, <i>Biblical Literature</i>	David Van Heemst, <i>Political Science</i>
Timothy Mercer, <i>Theology</i>	Kristian Veit, <i>Psychology</i>
Bethany Mills, <i>Counseling Services</i>	Walter W. Webb, <i>Student Development</i>
Frank Moore, <i>Theology</i>	Nicole Wessman, <i>Mathematics</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>	Jeffrey Williamson, <i>Graduate and Continuing Studies</i>
Larry Murphy, <i>Biblical Literature</i>	David Wine, <i>Christian Education</i>
Timothy Nelson, <i>Music</i>	Susan Wolff, <i>Admissions</i>
Ivor Newsham, <i>Physics/Engineering, Professional Studies</i>	Neal Woodruff, <i>Music</i>
Gary Newsome, <i>Exercise/Sports Science</i>	Brian Woodworth, <i>Criminal Justice</i>
Patricia Nielsen, <i>Nursing</i>	Ovid Young, <i>Music</i>
Kent Olney, <i>Sociology</i>	
Dale Oswalt, <i>Education</i>	
Elizabeth Patrick-Trippel, <i>Communication</i>	
Noel Peaslee, <i>Military Science</i>	
Charles Perabeau, <i>Sociology</i>	
Douglas E. Perry, <i>Finance</i>	
Douglas Porter, <i>Exercise/Sports Science</i>	

Directory of Personnel

Faculty Emeriti

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Provost and Vice President for Academic Affairs Emeritus, Professor of English Emeritus

B.A., M.S., Ph.D.

WILLIAM D. BEANEY (1961–1991)

Associate Professor of Biology Emeritus

B.S., M.S.

WILLIAM BELL (1970–2003)

Professor of Psychology Emeritus

B.A., M.A., Ph.D.

ROBERT BRANSON (1992–2008)

Professor of Biblical Literature Emeritus

A.B., B.D., Th.M., Ph.D.

HARVEY A. COLLINS (1953–1991)

Associate Professor of Art Emeritus

B.F.A., M.F.A.

WILLIAM W. DEAN (1972–1990)

Professor of Theology Emeritus

B.A., M.Div., Ph.D.

D. GEORGE DUNBAR (1969–1999)

Professor of Music Emeritus

B.S., M.Mus., D.M.A.

C. WILLIAM ELLWANGER (1977–1995)

Professor of Religion Emeritus

Th.B., B.D., D.Miss.

WILLIAM FOOTE (1968–1995)

Associate Professor of English Emeritus

B.A., B.D., M.A.

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B.S.N., M.S.

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NORMA WOOD (1995–2005)

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RYAN SPITTAL (2004)

Vice President for Graduate and Continuing Education

B.S., 1999, Olivet Nazarene University

M.B.A., 2003, Olivet Nazarene University

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Doctoral Study, Nova Southeastern University

JEFFREY WILLIAMSON (2010)

Dean, School of Graduate and Continuing Studies

B.A., 1984, Olivet Nazarene University

M.A., 1987, Ball State University

Ed.D., 2002, University of Sarasota

Post-Doctoral Study, 2009, The Ohio State University

JOAN DEAN (2000)

Chaplain, School of Graduate and Continuing Studies

B.A., 1970, Vennard College

M.R.E., 1975, Western Evangelical Seminary

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M.A., 2005, Olivet Nazarene University

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Director of Business Operations

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B.A., 1974, University of Illinois

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M.A., 1988, Governors State University

Ed.D., 2000, Loyola University

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Director of Enrollment and Marketing

B.S., 1978, Rutgers University

M.S., 1995, Philadelphia Biblical University

M.A., 1997, Trinity Western Seminary

Program Directors/Coordinators

SUSAN DRAINE (1983)

Director of Programs in Nursing

B.S., 1976, Olivet Nazarene University

M.S.N., 1983, University of Alabama

M.B.A., 1990, Olivet Nazarene University

Ed.D., 2009, Nova Southeastern University

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B.A., 1970, Asbury College

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Ph.D., 1985, University of Iowa

LEON BLANCHETTE (2003)

Coordinator, Master of Arts: Family Ministry

B.A., 1992, Trevecca Nazarene University

M.A., 1995, Trevecca Nazarene University

Ed.D., 2008, Southern Baptist Theological Seminary

CARL LETH (2003)

Dean, School of Theology and Christian Ministry

B.A., 1976, University of Kansas

M.Div., 1981, Nazarene Theological Seminary

Th. M., 1984, Duke Divinity School

Ph.D., 1992, Duke University

MARK HOLCOMB (2004)

Coordinator, Master of Arts: Youth Ministry

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M.R.E., 1985, Nazarene Theological Seminary

REBECCA C. TAYLOR, (2004)

Director of Graduate Programs in Psychology

BA, 1988, Olivet Nazarene University

MAPC, 1998, Olivet Nazarene University

Ph.D., 2007, Capella University

MICHELLE ANDERS (2006)

Director of Graduate Programs, School of Education

B.A., 1973, Western Illinois University

M.L.I.R., 1981, Michigan State University

Ed.D., 1995, National-Louis University

MATT C. DWYER, (2007)

Director of Programs in Business

B.A., 1998, Governors State University

M.B.A., 2004, Olivet Nazarene University

ROXANNE FORGRAVE (2007)

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

Ed.D., 2010, Argosy 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)

	2005	2006	2007	2008	2009
Associate of Applied Science	0	0	0	0	1
Associate of Arts	39	65	86	35	39
Bachelor of Arts	184	80	71	74	97
Bachelor of Business Administration	15	26	22	39	59
Bachelor of Science	204	341	323	386	346
Bachelor of Science in Nursing	33	67	90	98	118
Bachelor of Social Work	7	17	17	29	26
Bachelor of Applied Science	12	10	2	2	1
Master of Arts	15	9	18	24	33
Master of Arts in Education	307	354	210	383	245
Master of Church Management	6	13	2	0	0
Master of Business Administration	90	40	51	34	43
Master of Education	373	417	270	241	213
Master of Science in Nursing	2	5	8	1	36
Master of Pastoral Counseling	6	0	0	0	0
Master of Practical Ministry	0	0	1	0	0
Master of Arts in Teaching	50	41	43	32	39
Master of of Organizational Leadership	0	0	16	13	7
	1,343	1,485	1,230	1,391	1,303

Fall Enrollment Statistics

	2005	2006	2007	2008	2009
College Level					
Freshmen	820	936	929	776	926
Sophomores	552	504	571	564	465
Juniors	466	522	495	544	554
Seniors	541	502	594	557	653
Other Undergraduates	23	23	31	41	38
Adult Studies, Undergraduate	500	498	584	563	551
Graduate	1,583	1,510	1,448	1,494	1,495
Total Enrolled	4,485	4,495	4,652	4,539	4,682
Equivalent full-time students	3,354	3,432	3,627	3,487	3,674

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%
2003	578	252 = 44%	306 = 53%	308 = 53%
2004	699	338 = 48%	402 = 58%	
2005	669	294 = 44%		

For Your Information Needs...

The postal address of Olivet Nazarene University is One University Avenue, Bourbonnais, Illinois 60914-2345. Mail to administrators, offices, faculty, and students may be sent to this address.

The University is located in the Village of Bourbonnais, 50 minutes south of Chicago's Loop. The campus is one-and-a-half miles southwest of Exit 315 on Interstate 57.

The telephone number of the University switchboard is **(815) 939-5011 or 1-800-648-1463**. Through the Centrex system, our operator will redirect calls for any office. Calls may also be dialed directly to offices by using the numbers listed below. Administration offices are in Burke Administration Building or as noted below.

Olivet Nazarene University may be found on the World Wide Web at www.olivet.edu.

Inquiries to the University may be directed to the following:

President 939-5221

General interests of the University

Vice President for Academic Affairs, 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	2010-2011	2011-2012	2012-2013
Orientation for Freshman/Transfers	August 28	August 27	August 25
Registration Days	August 30-31	August 29-30	August 27-28
Wednesday, 7:30 a.m., classes begin	September 1	August 31	August 29
Fall Revival	September 19-22	September 18-21	September 16-19
Final Day to drop Block I courses	September 24	September 23	September 21
Fall Break	October 11-12	October 10-11	October 8-9
Mid-Semester (Block II courses begin)	October 27	October 26	October 24
Homecoming	October 29-31	November 4-6	TBA
Final day to drop semester-length courses	November 12	November 11	November 9
Final day to drop Block II courses	November 17	November 16	November 14
Thanksgiving Holiday	November 24-28	November 23-27	November 21-25
Classes Resume at 7:30 a.m.	November 29	November 28	November 26
Final Examinations	December 15-17	December 14-16	December 12-14
Spring Semester			
Registration Day / New Student Orientation	January 10	January 9	January 7
Tuesday, 7:30 a.m. classes begin	January 11	January 10	January 8
Final day to drop Block III courses	February 4	February 3	February 1
Winter Revival	Jan. 30 - Feb. 2	TBA	TBA
Winter Break	February 11	February 10	February 8
Spring Break	March 5-13	March 3-11	March 2-10
Block IV begins	March 14	March 12	March 11
Final day to drop semester-length courses	April 1	March 30	March 28
Final day to drop Block IV courses	April 8	April 6	April 5
Easter Break	April 22-25	April 6-9	March 29-April 1
Monday only classes will meet	April 25	April 9	April 1
Final examinations	May 2-5	April 30-May 3	April 29-May 2
Friday, Baccalaureate Service	May 6	May 4	May 3
Saturday, 9:30 a.m. Commencement	May 7	May 5	May 4

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