Greetings

Greetings from the President

Realizing the importance of quality education in a distinctly Christian environment, the Church of the Nazarene established Mount Vernon Nazarene College in 1968 to serve eastern Kentucky, West Virginia and Ohio – the East Central Educational Region. The College has grown from its pioneer days of less than 200 students and approximately 200 acres to more than 2,200 students and 401 acres in 2002.

The past 35 years have evidenced parallel growth in the quality and extent of curricular, co-curricular, and spiritual life opportunities available to students. Reflecting its commitment to broaden and strengthen its educational mission, the Board of Trustees voted to become Mount Vernon Nazarene University, effective August 1, 2002.

During the twenty-first century, we strengthen our commitment to the goal set forth in the University motto “To seek to learn is to seek to serve.” Responding to the challenges of contemporary society, Mount Vernon Nazarene University’s primary function is not to grant degrees; it is to prepare citizens for a lifestyle of service. The ethic of service must be reinforced by knowledge gained through the liberal arts and professional education, and guided by the highest Christian values.

My prayer is to see Mount Vernon Nazarene University alumni distinguished as leaders who give themselves to help others – Christ-like leaders who make a difference in the twenty-first century. To this end, I am committed.

Sincerely,

E. LeBron Fairbanks
Memberships

- Accredited by the Higher Learning Commission and a member of the North Central Association, telephone (800) 621-7440 or (312) 263-0456, FAX (312) 263-7462 or www.ncahigherlearningcommission.org
- All academic programs submitted to the State of Ohio, Board of Regents, for review and approval
- Approved liberal arts and professions oriented university for the East Central Educational Region of the Church of the Nazarene
- Member of the America MidEast Athletic Conference
- Member of the Association of Governing Boards
- Member of the Association of Independent Colleges and Universities of Ohio
- Member of the Council for Christian Colleges and Universities
- Member of the Council for Higher Education Accreditation
- Member of the Council of Independent Colleges
- Member of the National Association of Independent Colleges and Universities
- Member of the National Association of Intercollegiate Athletics
- Member of the National Christian College Athletic Association
- Member of the North Central Associate of Colleges and Schools
- Member of the Ohio Foundation of Independent Colleges
- Teacher education programs approved by the State of Ohio Department of Education
- Social work program in candidacy status with the Council on Social Work Education
Dr. Rhoda Sommers, Associate Professor of Education and chair of the Education Department, dialogs with her students during a class session.
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  Graphic Design, History, Journalism, Music Ensembles,
  Music History and Theory, Music Methods and
  Applications, Music Special Studies, Spanish

School of Business ..................................................... 103

- Applied Business Technology, Accounting, Business
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  Business, Management, Marketing, Master of Science
  in Management

School of Education and Professional Studies ............. 119

- Early Childhood Education, Family and Consumer
  Sciences, Master of Arts in Education Middle
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School of Natural and Social Sciences ....................... 157

- Biology, Chemistry, Computer Science, Criminal
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- Biblical Languages, Biblical Literature, Certificate of
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Dr. David Wilkes, Professor of English and Dean of the School of Arts and Humanities, utilizes resources from the Internet as a classroom instructional strategy.
Academic Calendar

Mount Vernon Nazarene University uses an early semester with interim academic calendar, often termed a 4-1-4 calendar. The fall and spring semesters have 65 days of class and four days of final examinations. Most class periods are 60 or 90 minutes in duration. The January interim covers three and a half weeks, 18 days of class. A long weekend occurs at the fall midterm. Christmas break is 24 days. A 9-day spring break occurs at midterm.

Most courses are offered for a full semester. A few courses are offered within a half semester during the fall or spring.

The January interim is often devoted to a single course. A variety of courses that involve travel off campus are offered in the January interim.

The important academic dates and deadlines for 2004-2007 follow below. Each year the Student Development Office publishes an activity calendar with special athletic, cultural, religious and student government activities. Activity calendar information is available on the University’s website.

Academic Calendar for 2004-2005

Fall Semester 2004

<table>
<thead>
<tr>
<th>August 2004</th>
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<td></td>
<td>23-26 Faculty Institute</td>
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<tr>
<td>30 31</td>
<td>27 Faculty Development Activities</td>
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<td>30-31 Registration</td>
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<thead>
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<th>September 2004</th>
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<tr>
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<td>10 Last Day to Add Full Term Course</td>
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<td>21 Statistics Day</td>
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<td></td>
<td>29 Last Day to Drop First Half Term Course</td>
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<table>
<thead>
<tr>
<th>October 2004</th>
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<td></td>
<td>Midterm Break (Thursday, 14, 9:30 p.m. to Monday, 18, 8:00 a.m.)</td>
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<tr>
<td></td>
<td>21 Last Day to Add Second Half Term Course</td>
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<td></td>
<td>25 Last Day to Drop Full Session Course</td>
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</table>
# Academic Calendar

## November 2004

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</table>

- 16 Last Day to Drop Second Half Term
- Thanksgiving Break (Wednesday, 24, 1:40 p.m. to Monday, 29, 8:00 a.m.)
- Offices are closed from Wednesday, 24, 4:30 p.m. to Monday, 29, 8:00 a.m.
- 29 Term Work Due

## December 2004

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- 6 Reading Day
- 6-10 Final Examinations
- 11 Commencement (tentative)
- 14 Final Grades Due in Registration Office (4:00 p.m.)
- Offices are closed for Christmas from Thursday, 23, 4:30 p.m. to Monday, January 3, 8:00 a.m.

## January Interim 2005

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- 3 Offices Open
- 4 Classes Begin
- 7 Last Day to Add January Term Course
- 12 Statistics Day
- 14 Last Day to Drop January Term Course
- 27 Final Examinations

## Spring Semester 2005

### February 2005

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- 1 Final Grades Due in Registration Office (4:00 p.m.)
- 1 Registration
- 2 Classes Begin
- 7 Last Day to Add First Half Term Course
- 11 Last Day to Add Full Term Course
- 16 Student Assessment Day/Faculty Development (8:00 a.m. to 12:00 noon, classes resume at 12:40 p.m.)
- 22 Statistics Day

### March 2005

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- 2 Last Day to Drop First Half Term Course
- 4 Last Day to Declare Intent to Graduate
- Midterm and Easter Break (Thursday, 17, 9:30 p.m. to Monday, 28, 6:30 p.m.)
- 25 Offices are closed on Good Friday.
- 28 Last Day to Add Second Half Term Course

### April 2005

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- 4 Last Day to Drop Full Term Course
- 19 Last Day to Drop Second Half Term
Academic Calendar

May 2005

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

5 Blue-Green Day (classes dismiss at 12:30 p.m., campus work begins at 1:30 p.m., no evening classes in the traditional undergraduate program)

9 Term Work Due

16-19 Final Examinations

20 Baccalaureate (7:30 p.m.)

21 Commencement (10:00 a.m. and 2:30 p.m.)

24 Final Grades Due in Registration Office (4:00 p.m.)

30 Offices are closed on Memorial Day.

Summer Session 2005

June 2005

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

5/31-7/8 Summer School

5/31-6/17 First Mini-term

1 Last Day to Add First Mini-term Course

3 Last Day to Add Full Session Course

6/6-10 Certificate of Ministry Preparation Summer Session

9 Last Day to Drop First Mini-term Course

6/13-7/1 First Graduate Mini-term

21 Last Day to Add Second Mini-term Course

22 Last Day to Drop Full Session Course

6/27-7/15 Second Mini-term

28 Last Day to Drop Second Mini-term Course

July 2005

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

4 Offices are closed on Independence Day.

7/5-22 Second Graduate Mini-term

12 Final Grades Due in Registration Office (4:00 p.m.)

Fall Semester 2005

August 2005

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

22 New Faculty Orientation

23 School and Department Planning Day

24-25 Faculty Institute

26 Faculty Development Activities

29-30 Registration

31 Classes Begin

September 2005

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

5 Last Day to Add First Half Term Course

9 Last Day to Add Full Term Course

20 Statistics Day

27 Last Day to Drop First Half Term Course
# Academic Calendar

## October 2005

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
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<td>Midterm Break (Thursday, 13, 9:30 p.m. to Monday, 17, 8:00 a.m.)</td>
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<tr>
<td>2</td>
<td>20 Last Day to Add Second Half Term Course</td>
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<tr>
<td>3</td>
<td>24 Last Day to Drop Full Session Course</td>
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## November 2005

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<tr>
<th>Date</th>
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<tbody>
<tr>
<td>1</td>
<td>15 Last Day to Drop Second Half Term</td>
</tr>
<tr>
<td>2</td>
<td>Thanksgiving Break (Wed., 23, 1:40 p.m. - Mon., 28, 8:00 a.m.)</td>
</tr>
<tr>
<td>3</td>
<td>Offices are closed from Wednesday, 23, 4:30 p.m. to Monday, 28, 8:00 a.m.</td>
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<tr>
<td>4</td>
<td>28 Term Work Due</td>
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## December 2005

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1</td>
<td>5 Reading Day</td>
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<td>2</td>
<td>5-9 Final Examinations</td>
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<tr>
<td>3</td>
<td>10 Commencement (tentative)</td>
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<tr>
<td>4</td>
<td>13 Final Grades Due in Registration Office (4:00 p.m.)</td>
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<tr>
<td>5</td>
<td>Offices are closed for Christmas from Friday, 23, 4:30 p.m. to Monday, January 2, 8:00 a.m.</td>
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## January Interim 2006

<table>
<thead>
<tr>
<th>Date</th>
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<tbody>
<tr>
<td>1</td>
<td>2 Offices Closed</td>
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<tr>
<td>2</td>
<td>3 Classes Begin</td>
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<tr>
<td>3</td>
<td>5 Last Day to Add January Term Course</td>
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<td>4</td>
<td>11 Statistics Day</td>
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<td>5</td>
<td>13 Last Day to Drop January Term Course</td>
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<td>6</td>
<td>26 Final Examinations</td>
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<td>31 Registration</td>
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## Spring Semester 2006

### February 2006

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<tr>
<td>2</td>
<td>6 Last Day to Add First Half Term Course</td>
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<tr>
<td>3</td>
<td>10 Last Day to Add Full Term Course</td>
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<tr>
<td>4</td>
<td>15 Student Assessment Day/Faculty Development (8:00 a.m. to 12:00 noon, classes resume at 12:40 p.m.)</td>
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<td>21 Statistics Day</td>
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### March 2006

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<tr>
<td>1</td>
<td>1 Last Day to Drop First Half Term Course</td>
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<tr>
<td>2</td>
<td>3 Last Day to Declare Intent to Graduate</td>
</tr>
<tr>
<td>3</td>
<td>Midterm (Friday, 17, 5:10 p.m. to Monday, 27, 8:00 a.m.)</td>
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<td>4</td>
<td>30 Last Day to Add Second Half Term Course</td>
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## April 2006

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |

1. **4 Last Day to Drop Full Term Course**
2. **Easter Break (Thursday, 13, 9:30 p.m. to Monday, 17, 6:30 p.m.)**
3. **14 Offices are closed on Good Friday**
4. **18 Last Day to Drop Second Half Term**

## May 2006

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |

1. **4 Blue-Green Day (classes dismiss at 12:30 p.m., campus work begins at 1:30 p.m., no evening classes in the traditional undergraduate program)**
2. **8 Term Work Due**
3. **15-18 Final Examinations**
4. **19 Baccalaureate (7:30 p.m.)**
5. **20 Commencement (10:00 a.m. and 2:30 p.m.)**
6. **23 Final Grades Due in Registration Office (4:00 p.m.)**
7. **29 Offices are closed on Memorial Day.**

## Summer Session 2006

### June 2006

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |

1. **5/30-7/7 Summer School**
2. **5/30-6/16 First Mini-term**
3. **5/31 Last Day to Add First Mini-term Course**
4. **2 Last Day to Add Full Session Course**
5. **6/5-9 Certificate of Ministry Preparation Summer Session**
6. **8 Last Day to Drop First Mini-term Course**
7. **6/12-30 First Graduate Mini-term**
8. **20 Last Day to Add Second Mini-term Course**
9. **21 Last Day to Drop Full Session Course**
10. **6/26-7/14 Second Mini-term**
11. **27 Last Day to Drop Second Mini-term Course**

### July 2006

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |

1. **4 Offices are closed on Independence Day**
2. **7/3-21 Second Graduate Mini-term**
3. **11 Final Grades Due in Registration Office**

## Academic Calendar for 2006-2007

### Fall Semester 2006

### August 2006

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |

1. **28 New Faculty Orientation**
2. **29 School and Department Planning Day**
3. **30-31 Faculty Institute**
# Academic Calendar

## September 2006

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<th>Date</th>
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<td>1</td>
<td>1 Faculty Development Activities</td>
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<td>4-5 Registration</td>
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<td>4 5 Registration</td>
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<td>8 Classes Begin</td>
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<td>2 Last Day to Add First Half Term Course</td>
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<td>15</td>
<td>5 Last Day to Add Full Term Course</td>
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<td>30</td>
<td>26 Statistics Day</td>
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## October 2006

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<thead>
<tr>
<th>Date</th>
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<tbody>
<tr>
<td>2</td>
<td>1 Last Day to Drop First Half Term Course</td>
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<td>7</td>
<td>Midterm Break (Thurs., 19, 9:30 p.m. - Mon., 23, 8:00 a.m.)</td>
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<td>26</td>
<td>26 Last Day to Add Second Half Term Course</td>
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<td>30 Last Day to Drop Full Session Course</td>
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## November 2006

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<tr>
<td>11</td>
<td>21 Last Day to Drop Second Half Term</td>
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<tr>
<td>19</td>
<td>Thanksgiving Break (Wed., 22, 1:40 p.m. - Mon., 27, 8:00 a.m.)</td>
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<tr>
<td>26</td>
<td>Offices Closed Thurs. and Fri., 23-24</td>
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## December 2006

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<th>Date</th>
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<td>1</td>
<td>4 Term Work Due</td>
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<td>11 Reading Day</td>
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<td>11-15</td>
<td>Final Examinations</td>
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<tr>
<td>16</td>
<td>16 Commencement (tentative)</td>
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<td>19</td>
<td>Final Grades Due in Registration Office (4:00 p.m.)</td>
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## January Interim 2007

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<th>Date</th>
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<tr>
<td>1</td>
<td>1 Offices Closed</td>
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<td>3</td>
<td>3 Classes Begin</td>
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<td>5</td>
<td>5 Last Day to Add January Term Course</td>
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<td>11</td>
<td>11 Statistics Day</td>
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<td>12</td>
<td>12 Last Day to Drop January Term Course</td>
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<td>26</td>
<td>26 Final Examinations</td>
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<td>30</td>
<td>30 Final Grades Due in Registration Office (4:00 p.m.)</td>
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<td>30</td>
<td>30 Registration</td>
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<td>31</td>
<td>31 Classes Begin</td>
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# Academic Calendar

## Spring Semester 2007

### February 2007

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- 6 Last Day to Add First Half Term Course
- 9 Last Day to Add Full Term Course
- 14 Student Assessment Day/Faculty Development (8:00 a.m. - 12:00 noon, classes resume at 12:40 p.m.).
- 20 Statistics Day
- 28 Last Day to Drop First Half Term Course

### March 2007

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- 2 Last Day to Declare Intent to Graduate
- Midterm (Fri., 16, 5:10 p.m. - Monday, 26, 8:00 a.m.)
- 29 Last Day to Add Second Half Term Course

### April 2007

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- 3 Last Day to Drop Full Term Course
- Easter Break (Thurs., 5, 9:30 p.m. - Mon., 10, 6:30 p.m.)
- 7 Offices Closed for Good Friday
- 17 Last Day to Drop Second Half Term

### May 2007

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- 3 Blue-Green Day (classes dismiss at 12:30 p.m., no evening classes in the traditional undergraduate program)
- 7 Term Work Due
- 14-17 Final Examinations
- 18 Baccalaureate (7:30 p.m.)
- 19 Commencement (10:00 a.m. & 2:30 p.m.)
- 22 Final Grades Due in Registration Office (4:00 p.m.)
- 28 Offices Closed for Memorial Day

## Summer Session 2007

### June 2007

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- 5/29-6/6 Summer School
- 5/29-6/15 First Mini-term
- 5/30 Last Day to Add First Mini-term Course
- 1 Last Day to Add Full Session Course
- 6/4-6/8 Certificate of Ministry Preparation Summer Session
- 7 Last Day to Drop First Mini-Term Course
- 6/11-29 First Graduate Mini-term
- 19 Last Day to Add Second Mini-term Course
- 20 Last Day to Drop Full Session Course
- 6/18-7/6 Second Mini-term
- 27 Last Day to Drop Second Mini-Term Course
### Academic Calendar

#### July 2007

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- 4 Offices Closed for Independence Day
- 7/2-7/20 Second Graduate Mini-term
- 10 Final Grades Due in Registration Office (4:00 p.m.)
The University

History of the University
Denominational Relationship and Control
Mission Statement
Institutional Philosophy Statement
Goal of Liberal Arts Education
Institutional Goals
The Campus
The University

History of the University

Mount Vernon Nazarene University was founded by action of the General Assembly of the Church of the Nazarene in 1964 when the Assembly authorized the start of two new liberal arts colleges and a Bible college. The first Board of Trustees, organized in spring 1966, elected Stephen W. Nease as its first president in May 1966. In September 1966 the Trustees voted to locate the College in Mount Vernon, Ohio on the Lakeholm farm. The land was purchased with funds raised by public subscription in the Mount Vernon area and deeded to the Board of Trustees as the university site. A charter was received from the State of Ohio in December 1966. The first students, the Pioneer Class, arrived on campus October 12, 1968.

The first graduates received associate degrees in June 1970. Four succeeding two-year classes received associate degrees through May 1974. In 1972 the University was accredited as an associate degree conferring institution by the North Central Association of Colleges and Schools. Accreditation was extended in 1974 to include baccalaureate degree programs. In 1979, 1989, and 1999 the accreditation was reaffirmed. The first junior class enrolled in the academic year 1974 and the senior class was added in 1975. The first baccalaureate degree was awarded in May 1976. The graduate program began in 1991 with the first class of students in the Master of Ministry program. The first graduate students were graduated in May 1994.

The University began its degree completion program for adult learners in fall 1993. Its first graduates received the Bachelor of Business Administration degree in spring 1995. The program expanded to the Polaris campus in Columbus, OH in fall 1995, and to sites in Newark and Lima, OH in fall 2000, and to Gahanna, OH in 2003. The Master of Science in Management program was initiated in 2003, and will expand to a Cincinnati site in early 2005.

The University received a Certificate of Authorization from the Ohio Board of Regents in 1969 and was elected to membership in the Ohio College Association in 1971. In 1975 the University received accreditation of the Teacher Education Program. The Master of Arts in Education program received approval from the State of Ohio and the North Central Association of Colleges and Schools, and began in fall 1995. Its focus is curriculum and instruction. The first graduates completed the program in spring 1997.

Dr. John Allan Knight, the second president, served from August 1972 until June 1975. Dr. L. Guy Nees, the third president, served from June 1975 until November 1980. In November 1980, Dr. William J. Prince was elected as the fourth president; he served through July 1989. In July 1989, Dr. E. LeBron Fairbanks was elected as the fifth president. The transition to university status was completed in August 2002.

Denominational Relationship and Control

A coeducational university of the arts and sciences, Mount Vernon Nazarene University is the official university of the East Central Educational Region of the Church of the Nazarene. Primary responsibility for sponsorship and support of the University is charged to the Nazarene congregations in Ohio, West Virginia, and the eastern half of Kentucky, with control delegated to the Board of Trustees elected by the annual assemblies of the Central Ohio, East Kentucky, East Ohio, North Central Ohio, Northwestern Ohio, Southwestern Ohio, West Virginia North and West Virginia South districts. Many of the students come from this church constituency. However, the University is not narrowly sectarian; students of like ideals are welcome to the university community.

Mission Statement

Mount Vernon Nazarene University seeks to (1) provide a rigorous academic program that encourages scholarship, critical reflection, and problem-solving; (2) promote a distinctively Christian lifestyle within the Wesleyan evangelical tradition; and (3) offer a supportive environment that inspires students to achieve their highest potential spiritually, intellectually, socially, and physically, as they prepare for careers and for meaningful service to God and humankind wherever their vocational choices under the leadership of God take them.

This mission is fulfilled through campus experiences that personalize communication, living, and learning and is implemented through traditional and non-traditional programs leading to associate, baccalaureate, and graduate degrees.

The University’s aspiration is that academic and student life activities be integrated in a Wesleyan evangelical tradition to facilitate character, value, and cultural development to improve the quality of life. The University seeks to enable students to model the attitude expressed in its motto “To seek to learn is to seek to serve.” As students experience the educational process, the University strives to enable students to function as competent Christians, citizens, and professionals.

As an institution of the Church of the Nazarene, Mount Vernon Nazarene University stands in the Wesleyan evangelical tradition, as summarized in the “Articles of Faith” in the Manual, Church of the Nazarene. According to this “Agreed Statement of Belief,” we believe:

- In one God - the Father, Son, and Holy Spirit.
- That the Old and New Testament scriptures, given by plenary inspiration, contain all truth necessary to faith and Christian living.
The University

- That man is born with a fallen nature and is, therefore, inclined to evil, and that continually.
- That the finally impenitent are hopelessly and eternally lost.
- That the atonement through Christ is for the whole human race; and that whosoever repents and believes on the Lord Jesus Christ is justified and regenerated and saved from the dominion of sin.
- That believers are to be sanctified wholly, subsequent to regeneration, through faith in the Lord Jesus Christ.
- That the Holy Spirit bears witness to the new birth and also the entire sanctification of believers.
- That our Lord will return, the dead will be raised, and the final judgment will take place.

To these ends, the Mount Vernon Nazarene University curriculum follows a liberal arts pattern, which encompasses career preparation at the college level in selected professional and pre-professional areas of study.

The Mount Vernon Nazarene University experience is designed to provide a program, that is sufficiently flexible to meet individual needs.

Institutional Philosophy Statement

Liberal arts education at Mount Vernon Nazarene University is a holistic approach to faith and learning with a goal of enabling students to think and act like the persons they were created to be and equipping them for a career and life of service to God and mankind in the 21st century. We assert that a lifestyle of study, which we define as the pursuit of goodness, truth and beauty, is a sacred calling. We believe that education should be concerned with developing a person’s humanity as one created in the image of God.

We affirm the Wesleyan evangelical worldview as the basis for understanding this humanity both in terms of what we are and what, by God’s grace, we can and should be. We affirm our commitment to the education of the whole person – a body, mind, and spirit – through the growth of personhood that results from knowledge and skills dedicated to breadth of understanding and to depth of coverage in the disciplines. Our vision is to work redemptively to address the human predicament as evidenced, for example, in failed relationships, moral decay, loss of community, crisis in the church, degradation of imagination in popular media, stunting of creativity in the workplace, and destruction of the natural environment.

A Christian liberal arts education should prepare us to assume the rights and responsibilities of citizenship that apply to our native, global and Christian cultures. We are committed to the appreciation of enduring traditions and values as well as the exploration of the great human questions concerning the nature and meaning of humanity. Through exposure to cultural diversity, we should learn to appreciate others and their values without compromising our values and carry out evangelism without coercion. We believe that the university experience should refine interpersonal skills crucial to relationships with self, others, and God so that we may be effective change-agents in our communities.

We believe that Christian liberal arts education should result in service to the world. In short, we believe that liberal arts education provides a sound foundation for Christian living and one’s career as summarized in the University motto “To seek to learn is to seek to serve.”

Goal of Liberal Arts Education

To equip students with requisite skills and essential knowledge to be effective change-agents, citizens and stewards in the global village of the 21st century.

Institutional Goals

Mount Vernon Nazarene University holds the conviction that how the educational endeavor is accomplished is just as important as what is accomplished. In keeping with this conviction, the general institutional goals incorporate two broad categories: institutional climate and process, and student learning outcomes.

Institutional Climate and Process Goals

In achieving the climate and process goals, the University endeavors to:

- Conduct campus business and government in a manner complimentary to all involved, recognizing the dignity and worth of the individual, and in a manner genuinely responsible to campus concerns, allowing for and depending upon significant involvement of administrators, constituency, faculty, staff, students, and trustees;
- Create and maintain a campus climate that stimulates intellectual rigor, cultural and aesthetic development, and academic integrity;
- Practice and demonstrate responsible stewardship; and
- Foster a campus climate committed to the general welfare of individuals and Mount Vernon Nazarene University and to open, candid communication, mutual trust, and respect.
Student Learning Goals

Believing in the centrality of choice in the individual the University expects each student to strive to attain those goals of a liberally educated person. Specifically, the University will provide opportunities for the student to:

Cognitive Goals

- Continue to develop the ability to listen receptively, think critically, reason clearly, evaluate objectively, and communicate cogently and clearly;
- Acquire a knowledge and appreciation of the humanities, the social and natural sciences, the Bible, and other religious literature for personal enrichment and professional competency; and
- Analyze, synthesize, and integrate various types of information and structures of knowledge, including the causal relationships of events and the logical relationship of ideas.

Affective Goals

- Acquire attitudes which stimulate awareness of oneself and one’s environment enabling one to respond creatively and positively;
- Choose a discriminative set of values and communicate them without being coercive or dogmatic;
- Acquire the process of continual self-evaluation of personal values; and
- Develop a lifestyle that exemplifies aesthetic, intellectual and cultural tastes and values.

Spiritual Goals

- Experience a personal encounter and dynamic commitment to God in Christ and His way of life;
- Choose a value system eventuating in meaningful service to God and mankind;
- Develop an internal control of behavior based on Christ-centered values; and
- Grow and mature in spiritual stature and right relationships with God and humankind, evidencing Christian holiness in heart and life.

Social Goals

- Develop the social, ethical and professional skills necessary to function competently in one’s service-ministry to others;
- Continue to develop and maintain meaningful, rewarding relationships with individuals including those in the wider social context; and
- Grow with others in community: with neighbors, with fellow citizens, and with members of the Church, the body of Christ.

Physical Goals

- Acquire an awareness of the laws of health and physical development;
- Participate in a life-maintenance recreational program;
- Continue to develop self-discipline and good personal habits in stewardship of time, the environment, and the body.

Career Goals

- Develop appropriate career plans; and
- Evaluate progress in choices throughout the university experience, and make appropriate adjustments.

The Campus

Mount Vernon Nazarene University is located at 800 Martinsburg Road, Ohio State Route 586, about two miles south of the Public Square of Mount Vernon. As the county seat of Knox County in central Ohio, Mount Vernon is an attractive city of approximately 16,000, a community with a balance of industrial, residential, commercial, agricultural, cultural and spiritual interests.

The campus consists of 401 acres on the Lakeholm farm, a place well known in the surrounding area for more than a century. Adjacent to the campus to the north are the Knox County Career Center, the Mount Vernon Senior High School, and the Mount Vernon Middle School. The gently rolling fields, bordered on the rear by the Kokosing River, constitute a campus of natural beauty. The buildings are of Williamsburg colonial design blending well with the site and complementing Mount Vernon’s reputation as “Ohio’s Colonial City.”

Four residence halls afford pleasant and attractive living quarters for resident students: Pioneer Hall (1968) for women, named to commemorate the 1968 pioneer class of students; Oakwood Hall (1969), a dormitory for men; Galloway Hall (1972) for women, named in honor of Dr. Harvey S. Galloway, the first chairman of the Board of Trustees; and Redwood Hall (1998), a dormitory for men.

Pioneer, Oakwood, Galloway, and Redwood Halls have central areas containing a lobby and an apartment for the resident director. Pioneer Hall houses the campus...
telephone switchboard and Galloway Hall houses the Student Health Services Office.

Seven apartment complexes provide housing for upper division students. Cedar Apartments for men were completed in 1975. New units, including Birch, Spruce and Cypress Apartments, were added in 1988, 1993, 1994, 1995, 1996, 2000, and 2002. Maplewood and Elmwood Apartments for women were completed in 1976 and 1977 respectively. Rosewood Apartments were completed in 1996. These apartment units have 3 bedrooms, 2 baths, a kitchenette and living room for 6 students sharing the apartment. The female apartment complex has a large central unit containing a lobby, an apartment for the Resident Director, 2 lavatories, student computer laboratory, study room, and 2 recreational activity rooms. The residence facilities can accommodate 1138 students.

The Hyson Campus Center (1969) is a three-story air-conditioned building with an external design patterned after the historic Wren Building in Williamsburg. The first floor contains the offices for the Student Government Association, a private dining room (the President's Dining Room) and the post office. The Student Development Office is housed on the second floor. The School of Theology and Philosophy, the Education Department, the Career and Counseling Center, and the Test Center are located on the second floor. Offices for Adult and Graduate Education are also located on the second floor. Classrooms and conference rooms are found on the second and third floors. This second floor expansion was completed in 1995, and the third floor renovation completed in 1999.

The Dining Commons, which seats 625, was added to the Campus Center in fall 1979, expanded further in summer 1994, and renovated in 2003.

The Thorne Library/Learning Resource Center, completed in late 1996, provides the major bibliographic and information services and resources for the University. It provides a high quality collection of materials in many formats, including over 100,000 print and non-print items, and maintains subscriptions to approximately 580 print periodicals and 5,000 electronic journals. The Instructional Media Center has a graphics/curriculum materials laboratory, a video laboratory, and a separate area of multimedia carrels. The Library/Learning Resource Center is open 83 hours a week during the school term.

The library participates in OhioLINK, a statewide network of libraries, which provides reciprocal interlibrary loan and direct user borrowing by college and university students throughout the state. One hundred electronic databases and other on-line resources are available in the Library/Learning Resource Center and via the Internet.

Founders Hall (1969) was named in honor of those who contributed to the University’s first financial campaign. The two-story building contains classrooms, faculty offices for the Modern Languages, English and Communication Departments, and the WNZR FM radio station. It also houses the Academic Records and Registration, the Admissions, the Enrollment Services, the Student Financial Planning, and the Student Accounts Offices.

Faculty Hall (1970), honoring the University’s original faculty and staff, houses the Biology, Chemistry, and History Departments. A lecture auditorium is located on the main level. Classrooms, biology laboratories, and chemistry laboratory are housed in Faculty Hall. Faculty Hall has undergone significant renovations in 2002 and 2004.

Regents Hall (1985), a three-story classroom building, was named in honor of the Board of Trustees. The main level houses the Mathematics, Psychology-Sociology-Criminal Justice, and Computer Science Departments. The main level also houses the Computer Science Department laboratories, and the Honors Program office. The upper level houses physics, electronics and research laboratories, classrooms and offices for faculty in the physical sciences. Regents Hall has undergone significant renovations in 2002 and 2004.

Computing facilities are found in several academic buildings. General microcomputer laboratories are located in the Library/Learning Resource Center (Macintosh and Windows PCs), Free Enterprise Business Center (Windows PCs), and Campus Center (Macintosh). A cluster of personal computers is also found in the following residential areas: Pioneer Hall, Galloway Hall, Oakwood Hall, Central Complex, Rosewood Hall, and Birch E apartments. The computer science laboratory is located in Regents Hall and contains several high-end systems running Windows 2000 and Unix. All laboratory and office systems are attached to the campus network and have access to the Internet and other resources. E-mail is available to all students, faculty and staff. Computing services for students with special needs are located in the Academic Support Office. Computer connections to the campus network are located in each residential room. Some faculty have integrated Blackboard course management software into their courses.

The Gymnasium (1975) houses the indoor athletic facilities, including the intercollegiate basketball court. In 1983 athletic training, weight lifting and exercise facilities were added. New office facilities for the Physical Education Department and coaches were added in 1986. The Multipurpose Building (1969 and remodeled in 1991) contains additional athletic facilities for intercollegiate and intramural sports. The facility was renamed the Donoho Recreation Center in November 1992 in honor of Drs. John and Lora Donoho, long time Dean of Students and Director of Athletics from 1975 to their retirement in 1990. Outdoor recreational facilities include athletic fields for soccer, baseball, softball, and tennis. The William J. and
The University

_Evelyn Prince Student Union_ was added to the complex in 2004 to commemorate the contributions of the third president and his wife to the University. The student union provide additional recreational and leisure activities.

The _R. R. Hodges Chapel-Auditorium and Fine Arts Center_ was dedicated in March 1990. The chapel seats over 1900 in air-conditioned comfort. The auditorium is equipped with a 3 manual, 50 rank Schantz pipe organ and sound equipment. The Fine Arts Center contains a smaller auditorium, _Thorne Performance Hall_, for drama and musical presentations, music practice rooms, the chaplain’s office, faculty offices, classrooms, art gallery, and _David H. Nease Rehearsal Hall._

The _Free Enterprise Business Center_ (1990) houses the School of Business with faculty offices, two micro-computer laboratories, classrooms and a lecture hall.

_Heritage Bookstore_ (1984), a colonial style, brick building houses the bookstore on its first floor. The textbook processing area and telecommunication office are located on the lower floor. Display and storage space was added in 1996.

The _Adult and Graduate Education Admission_ office was expanded with an additional wing for offices and meeting meeting rooms in 2004.

The _Visual Arts Center_ houses offices, classrooms, and studios for the Art Department. The Center was completed in 1995 with studios for photography, drawing, printing, painting, and ceramics.

The _Jennie K. Moore Family and Consumer Science Center_ was completed in 2000, and a second floor expansion was begun in 2004. The first floor contains offices, classrooms, and laboratories for the Family and Consumer Sciences Department and houses the _Esther Jetter Pre-school_ that operates during the academic year. The second floor has classroom and offices for the Social Work Department and the Dean of the School of Education and Professional Studies.

The _Cougar Den_, a former dairy barn, was remodeled to house a snack shop, recreation areas, and student publications.

The _Lakeholm Administration Building_, a structure over one hundred years old, was once the home of Columbus Delano, an Ohio state senator and Secretary of the Interior in the administration of President Ulysses Grant. It houses administrative offices. An annex for business affairs was built in 1976, and additional offices were added in 1996.

In campus development the new is blended with the old, symbolic of the aims of education in which the wisdom of the past is confronted by the opportunities and challenges of the present. Similarly the University colors, blue and green, speak of the familiar sky and land, marks of security and beauty from the past, hope in the future.

**Affirmative Action Policy**

The University complies with all laws regarding nondiscrimination in employment, including those with respect to race, color, age, sex, national origin, marital status, military service, and disability. As a religious educational institution operating under the auspices of the Church of the Nazarene, Mount Vernon Nazarene University is permitted by law to consider religious beliefs and practices in making employment decisions and the University does so to achieve its mission.
Student Life

Student Life

The Vice President for Enrollment Services and Student Development and the Dean of Student Development operate with open-door policies for student concerns. The Student Development staff is charged with encouraging campus living that is a positive, wholesome, uplifting, educational, community experience. University life is living with all of its joys, fears, frustrations, triumphs, failures, great moments, routines, experiments, patterns, decisions, work, leisure, growth, temptations, questions, hope, faith, and love. It is living under special conditions, with people from different backgrounds and tastes; it is living under social and intellectual pressure, which may be stimulating, but nonetheless felt as pressure; it is living with a new responsibility for the conduct of one’s affairs.

Many decisions arise: career, vocation, affirmation of spiritual direction, graduate study, and sometimes a marriage partner. There are challenges; there are exciting times. There are temptations to seek form rather than substance, temptations to worship creation rather than the Creator, and temptations to despair. These positive and negative factors are not unique to university life, but they are particularly keen in college. The result is largely up to the individual, depending upon motivation and commitment. In the final analysis education is first person singular; only the person can educate himself or herself. The best advice is to plunge in wholeheartedly, actively, and creatively. Hard work and openness to new truth from books, from people and from God can make university life rewarding and memorable.

Athletics

The goal of the University’s athletic program is that every student, however skilled, have opportunity to participate in sports, whether on an intramural or intercollegiate basis. An intramural sports program is open to all students; activities include aerobics, basketball, soccer, volleyball, softball, etc. In the intramural program, the emphasis is upon participation, recreation, and personal development.

Intercollegiate athletic teams represent the University in baseball, basketball, soccer, and golf for men and volleyball, basketball, soccer, and softball for women.

In accord with federal regulation 34 CFR Part 668, and to comply with the Equity in Athletics Disclosure Act, a report presenting general information regarding the University’s athletic program, graduation rates, scholarships, staffing and funding is available upon request from the Director of Athletics.

Counseling and Career Services

Personal counseling is available at no cost to students by two licensed professional counselors, either by appointment or on a walk-in basis. A variety of career services and information is available as well. Students are assisted by a director and student career specialists with such things as selecting a major, interest and skills testing, résumé and cover letter writing assistance, registration for an on-line résumé and job search system, job search strategies, interviewing skills, graduate school information and more.

Cultural Opportunities

As a part of the cultural life of the university community, guest lecturers and artists are brought to the campus for programs and performances by the Lecture-Artist Committee. The Mount Vernon Concert Association offers season subscriptions to university personnel. Occasional trips to museums in Columbus and Cleveland are planned in conjunction with courses.

Students, faculty and invited artists display their works in the campus Art Gallery. The Student Government Association sponsors concerts and other cultural events.

Campus musical organizations provide opportunities for participation and enjoyment. The Choral Union, open to members of the University and local community, presents one or two major sacred choral works annually. University student musical groups include the Collegians Chorale, Treble Singers Women’s Chorus, Goliards Chamber Ensemble, Wind Ensemble, Crusaders Jazz Band, and Hoop Group. Vocal ensembles represent the University and hold religious services off campus. Music faculty and students present recitals throughout the year.

Nazarene Acting Guild, sponsored by the Communication Department, presents drama consistent with Christian wholesomeness.

Student Health Services

The Student Health Services Office is located in Galloway Hall. A nurse is available during the day for consultation and treatment Monday through Friday, and evenings Monday through Thursday. After hours and on weekends, medical associates are available to assist students. After clinic hours, students access medical associates by calling campus extension 1811.

Visits to the physician and hospital emergency room must be arranged through the Student Health Services staff if the student health insurance is to participate in financial coverage, otherwise the student is responsible for payment of medical bills. Insurance claims are initiated in the Student Health Services Office. Brochures describing the student health program are distributed annually to students.

Students who are absent from classes for reasons of illness or injury must report to Student Health Services Office before missing a class. Students must also contact faculty members prior to missing class.
Residence Life

Single students (unless exempted through petition, married, senior standing, or over the age of 21) are required to live on campus and to accept the meal plan. Housing arrangements are made through the Director of Residence Life. Residence hall rooms are furnished with twin-sized beds, chairs, study desks, dressers, and closets. Students provide their own linens, bedding, and decorative furnishings. Students are expected to maintain their rooms in a neat and orderly fashion.

Students are supervised by professional resident directors and peer resident assistants.

Religious Life

For each member of the campus community the University seeks the development of spiritual insights and values stemming from a commitment to Christ as Lord and Savior. The religious life, a personal matter capable of corporate expression and sharing, is at the heart of the university program. Through chapel and other religious services, through classroom attitudes, through residence hall devotional experiences, and through informal personal contacts, the University seeks to motivate each student to become a servant-leader.

Chapel programming is a vital element in a Christian university education. In chapel services, held three times weekly, members of the university community meet together for worship. Unless specifically exempted through petition, all students are required to attend chapel. Throughout the year there are times of special emphasis upon evangelism, missions and Christian living. Students are expected to be faithful participants in regular church services and in times of special spiritual emphasis. Other spiritually formative activities occur in mission and ministry opportunities provided by clubs, organizations, and ministries on campus. Service to Mount Vernon, Knox County, the East Central Educational Region and literally all over the world is a natural part of the learning experience at Mount Vernon Nazarene University. Students are encouraged to take advantage of the mission opportunities offered throughout the year.

Accountability groups are formed for all first-time freshman students. Some of these groups stay together throughout the college career. Accountability groups provide opportunities for peers to encourage and pray for each other on a regular basis.

Student Government

Full-time students are members of the Associated Students of Mount Vernon Nazarene University. The association’s purpose is to promote the interests of students.

The Student Government Association, made up of officers and class representatives selected by the student body, is the executive committee of the Associated Students. The Student Government Association functions as a liaison between students and administration. It supervises student activities including elections and class events. In cooperation with the Vice President for Enrollment Services and Student Development and the Director for Campus Life, it plans programs and provides for representatives to serve as student members on faculty committees.

Student Publications

Newspaper The official campus news publication is The Lakeholm Viewer, published under the direction of the Publications Board. The editor is selected annually by the Publications Board. Staff are involved in the planning, writing, photography, financial arrangements and production. The subscription price is included in the general fee.

Yearbook The Enerazan, published annually, is a literary and pictorial portrait of activities during the academic year. The editor is selected annually by the Publications Board. Its cost is included in the general fee.

Standards of Conduct

An organized community that is stable requires a combination of individual freedom with a set of standards that coordinate the group activities. Standards of conduct for the Mount Vernon Nazarene University community are based upon the laws of national, state, and local jurisdictions, and upon the ideals of Christian holiness as presented by the Church of the Nazarene.

The University expects each member of the community to live honorably, peaceably, and lawfully with fellow citizens. Each person has rights to speech, property, and protection.

The standards of conduct are derived from those established by the General Rules in the Manual of the Church of the Nazarene. A summary of general principles and practices follows:

The University expects Christian standards of morality to govern every personal relationship.

The University expects unquestioned honesty; cheating, gambling and theft are not tolerated. Obscene actions, language, and literature are not a part of the University ideal. More explicit policies related to academic integrity are listed in the student handbook (available on the University’s website at http://www.mvnu.edu/students/handbook/handcover.html).
The use of alcoholic beverages, tobacco and hallucinatory drugs is prohibited. An institutional Drug-Free Workplace statement is available in the MVNU Student Handbook. Certain forms of entertainment, such as social dancing and viewing of promiscuous, pornographic videos, movies or computer-generated materials are contrary to the Nazarene tradition. In dress and physical appearance, the University seeks practices that are in keeping with Christian modesty, simplicity, and appropriateness. Any act of sexual promiscuity is prohibited. Details of regulations regarding campus life are included in the student handbook. To assist in preparing for college, certain expectations are included here and published (and distributed at the time of acceptance) in Understanding the Lifestyle Guidelines of Mount Vernon Nazarene University (available at http://www.mvnu.edu/students/handbook/handcover.html).

The University standards should be considered carefully, for they describe the ideals of the campus community. Students who do not share commitments to similar values should weigh the effects of these standards upon their own comfort within such an atmosphere. These ideals are intended not as boundaries to struggle against, but as portals to a way of life that is free and growing.

Campus Safety Report

In compliance with Clery Act reporting requirements, individuals may review campus crime statistics by referencing the Safety and Security page on the University’s website: http://www.mvnu.edu.
Admission

Academic Preparation
Admissions Tests
References
Admission Procedures
Transfer Students
Special Students
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Admissions

Admission to the University

Mount Vernon Nazarene University seeks students who have intellectual ability, moral character, life purpose, and who identify with the University’s philosophy of Christian liberal arts education. Consideration is given to academic achievement and conduct consistent with the Christian values and moral principles of the University. By signing the application, the student commits to abiding by the academic and lifestyle standards of the University upon enrollment. Admission is based upon the completed application form, including transcripts of all academic work, score reports from ACT or SAT, references, and personal statements on the application form.

Students considering Mount Vernon Nazarene University are encouraged to visit a classroom, meet admissions counselors, tour the campus, and receive information about admission requirements, academic programs, extracurricular opportunities, and standards of conduct. Those desiring a tour should contact the Admissions Office for arrangements 7 to 10 days prior to the projected date of the visit. Prospective students may also participate in special recruitment events. The admissions staff is available for high school visits, church services, information programs, and telephone consultations about admission to Mount Vernon Nazarene University.

Academic Preparation

We recommend that students complete a college preparatory curriculum as defined by the Ohio Board of Regents. That recommended curriculum includes:

English ................................................................. 4 units
Fine or Performing Arts ............................................. 1 unit
Foreign language ................................................... 3 units
   (three years of one language, or two years each of two languages)
Laboratory Science .................................................. 3 units
Mathematics (Algebra I, Geometry, Algebra II) .......... 3 units
Social Studies .......................................................... 3 units

Computer keyboard skills and microcomputer word processing are strongly recommended. Students anticipating a major in science fields should take additional sciences and mathematics. Music students are encouraged to complete as much music as possible.

The regional states have increased high school graduation requirements. The Ohio high school graduation requirements are twenty-one units, including:

English ................................................................. 4 units
Health and Physical Education .............................. 1 unit
Mathematics (Algebra I, and Algebra II
   or Geometry) ...................................................... 3 units
Social Studies .......................................................... 3 units

Electives .......................................................... 4 units

Beginning in 2004, Ohio requires 3 units of science, and 7 elective units.

Admission Tests

The American College Testing Assessment (ACT) or the Scholastic Aptitude Test (SAT) is required for admission. The University recommends that the test be taken during the spring of the junior year or the fall of the senior year of high school. Information about testing centers and dates may be obtained from the high school guidance office or the University Admissions Office. An official score report must be sent directly from ACT or SAT to the University by listing Mount Vernon Nazarene University when taking the test or by completing an additional assessment report form; a score strip report mailed by ACT or SAT and affixed on the high school transcript is also acceptable. The ACT code number for Mount Vernon Nazarene University is 3372. The SAT code number for the University is 1531.

Admission Status

Unconditional admission is granted to students who fulfill two of the following requirements: [1] rank in the upper two thirds of the high school class, [2] attain ACT composite score and subscores of 19 or above (or comparable SAT scores), or [3] earn a cumulative high school grade point average of 2.50 or above. In the circumstance where only two of these criteria are available, unconditional admission is granted to those who achieve two of two. For course placement purposes, the highest ACT or SAT scores are used (if the admission tests are taken more than once).

Students whose records fall below these requirements may be admitted conditionally and required to participate in transitional programs and/or skill building courses during the first year. Students whose preparation or record is marginal may need more than four years to complete their program.

Admission Procedures

Students interested in attending Mount Vernon Nazarene University should complete the following steps:

- Obtain an application packet (online application is also available at www.gotomvnu.com) from the Admissions Office. The application process for incoming freshmen should begin at the end of the junior year or early in the senior year of high school.
- Take the ACT or SAT by February of the high school senior year. Arrangements can be made through the high school
guidance office. An official score report should be sent directly from ACT or SAT to the University. The applicant should request an additional score report from ACT or SAT if Mount Vernon Nazarene University did not receive one originally.

- Complete and return the application form, and submit the non-refundable application fee ($25) with the application. **Applications are not considered without the fee.**

- Request two references (other than relatives), using the reference forms included in the application packet. The high school guidance counselor or a faculty member should complete one reference form; the student’s pastor, youth leader, or a member of the student’s church who knows her/him well should complete the second reference. The reference should be sent directly to the University.

- Request the high school to send an official transcript directly to the University. A partial transcript of work completed is sufficient when the application is made prior to high school graduation; acceptance is provisional until the student has graduated and the University receives a final transcript.

- Action is taken after the completed application form, references, transcripts, and official score report from ACT or SAT are received by the Admissions Office. Notification of acceptance is sent by mail.

- After acceptance, students must complete and return the medical history form. Students desiring to live in campus residences must also complete a housing contract and submit the housing deposit of $100 within 30 days of acceptance.

- For the fall semester, students must be accepted, complete the entire process above and submit a $100 tuition deposit by May 31; the priority deadline for spring semester is January 1. Students who complete the process after these application deadlines may be admitted on a space available basis only.

- Apply for financial aid as soon as possible after January 1 of the high school senior year. This includes both the Free Application for Federal Student Aid (FAFSA) and Mount Vernon Nazarene University Financial Aid Application; students should obtain the FAFSA from the high school guidance office or both forms may be requested from the University’s Student Financial Planning Office.

- Participate in one of the three new student orientation sessions held during the summer. Parents are also encouraged to attend. Information is sent in the spring to all students who have been accepted for admission.

**Transfer Students and Transfer Credit**

Students desiring to transfer from another post-secondary institution follow the admission procedure described above. In addition, official transcripts must be sent directly to Mount Vernon Nazarene University from all higher education institutions attended. These requirements also apply to new students entering the University with post-secondary options program credit. Academic standing is determined from these transcripts, subject to the following conditions:

- An endorsement of good standing from the institution last attended is required. This includes an official academic transcript and a completed transfer reference form. Transfer credit is granted for courses from other regionally accredited institutions that apply to the academic program of Mount Vernon Nazarene University.

- The Academic Records and Registration Office evaluates course credit from non-accredited institutions on a case-by-case basis. Courses may or may not be accepted.

- Transfer credit is granted only for those courses for which a grade of C- or better was earned. All transfer courses accepted are posted to the student’s transcript upon enrollment with the original grade earned. Accepted transfer course grades are used in determining classification, graduation honors, etc.

- Up to 94 hours of transfer credit may be accepted from other regionally accredited four-year institutions, or up to 64 hours from junior or community colleges, provided the courses are comparable to those of Mount Vernon Nazarene University. Thirty (30) of the final forty-five (45) semester hours and at least 45 semester hours of credit must be earned from Mount Vernon Nazarene University.

- Participate in a new student orientation session during the summer.

- Students on academic or disciplinary probation or dismissal from another institution must contact the Admissions Office to determine the necessary steps for consideration for admission to Mount Vernon Nazarene University. The Admissions Committee reviews these requests and makes the final decisions.

Students accepted on academic probation are evaluated according to these satisfactory academic progress criteria. At the end of the first semester, if the semester grade point average is:

- \( \geq 2.00 \), then the student will be considered a student in good academic standing;

- \( \geq 1.70 \), the student will continue on academic probation for the next semester, and

- \(< 1.70 \), the student will be issued a letter of academic dismissal for the next semester.

At the end of the second semester and thereafter, the student must have a cumulative grade point average of 2.00 to be considered in good academic standing.

**Special Students**

Students admitted to a degree program at another institution may enroll in Mount Vernon Nazarene University as a **guest student** by presenting a letter of authorization from the academic dean or registrar of the other University. Guest students may enroll in courses not leading to degrees by showing evidence of ability to profit from the course.
and by accepting the ideals of Mount Vernon Nazarene University.

Students enrolled as juniors and seniors in Ohio high schools may participate in the Post Secondary Enrollment Options (PSEO) program. Under this program, students may enroll in university courses and receive high school and college credit simultaneously. When the student selects this option, the University accepts tuition and book fees from the State of Ohio through the local school district.

Students seeking admission to the PSEO program must:

- be a junior or senior in high school;
- achieve a 3.40 or higher cumulative grade point average in all high school work attempted through the end of the academic year prior to enrollment;
- achieve an ACT composite score of at least 23 with subscores of 19 or above, or SAT combined score of at least 1050;
- participate in a college preparatory curriculum and have completed:
  - the required units of English for the grade level (three years for seniors, two years for juniors);
  - two of the following courses in mathematics: Algebra I, Algebra II, or Geometry;
  - two units of science (one must be a laboratory science);
  - two units of social studies; and
  - foreign language (two years of the same language for seniors, one year for juniors);
- submit the PSEO application with
  - the $25 application fee;
  - a letter of recommendation from the high school guidance counselor;
  - a character reference;
  - a high school transcript; and
  - a completed medical history form;
- request that ACT or SAT send a score report directly to Mount Vernon Nazarene University;
- contact their high school about their intentions to participate in the post secondary options program; and
- apply to the University before May 1, since space is limited.

Students who as seniors in high school desire to reside on campus during the post secondary time must begin the application process by May 1. Housing for post secondary students is based on availability with the first priority given to traditional students. Non-residential students must complete the application by May 1. Non-residential juniors are limited to 6-7 hours (2 courses) per semester. Non-residential seniors are limited to 9 hours per semester. Placement in courses for post secondary students is on a space available basis.

Senior citizens who are 62 or over and retired may enroll in courses tuition free on a space available basis. Registration is on the first day of class. Senior citizens pay general, parking and course fees.

Senior citizens who desire to enroll in courses must complete a Guest Student Application prior to registration. Senior citizens who desire to complete a degree must complete the regular or transfer admission process.

In all cases, grades are recorded and credits are earned.

Home Schooling

Mount Vernon Nazarene University welcomes students who have graduated from home school programs of study. The admissions counselors are available to provide guidance in selecting college preparatory courses. Transcript evaluation and the final admission decision for home school students rests heavily on ACT or SAT scores. In addition, academic scholarships are based on ACT or SAT scores. Except for those admitted under the early admission program, students must give evidence of high school completion with a high school diploma or its equivalent:

- General Equivalency Diploma (GED) certificate or state certificate;
- documentation that the student excelled academically in high school and has met the University’s admission standards;
- a certificate of completion of a home-study program if the program is recognized by the student’s home state; or
- a student’s post-secondary school academic transcript if the student has completed a program of at least two years in length that is acceptable for full credit toward a bachelor’s degree.

Home schooled students who do not have a high school diploma or a recognized equivalent must take an “Ability to Benefit Test” currently approved by the U.S. Department of Education in order to be eligible for federal financial aid. The testing must be independently administered by an outside testing facility.

Home schooled students who desire to play intercollegiate athletics should contact the Director of Academic Records and Registration (or the Director of Athletics) early in the admission process for information for meeting NAIA eligibility regulations.

Readmission

A student whose enrollment at Mount Vernon Nazarene University has been interrupted for one regular semester or more must be accepted for readmission before being allowed to register for courses. (The January interim and
summer school sessions are not considered regular semesters for admissions purposes.) A Readmission Application must be submitted to the Admissions Office, along with the $100 tuition deposit by the prescribed admissions deadline. Any outstanding financial balance owed to the University must be cleared prior to consideration of the application. The medical history form must be resubmitted only if health has significantly changed since enrollment; residential students must resubmit the housing contract and the $100 housing deposit by May 31.

If the student has registered at another university since last attending Mount Vernon Nazarene University, an official transcript and transfer reference must be submitted from each university attended before acceptance for readmission will be considered. A student who has earned a total of 64 semester hours (including that taken at Mount Vernon Nazarene University) who wishes to transfer a lower division course from a community college must secure written permission from the Director of Academic Records and Registration prior to enrolling.

Students seeking readmission after academic or social dismissal must also submit two letters of reference from individuals other than a relative, and a personal statement of intent to succeed with the application. The personal statement should include a description of activity since leaving the University and the reason for desiring readmission. The Admissions Committee will review all information and render a decision.

**College Level Examination Program**

Applicants with exceptional academic preparation may establish academic credit and advanced standing by proficiency examinations. The acceptable proficiency examinations include portions of the *College Level Examination Program (CLEP)* battery, the Advanced Placement (AP) examinations, and University developed proficiency examinations. Students who attended non-accredited colleges or institutes and wish to transfer to Mount Vernon Nazarene University may use the CLEP examinations to establish academic credit and advanced standing.

The CLEP program provides general and subject matter examinations in its computer-based testing program. Students are encouraged to complete the subject examinations to meet general education, major and minor requirements when there is a course that corresponds appropriately. The subject examinations provide a more specific course equivalency than do the general tests. For CLEP examinations completed after September 1, 2002, the following describes the required score, MVNU course equivalent, and the semester hours awarded.

<table>
<thead>
<tr>
<th>CLEP Examination Title</th>
<th>MVNU Responsible School</th>
<th>Minimum Required Score</th>
<th>MVNU Course Equivalent</th>
<th>Credit Hours Awarded</th>
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<tr>
<td><strong>General Tests</strong></td>
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<tr>
<td>English Composition without Essay</td>
<td>MNVU will not grant credit for this test.</td>
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<tr>
<td>English Composition with Essay</td>
<td>Arts and Humanities</td>
<td>55</td>
<td>ENG1043G</td>
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</tr>
<tr>
<td>College Mathematics</td>
<td>Natural and Social Sciences</td>
<td>55</td>
<td>MAT1033G</td>
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</tr>
<tr>
<td>Natural Science</td>
<td>Natural and Social Sciences</td>
<td>55</td>
<td>General elective</td>
<td>3</td>
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<tr>
<td>Humanities</td>
<td>Arts and Humanities</td>
<td>55</td>
<td>ART1002G or MTH1002G</td>
<td>2</td>
</tr>
<tr>
<td>Social Sciences and History</td>
<td>Arts and Humanities</td>
<td>55</td>
<td>General elective</td>
<td>3</td>
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<tr>
<td><strong>Business Examinations</strong></td>
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<tr>
<td>Information Systems and Computer Applications</td>
<td>Business</td>
<td>55</td>
<td>General elective</td>
<td>3</td>
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<tr>
<td>Introductory Business Law</td>
<td>Business</td>
<td>55</td>
<td>MAN3003</td>
<td>3</td>
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<tr>
<td>Principles of Accounting</td>
<td>Business</td>
<td>55</td>
<td>ACC2053</td>
<td>3</td>
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<tr>
<td>Principles of Macroeconomics</td>
<td>Business</td>
<td>55</td>
<td>ECO1033G</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Microeconomics</td>
<td>Business</td>
<td>55</td>
<td>ECO1043G</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Management</td>
<td>Business</td>
<td>55</td>
<td>MAN2003</td>
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<tr>
<td>Principles of Marketing</td>
<td>Business</td>
<td>55</td>
<td>MAR2073</td>
<td>3</td>
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<td><strong>Composition and Literature Examinations</strong></td>
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<tr>
<td>American Literature</td>
<td>Arts and Humanities</td>
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</tr>
<tr>
<td>Analyzing and Interpreting Literature</td>
<td>Arts and Humanities</td>
<td>55</td>
<td>ENG2013G</td>
<td>3</td>
</tr>
<tr>
<td>English Literature</td>
<td>Arts and Humanities</td>
<td>55</td>
<td>ENG3063G</td>
<td>3</td>
</tr>
<tr>
<td><strong>Foreign Language Examinations</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>French Language</td>
<td>Arts and Humanities</td>
<td>55</td>
<td>FRE1014G</td>
<td>4</td>
</tr>
<tr>
<td>German Language</td>
<td>Arts and Humanities</td>
<td>55</td>
<td>General elective*</td>
<td>4</td>
</tr>
<tr>
<td>Spanish Language</td>
<td>Arts and Humanities</td>
<td>55</td>
<td>SPA1014G</td>
<td>4</td>
</tr>
</tbody>
</table>
Admissions

<table>
<thead>
<tr>
<th>History and Social Science Examinations</th>
<th>MVNU Responsible School</th>
<th>Minimum Required Score</th>
<th>MVNU Course Equivalent(s)</th>
<th>Credit Hours Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Government</td>
<td>Arts and Humanities</td>
<td>55</td>
<td>HIS2053</td>
<td>3</td>
</tr>
<tr>
<td>History of the United States I</td>
<td>Arts and Humanities</td>
<td>55</td>
<td>HIS2013G</td>
<td>3</td>
</tr>
<tr>
<td>History of the United States II</td>
<td>Arts and Humanities</td>
<td>55</td>
<td>HIS2023G</td>
<td>3</td>
</tr>
<tr>
<td>Human Growth and Development</td>
<td>Natural and Social Sciences</td>
<td>55</td>
<td>PSY2013</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Educational Psychology</td>
<td>Natural and Social Sciences</td>
<td>55</td>
<td>Psychology elective</td>
<td>3</td>
</tr>
<tr>
<td>Introductory Psychology</td>
<td>Arts and Humanities</td>
<td>55</td>
<td>PSY1013G</td>
<td>3</td>
</tr>
<tr>
<td>Introductory Sociology</td>
<td>Arts and Humanities</td>
<td>55</td>
<td>SOC1013G</td>
<td>3</td>
</tr>
<tr>
<td>Western Civilization I</td>
<td>Arts and Humanities</td>
<td>55</td>
<td>HIS1003G</td>
<td>3</td>
</tr>
<tr>
<td>Western Civilization II</td>
<td>Arts and Humanities</td>
<td>55</td>
<td>HIS1013G</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science and Mathematics Examinations</th>
<th>MVNU Responsible School</th>
<th>Minimum Required Score</th>
<th>MVNU Course Equivalent(s)</th>
<th>Credit Hours Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculus</td>
<td>Natural and Social Sciences</td>
<td>55</td>
<td>MAT1034G</td>
<td>4</td>
</tr>
<tr>
<td>College Algebra</td>
<td>Natural and Social Sciences</td>
<td>55</td>
<td>MAT0963**</td>
<td>0 (no credit)</td>
</tr>
<tr>
<td>College Algebra – Trigonometry</td>
<td>Natural and Social Sciences</td>
<td>55</td>
<td>MAT1023G</td>
<td>3</td>
</tr>
<tr>
<td>Biology</td>
<td>Natural and Social Sciences</td>
<td>55</td>
<td>General elective</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Natural and Social Sciences</td>
<td>55</td>
<td>General elective</td>
<td>3</td>
</tr>
<tr>
<td>Trigonometry</td>
<td>Natural and Social Sciences</td>
<td>55</td>
<td>MAT1013G</td>
<td>3</td>
</tr>
</tbody>
</table>

*Fulfills the foreign language requirements in the general education core.

**Fulfills a remedial mathematics course requirement, but no credit hours are earned.

Students pay the standard fee to sit for CLEP examinations. Students pay a fee to post the credits earned on the transcript. CLEP examinations are subject to the following limitations:

- The University recommends that the CLEP examinations be taken by May of the senior year of high school, if possible, so that scores will be available for the summer orientation and course registration.
- A maximum of 30 semester hours can be earned by examination. This total includes any combination of CLEP, AP, and University developed proficiency examinations.
- CLEP General Battery Tests will be given and credits awarded to students who take the tests during their first full year of study at Mount Vernon Nazarene University. They are not available to continuing students.
- Because of the broad coverage of the CLEP General Battery Tests, they cannot be used to fulfill specific course requirements or elective hours in a major or minor, unless specifically noted above.
- CLEP Subject Examination credits may be used to fulfill specific courses required in the major or minor when prior written approval is given by the department chair to the Academic Records and Registration Office. CLEP Subject Examination credits can be used to fulfill elective hours in a major or minor provided the subject of the examination is appropriate to the major or minor.

- CLEP examinations cannot be used to fulfill science laboratory requirements.
- CLEP examinations cannot be used to fulfill requirements for financial aid, intercollegiate athletics, or other residency requirements.
- The student must declare the number of credits to be accepted at the original posting of credit.

Advanced Placement Program

Students participating in the Advanced Placement Program (AP), sponsored by the College Entrance Examination Board while in high school, may receive credit if they earn scores of 3, 4, or 5 as noted in the table below. Mount Vernon Nazarene University’s CEEB code number is 1531. The following describes the required score, MVNU course equivalent, and the semester hours awarded.

<table>
<thead>
<tr>
<th>Advanced Placement Examination Title</th>
<th>MVNU Responsible School</th>
<th>Minimum Required Score</th>
<th>MVNU Course Equivalent(s)</th>
<th>Credit Hours Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fine Arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art History</td>
<td>Arts and Humanities</td>
<td>3 or above</td>
<td>ART1002G</td>
<td>2</td>
</tr>
<tr>
<td>Music History</td>
<td>Arts and Humanities</td>
<td>3 or above</td>
<td>MTH10123</td>
<td>3</td>
</tr>
<tr>
<td>Business</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Macroeconomics and Microeconomics</td>
<td>Business</td>
<td>3 or above</td>
<td>ECO1033G and ECO1043G</td>
<td>3+3</td>
</tr>
<tr>
<td>Composition and Literature</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language and Composition</td>
<td>Arts and Humanities</td>
<td>3 or above</td>
<td>ENG1043G and ENG2013G</td>
<td>3+3</td>
</tr>
<tr>
<td>English Literature and Composition</td>
<td>Arts and Humanities</td>
<td>3 or above</td>
<td>ENG1043G and ENG2013G</td>
<td>3+3</td>
</tr>
</tbody>
</table>
### Admissions

#### Foreign Language

<table>
<thead>
<tr>
<th>Language</th>
<th>Core</th>
<th>Level</th>
<th>Requirement</th>
<th>Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>French Language and Literature</td>
<td>Arts and Humanities</td>
<td>3</td>
<td>FRE1014G</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>French Language and Literature</td>
<td>Arts and Humanities, 4 or above</td>
<td>FRE1014G and FRE1024</td>
<td>4+4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>German Language</td>
<td>Arts and Humanities</td>
<td>3</td>
<td>General elective*</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Latin</td>
<td>Arts and Humanities</td>
<td>3</td>
<td>General elective*</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Spanish Language and Literature</td>
<td>Arts and Humanities</td>
<td>3</td>
<td>SPA1014G</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Spanish Language and Literature</td>
<td>Arts and Humanities, 4 or above</td>
<td>SPA1014G and SPA1024</td>
<td>4+4</td>
<td></td>
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</tr>
</tbody>
</table>

#### History and Social Science

<table>
<thead>
<tr>
<th>Subject</th>
<th>Core</th>
<th>Level</th>
<th>Requirement</th>
<th>Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>European History</td>
<td>Arts and Humanities</td>
<td>3</td>
<td>HIS1013G</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>Natural and Social Sciences</td>
<td>3</td>
<td>PSY1013G</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>U. S. Government and Politics</td>
<td>Arts and Humanities</td>
<td>3</td>
<td>HIS2053</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>U. S. History</td>
<td>Arts and Humanities</td>
<td>4</td>
<td>HIS2013G or HIS2023G</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

#### Mathematics and Science

<table>
<thead>
<tr>
<th>Subject</th>
<th>Core</th>
<th>Level</th>
<th>Requirement</th>
<th>Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>Natural and Social Sciences</td>
<td>3</td>
<td>BIO1014G and BIO1024</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>Natural and Social Sciences</td>
<td>3</td>
<td>MAT1023G</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Calculus BC</td>
<td>Natural and Social Sciences</td>
<td>3</td>
<td>MAT1023G</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Calculus BC</td>
<td>Natural and Social Sciences, 4 or above</td>
<td>MAT1034G and MAT2034</td>
<td>4+4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>Natural and Social Sciences</td>
<td>3</td>
<td>CHE1033G and CHE1034</td>
<td>3+1</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>Natural and Social Sciences</td>
<td>5</td>
<td>CHE1043 and CHE1041</td>
<td>3+1</td>
<td></td>
</tr>
<tr>
<td>Computer Science A</td>
<td>Natural and Social Sciences</td>
<td>3</td>
<td>CSC1024</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Computer Science AB</td>
<td>Natural and Social Sciences</td>
<td>3</td>
<td>CSC1024</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Environmental Science</td>
<td>Natural and Social Sciences</td>
<td>3</td>
<td>BIO1094G and BIO1090G</td>
<td>4+0</td>
<td></td>
</tr>
<tr>
<td>Physics B</td>
<td>Natural and Social Sciences</td>
<td>4</td>
<td>PHY2014G</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Physics C</td>
<td>Natural and Social Sciences</td>
<td>5</td>
<td>PHY2014G and PHY2024</td>
<td>4+4</td>
<td></td>
</tr>
<tr>
<td>Physics C</td>
<td>Natural and Social Sciences, 4 or above</td>
<td>PHY2011</td>
<td>4+1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statistics</td>
<td>Natural and Social Sciences</td>
<td>3</td>
<td>MAT2063G</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

*Fulfills the foreign language requirements in the general education core.

#### Admission of International Students

Students who are not citizens of the United States of America who desire admission to Mount Vernon Nazarene University must complete the regular admission process with the following provisions:

- Students who are citizens of a country other than the United States of America (USA) must hold or apply for the F-1 Student Status visa.
- The prospective student must complete and return the application packet to the University’s Office of Admissions by May 1 for fall enrollment or October 1 for spring enrollment.
- The prospective student must mail official transcripts and/or evaluation results to the University’s Academic Records and Registration Office or Admissions Office.
- International students must have their high school (or equivalent) and university transcripts evaluated by the following independent evaluation service:
  
  American Association of Collegiate Registrars and Admissions Officers (AACRAO)
  Foreign Educational Credential Service
  One Dupont Circle NW, Suite 520

- The student must demonstrate sufficient proficiency in the English language to pursue a course of study on a full-time basis.
- Applicants from countries in which English is not the primary language must provide evidence of proficiency in English by [a] scoring 500 or above on the written TOEFL (Test of English as a Foreign Language), [b] scoring 173 or above on the computer-based TOEFL, or [c] scoring 17 or above on the ESL (English as a Second Language) proficiency examination.
- Each international student must furnish the University with evidence of the ability to finance an education by submitting a deposit in U.S. currency equal to one academic year of tuition and fees prior to issuing the I-20 A-B Form.
- Persons who have entered the United States on a visitor’s visa must convert it to an F-1 Student Status Visa before the University will consider admission. Students on academic or disciplinary probation or dismissal at another university are not considered for admission.
The Student Accounts Office, the Student Financial Planning Office, and the Academic Records and Registrations Office are centrally located on the ground floor of Founders Hall, a convenient location for students to access as they take care of the responsibilities.
Financial Information

Schedule of Charges
Method of Payment
Interest Charge
Refund Policy
Financial Aid
Loans
Employment
Grants
Awards for Academic Excellence
Non-Academic Scholarships
Service Awards
Government Benefits
Financial Information

Expenses and Financial Arrangements

Fee amounts shown below are for the 2004-2005 academic year. They are subject to change by Board of Trustees’ action. Notice of changes in fees are distributed to students during registration.

Schedule of Charges

Tuition and fees for the academic year 2004-2005 are:

Residential Student

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$7,241</td>
<td>$7,241</td>
<td>$14,482</td>
</tr>
<tr>
<td>General Fee</td>
<td>247</td>
<td>247</td>
<td>494</td>
</tr>
<tr>
<td>Room</td>
<td>1,455</td>
<td>1,164</td>
<td>2,619</td>
</tr>
<tr>
<td>Food Service</td>
<td>1,175</td>
<td>940</td>
<td>2,115</td>
</tr>
<tr>
<td>Health Care</td>
<td>83</td>
<td>67</td>
<td>150</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$10,201</td>
<td>$9,659</td>
<td>$19,860</td>
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</tbody>
</table>

Non-residential Student

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$7,241</td>
<td>$7,241</td>
<td>$14,482</td>
</tr>
<tr>
<td>General Fee</td>
<td>247</td>
<td>247</td>
<td>494</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$7,488</td>
<td>$7,488</td>
<td>$14,976</td>
</tr>
</tbody>
</table>

The fall semester bill includes January room and board charges. Students living on campus must take the board plan.

Tuition The basic fee allows students to carry 12 to 15 hours each semester. Up to 4 hours may be taken in the January interim without additional charge if the full-time rate was paid in fall. A tuition overload fee of $426 is charged for each credit hour over 15 in fall or spring, or over 4 in January. Students enrolled in less than 12 hours in fall or spring pay the part-time tuition of $517 per credit hour. Part-time January tuition and summer school tuition is $467 per credit hour.

Tuition covers basic instruction. Specific course fees are added for individualized instruction, laboratory supplies, transportation, etc. January interim travel fees and summer school charges are also published in separate bulletins. Students should contact the faculty member leading the trip for payment deadlines.

Study Abroad Programs Students involved in study abroad experiences pay program costs to Mount Vernon Nazarene University to be forwarded to the appropriate program coordinators. When abroad during the fall semester, the student pays tuition, general fee, applicable course fees, room, board, and health care fees when enrolling as a boarding student the following January term. Non-boarding students pay tuition, general fee, and any applicable course fees for January.

Senior Citizens (62 or over and retired) may enroll tuition free on a space available basis. Senior citizens must pay the general fee and course fees.

General Fee Full-time students pay $494 for student government, Counseling and Career Services, Student Health Services, Enerazan yearbook, The Lakeholm Viewer newspaper, intramurals, initial ID card upon entering the University, Lecture-Artist series and library use. The fee provides admission to intercollegiate sporting events (excluding homecoming and tournaments). Part-time students, ones beginning in January, and summer school students pay $18 per credit hour. The student pays $10 to replace a lost or damaged ID card.

Room Fee The annual fee is $2,619 for double occupancy. If single occupancy is requested (and is available) the fee is $3,929. The room fee assumes the student is on the board plan.

Students who do not room on campus in the fall are charged $291 for a room for the January interim.

Unmarried students (under age 21) not living with parents or guardians must room and board on campus. Other arrangements may be made with the Director of Residence Life in unusual situations. Students are not permitted to occupy rooms during summer and other vacation periods without permission from the Director of Residence Life. The Student Accounts Office must also give clearance for summer housing. When permission is granted, a charge of $45.00 a week ($11.00 a day) is made and must be pre-paid.

Food Service Fee The fee is $2,115 for the meal plan. This averages approximately $3.09 per meal. A la carte meal rates are higher and are published in the Dining Commons. Students who do not board on campus in the fall are charged $235 for January meals.

Health Care Fee The $150 fee is assessed to all residential students; $83 is charged in the fall semester and $67 is charged in the spring semester. All residential students must carry the coverage. Off-campus students may elect coverage at registration. Married students may elect insurance for their spouses and children at special premium rates.

Premium information is available in the Student Accounts Office. Information about coverage is available in the Student Health Services Office.

Other Fees

Application fee............................................................... $25
Auditing (per course) ................................................... $150
Auditing (full-time students per credit hour).................. $20
Class schedule change (per form)................................. $10
Financial Information

College Level Examination Program (CLEP)................................. Call the Test Center
Course fees (e.g., laboratory, student teaching, travel, etc.) are listed in the Undergraduate Course Schedule and Academic Policies book.
Credit by examination recording fee (per credit) ............$30
Deferred payment fee .................................................................$35
Directed study fee (if requested by student, in addition to tuition, per credit) ....................$50
Housing change fee .................................................................$50
Housing deposit .................................................................$100
ID card replacement .............................................................$10
Late registration fee ...............................................................$50
Private music instruction (in addition to tuition)
1 half-hour lesson/week (1 credit).................................$130
2 half-hour lessons/week (2 credits) .......................$260
Residual ACT/SAT test ......................... Call the Test Center
Room key replacement .......................................................$15

Methods of Payment

1. All charges are due and payable prior to confirmation each semester. An initial bill is sent in July and December to students registered for fall and spring terms. Checks should be made payable to Mount Vernon Nazarene University.

2. Methods of payment include:
   - Payment in full by August 15 for fall and January 15 for spring.
   - 50% of balance due by August 15, 25% by September 15, and 25% by October 15 for fall. The corresponding dates for spring are January 15, February 15, and March 15.
   - For students and parents desiring to pay educational expenses in monthly installments, a low-cost deferred payment program is available through Academic Management Services (AMS). This begins in July. For additional payment plan information, call the Student Accounts Office:
     (866) MVNUAID (686-8243), option 1.
   - Where financial aid has been awarded, the percentage of down payment and payment of balance is calculated after deducting awards. Aid is applied twice a year: one-half in fall and one-half in spring.

   A $35 deferred payment fee is charged each term when payment is not in full directly to the University or through AMS.

3. A monthly statement is sent to the student’s campus e-mail address. If requested in writing by the student, an e-mail or paper statement can be sent to the student’s parent or guardian.

4. Financial arrangements are binding only if the agreement is in writing. Arrangements are made when the student signs the Student Data Sheet each semester.

5. Students who become delinquent through failure to make payments may be disenrolled.

   Students who experience difficulty in meeting financial obligations may appeal in writing to the Director of Student Accounts for consideration of extenuating circumstances.

6. The University expects students, employed by the University with outstanding balances, to credit a portion of wages against unpaid accounts. Arrangements are made in the Student Accounts Office.

7. Refundable deposits are credited against accounts due.

8. Bookstore purchases are by cash, check, VISA, MasterCard, Discover, or American Express.

9. For further information concerning payment of student accounts, contact the Student Accounts Office:
   (740) 392-6868, ext. 4440 or (866) MVNUAID (686-8243), option 1.

   Transcripts and diplomas are not released until financial obligations to the University have been met.

Interest Charge

A 1% monthly interest fee is charged on unpaid balances if the criteria of one of the three methods of payment listed above are not met.

Refund Policy for Enrolled Students

Refund provisions apply to students who change enrollment (e.g., full-time to part-time, drop overloads, etc.) or who leave campus housing.

1. Tuition and General Fee

   By Friday of first week of the semester ......................... 95%
   By Friday of second week of the semester ............ 90%
   By Friday of third week of the semester ............. 80%
   By Friday of fourth week of the semester ........... 60%
   By Friday of fifth week of the semester ............ 40%
   By Friday of sixth week of the semester .......... 20%
   After the sixth week of the semester ............... 0%

   There is no refund on tuition or general fee for January since courses are not an extra cost for students registered for a full load (12 or more hours) in the fall semester. Refunds for part-time students in January,
Financial Information

January overloads, and all summer school students are calculated on this scale: 100% refund on tuition and general fee if a class is dropped on days 1 through 3 of the term. The refund is 50% on days 4-7. There is no refund after 7 days.

2. **Fees**, including audit, course, directed study, health care, laboratory, and private instruction, are refundable only through Friday of the second week of class. Student teaching fees are non-refundable. January and summer laboratory fees are non-refundable after three days.

3. **Housing deposits** When a student moves off campus, or does not return to the University, a written request must be made by the June 30th deadline for a housing deposit to be released. When released, it is automatically applied to any outstanding balance. If all accounts are paid, it is refunded to the person who paid the deposit.

4. **Rooms** are rented for the semester and cannot be rented during the semester. Room rent is refunded as follows:

   By Friday of the first week of the semester all but $100
   By Friday of the second week of the semester all but $200
   After the second week, but before midterm 50%
   After midterm 0%

The University retains 100% of the room rent when a student moves off campus after midterm. In this case the housing deposit is released. The fall semester lease includes a January reservation. There is no refund for January for students continuing in campus housing during the spring.

5. **Board** refunds are prorated on the basis of the number of feeding days remaining in the term from the end of the week in which the student moves off campus.

6. **January travel** No refund is allowed on special January trip expenses after the last date announced by the professor for cancellation or December 15th, whichever comes first, because of commitments for transportation, rooms, etc. made prior to the trip.

7. **Summer school refund policy** for tuition and general fee provides a 100% refund on tuition and general fee if a class is dropped on days 1 through 3 of the term. The refund is 50% on days 4-7. There is no refund after 7 days. Laboratory fees are non-refundable after three days. This policy applies to all courses regardless of class format or session length.

Refunds are subject to timely completion of appropriate petitions (e.g., schedule change form, off-campus housing petition, etc.) by students in harmony with published deadlines.

Refund Policy for Students Withdrawing from the University

**Withdrawing may affect the student's eligibility for future financial aid.** The student initiates a withdrawal in the Academic Records and Registration Office. The portion refunded is a ratio of the number of days remaining in the term to the total number of days in the term. The withdrawal date is considered to be the earliest of [1] the last day of class attendance, [2] the last day of documented academically-related activity, or [3] the date the student began the withdrawal process. A refund is made if the student has not attended class beyond the 60% point of the term. After that, no refund is made.

The refund policy applies to tuition, general fee, and course fees. Room and board refunds are determined by the date the student moves from campus housing. Housing deposits are forfeited if the student withdraws. Health insurance remains in effect through the end of the semester in which the withdrawal takes place.

Return of Title IV Funds

If a student receives federal grant or loan funds and subsequently withdraws from the University before 60% of the term has elapsed, then a percentage of those funds must be returned to the appropriate federal program(s). The portion returned is a ratio of the number of days remaining in the term to the total number of days in the term. The withdrawal date is considered to be the earliest of (a) the last day of class attendance, (b) the last day of documented academically-related activity, or (c) the date the student began the withdrawal process. The student who remains enrolled and attends class through the 60% point in the term is eligible to retain 100% of federal grant and loan funds. The return of state and university funds follows a similar schedule.

Financial Aid

The purpose of financial aid is to assist students who would not otherwise be able to pursue a college education because of financial limitations and to make financial awards available to students who have shown achievements in areas such as academics, athletics, music, and campus leadership. Financial aid is designed to assist students through an award package including scholarships, grants, loans, and employment.

Financial aid is administered in conjunction with a national philosophy that parents are the primary resource for helping students meet educational expenses. The Free Application for Federal Student Aid (FAFSA) is used to determine eligibility for aid. All students applying for aid should
complete the FAFSA listing Mount Vernon Nazarene University as the intended university. The University’s Federal School Code is 007085. This will enable the Student Financial Planning Office to obtain electronic student aid reports. FAFSA applications are available from high school guidance counselors or the Student Financial Planning Office at the University.

Students are encouraged to submit applications for financial aid as early as possible, preferably by March 15.

A family’s ability to contribute may fluctuate annually. Therefore, awards are made for one academic year only. Applicants must submit a Free Application for Federal Student Aid (FAFSA) and the Mount Vernon Nazarene University Financial Aid Application annually.

Inquiries and requests should be directed to the Student Financial Planning Office. The University adheres to all state and federal regulations in administering student aid programs.

The Student Financial Planning Office also assists students with on-campus employment, federal work-study, community service positions, and by posting off-campus employment opportunities.

Types of Aid and Restrictions

Four types of aid are available to eligible students: loans, employment, grants and scholarships. All types of financial aid are prorated over the entire academic year. No more than one-half of any aid award is applied to a student’s account for any semester.

Students cannot receive more than one ACT or SAT based academic scholarship in any given semester. If eligible for more than one academic scholarship, a student is awarded the scholarship with the highest dollar value. When a student’s financial aid award totals more than the financial need, the University applies federal and state financial aid awards to a student’s account first.

Unless otherwise specified, all students receiving financial aid are required to enroll as full-time students for each semester (12 or more semester hours).

Satisfactory Academic Progress

To be eligible to receive financial aid, a student must make satisfactory academic progress toward the completion of a degree. The Student Financial Planning Office reviews academic progress at the end of each year. Students not meeting the prescribed standards of required credit hours and/or grade point average are placed on warning status for one year. If the student fails to meet the required standard at the end of that year, the student is placed on cancellation status and is ineligible for aid until the minimum standards are met. The student is required to take courses at his/her own expense at Mount Vernon Nazarene University until the standards for reinstatement to satisfactory academic progress status are met.

Federal regulations permit students to appeal cancellation status under certain circumstances. If an appeal is approved, the student will be placed on warning for one year. The student must earn 10 hours during each semester (excluding credit-by-examination hours) with a minimum grade point average of 2.00 to continue receiving aid in subsequent terms. Contact the Student Financial Planning Office about the appeal process.

The criteria for satisfactory academic progress link years of attendance with a minimum cumulative grade point average and cumulative hours earned:

<table>
<thead>
<tr>
<th>Years of Attendance</th>
<th>Minimum Cumulative GPA</th>
<th>Minimum Cumulative Hours Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.80</td>
<td>18</td>
</tr>
<tr>
<td>2</td>
<td>2.00</td>
<td>38</td>
</tr>
<tr>
<td>3</td>
<td>2.00</td>
<td>58</td>
</tr>
<tr>
<td>4</td>
<td>2.00</td>
<td>80</td>
</tr>
<tr>
<td>5</td>
<td>2.00</td>
<td>102</td>
</tr>
<tr>
<td>6</td>
<td>2.00</td>
<td>124</td>
</tr>
</tbody>
</table>

If a student changes majors and/or degrees, the satisfactory academic progress time frame for financial aid eligibility will be re-evaluated on a case-by-case basis through the appeal process. If a student pursues a second baccalaureate degree, the satisfactory academic progress time frame for financial aid eligibility will be re-evaluated on a case-by-case basis through the appeal process, if the time necessary for degree completion extends beyond the twelfth semester.

Enrollment Requirements

Financial aid status is determined by the number of semester hours for which the student is registered as of the end of the 15th day of class each term.

<table>
<thead>
<tr>
<th>Enrollment Status</th>
<th>Required Hours per Semester</th>
<th>Maximum Years of Eligibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>≥12 hours</td>
<td>6 years</td>
</tr>
<tr>
<td>Three-quarter</td>
<td>9-11 hours</td>
<td>9 years</td>
</tr>
<tr>
<td>Half-time</td>
<td>6-8 hours</td>
<td>12 years</td>
</tr>
</tbody>
</table>

Ohio Residents

Ohio residents who are eligible to receive either the Ohio Student Choice Grant or the Ohio Instructional Grant may receive these funds for any semester in which they are permitted to enroll as full-time students. Maximum
Financial Information

eligibility is 10 semesters. Special provisions are available for part-time Ohio Instructional Grant eligible students.

Other Regulations

Transfer students Only courses in which the student earned grades of “C-” or better are accepted by Mount Vernon Nazarene University. However, both grades and prior periods of enrollment are included in the satisfactory academic progress evaluation.

Remedial courses A maximum of 6 hours of remedial course work (number below 1000) may be counted in satisfactory progress evaluation.

Withdrawal The semester of withdrawal is counted as a semester of attendance when the withdrawal takes place after the first week of the semester. The student has the right to appeal should extenuating circumstances exist.

Loan Programs

Federal Perkins loans are made from funds provided jointly by the federal government and the University. Loans are awarded on the basis of “financial need” as determined by the student’s FAFSA (Free Application for Federal Student Aid) analysis. To qualify, the student must be enrolled at least half-time and be making satisfactory academic progress.

Repayments begin nine (9) months after the student drops to less than half-time or leaves school. The interest rate then becomes five (5) percent per year and, depending upon the loan amount outstanding, the borrower has up to ten (10) years to repay the loan.

Certain cancellation and postponement provisions are provided, and are detailed on the Federal Perkins Loan Promissory Note. For specific questions, please contact the University’s Student Accounts Office.

Terms of the Federal Perkins Loan Program

The terms of the Federal Perkins Loan Program include the following:

Minimum credit hour load required ............................................... 6
Co-signer required ................................................................. No
Interest rate while in school ......................................................... None
Length of grace period after leaving until repayment begins ................. 9 months
Interest rate after grace period ....................................................... 5%
Length of repayment period ..................................................... Up to 10 years
Minimum payment ................................................................. $40 per month

Information regarding cancellation, deferments, and forbearance is included on the Master Promissory Note.

Federal Stafford Loans

Federal regulations allow all students applying for federal student aid to obtain a Stafford Loan. The Student Financial Planning Office processes these loanselectronically for all eligible recipients as a part of the awarding process. The loan is subsidized or unsubsidized depending upon the student’s calculated financial need. The amounts students may borrow depend on the grade level in school and on the type of student: dependent undergraduate or independent undergraduate (including a dependent undergraduate whose parents are unable to get a PLUS Loan). The annual limits are:

<table>
<thead>
<tr>
<th>Dependent Undergraduate Student:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman ................................................................. $2,625</td>
<td></td>
</tr>
<tr>
<td>Sophomore ................................................................. $3,500</td>
<td></td>
</tr>
<tr>
<td>Junior ................................................................. $5,500</td>
<td></td>
</tr>
<tr>
<td>Senior ................................................................. $5,500</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Independent Undergraduate Student:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman ................................................................. $6,625</td>
<td></td>
</tr>
<tr>
<td>Sophomore ................................................................. $7,500</td>
<td></td>
</tr>
<tr>
<td>Junior ................................................................. $10,500</td>
<td></td>
</tr>
<tr>
<td>Senior ................................................................. $10,500</td>
<td></td>
</tr>
</tbody>
</table>

The interest rate is variable with the rate capped at 8.25%. The federal government pays the interest on the subsidized Federal Stafford Loan during periods of at least half-time enrollment and the six-month grace period immediately following periods of enrollment.

Unsubsidized Federal Stafford Loans accrue interest from the day the load is disbursed until the load is paid in full. Students may pay the interest during enrollment or allow it to be capitalized and paid during the regular repayment period.

Both loans require that payment of principal and interest begins at the end of the six-month grace period. Repayment information and deferment provisions are available through the Student Financial Planning Office.

Federal Parent Loans for Undergraduate Students (PLUS)

Each year parents may borrow the difference between the cost of education and the amount of financial aid received by the student. The interest rate is variable and capped at 9%. Parents should contact the Student Financial Planning Office for application procedures.

Jetter ministry loans A loan of $2,000 per year is available to juniors and seniors with a call to full-time ministry in the
Church of the Nazarene. This loan has a service forgiveness clause. Loans are limited to funds available annually. Contact the Student Financial Planning Office for further details.

**Schell Foundation loans** The Schell Foundation provides a limited number of loans to qualified students from Ohio and adjacent states. Contact the Student Financial Planning Office for additional details.

**Contingency loans** are provided through the Student Financial Planning Office. In the event of an emergency such as illness, death in the family or special situations requiring immediate cash, the student may borrow up to $100.00, interest free providing the student has pending financial aid to cover the amount. All emergency loans must be repaid in 30 days. Applications are made through the Student Financial Planning Office.

**Employment**

The University believes that working while attending school is a feasible method of helping to finance education. As a rule, most students work between 8 to 10 hours per week without impairing the academic record.

There are two types: federal work-study and campus employment.

1. **Federal Work Study** is a federal program through Mount Vernon Nazarene University established to promote employment opportunities for students demonstrating financial need. The eligible student may work part-time at various jobs on the campus or in the community.

2. **Campus employment** is available in limited amounts to help meet the cost of a college education. The Student Employment Office, in conjunction with the Student Financial Planning Office, serves as a clearinghouse for a variety of part-time jobs.

3. **Assistantships** A limited number of assistantships of $860 each are available to high scholarship students of sophomore, junior and senior rank. These assistantships are awarded on the basis of scholarship, character, leadership, promise and need.

   Each academic department offers one assistantship. Assistantship holders are assigned to the department chairperson in which the student has a major. Under the department chair’s guidance, the student assists in reading papers, laboratory service or other required work. Assistantships are determined annually and are based on satisfactory service and the approval of the department chair. The Provost and the Financial Aid Committee approve appointments. Recommendations are made to the Provost by May 1.

**Off-campus employment** information is available through the Student Employment Office. The service is available regardless of financial circumstances.

**Grants**

The federal government provides Federal Supplementary Educational Opportunity Grants for students who demonstrate exceptional financial need. Student eligibility is determined by the information parents and students provide on the Free Application for Federal Student Aid (FAFSA).

**Ohio Instructional Grant (OIG)** is provided by the Ohio Board of Regents, State Grants and Scholarships Department to eligible students attending private colleges during 2004-2005. A student must be a resident of Ohio and enrolled as a full-time student in an eligible Ohio institution of higher education. The FAFSA is used to determine eligibility for the Ohio Instructional Grant.

The Ohio Instructional Part-time Grant is available to students who attend college on a part-time basis. The award is made at the discretion of the financial aid administrator, and is pro-rated on credit hours.

**Out-of-state residents** should investigate whether their state sponsors its own grant program and if so, inquire into the possibility of utilizing this money for education at an out-of-state institution. One of the states that has established a grant program for its state residents is Pennsylvania. Eligibility for the Pennsylvania Grant is determined by the FAFSA, which must be submitted by May 1. No other application is necessary.

**Ohio Student Choice Grants** are available to Ohio residents who enroll as first-time college students after July 1, 1984, in a full-time bachelor’s degree program at an eligible Ohio independent (private) institution of higher education. All students (regardless of family income) who meet the above requirements are eligible for an Ohio Student Choice Grant ($501 per semester) for 2004-2005.

This grant (funded by the State of Ohio) is designed to help offset the tuition price difference between private and public-supported institutions. The grant is renewable annually during the student’s undergraduate academic career (up to a maximum of ten semesters). The amount is adjusted in proportion to the cost difference between the average Ohio private institution tuition rate and the average Ohio public institution tuition rate. The Mount Vernon Nazarene University Financial Aid Application determines eligibility.

**Federal Pell Grants** are awarded from a federal aid program designed to provide financial assistance to students who attend post-secondary educational institutions. Federal Pell Grants are intended to be the

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“floor” of a financial aid package and may be combined with other forms of aid in order to meet financial need. Amounts range from $400 to $4,050 in 2004-2005.

The amount is determined on the basis of the student’s and family’s financial resources. To apply for a Federal Pell Grant the student must complete the FAFSA; no other application is required.

Eligibility for the Federal Pell grant depends upon the following set of criteria:

1. A U.S. citizen or eligible non-citizen.
2. Established financial need by means of the FAFSA.
3. Enrolled in an undergraduate course of study and have not previously received a bachelor’s degree from any institution.
4. Enrolled on at least a three (3) semester hour basis in a program of study which is six months in length or longer.
5. Making satisfactory academic progress in the course of study.

The **Nazarene M. K. Grant** is an award equal to the room rate ($2,619 for 2004-2005). The grant is available to unmarried, dependent children of missionaries under official appointment in the Church of the Nazarene. The student must attend full-time and live on campus.

The **Nazarene P. K. Grant** is an award of one-half of the room rate ($1,310 for 2004-2005). The grant is available to dependent children of active, full-time pastors in local church pastoral ministry, or evangelists in the Church of the Nazarene. The student must be enrolled full-time and live on campus.

Students receiving the Nazarene M. K. or Nazarene P. K. grants that live on the East Central Educational Region of the Church of the Nazarene are eligible for an additional grant of $500.

The **Interdenominational M. K. Grant** is an award equal to the room rate ($2,619 for 2004-2005). The student must be enrolled full-time and live on campus.

The **Interdenominational P. K. Grant** is an award of $500 on tuition granted to unmarried dependent children of active full-time pastors or evangelists under official appointment by a group other than the Church of the Nazarene. The student must be enrolled full-time and live on campus.

The **Family Grant** is awarded when two unmarried dependent students from the same family, or a husband and wife, are enrolled as full-time degree-seeking students in the traditional undergraduate program. A discount of 10% of tuition for each student is given and extends through the term of concurrent enrollment. A pro-rated discount is also extended to full-time undergraduate students whose parent or spouse is enrolled as a full-time student in an adult or graduate program.

When three or more unmarried dependent students from the same family are enrolled as full-time students, a discount of 15% of tuition for each student is given and extends through the term of concurrent enrollment.

Bible Quiz Grants are awarded for each year of participation. The University awards $200 (up to a limit of $800) to every entering student who was a member of a district Teach Bible Quiz Team. Award certificates are presented to each team member by the district NYI Convention and should then be submitted to the Student Financial Planning Office.

IMPACT Team Grants are awarded for each year of participation. The University awards $200 (up to a limit of $800) to every entering student who was a member of a district IMPACT Team. Award certificates are presented to each team member by the district NYI Convention and should then be submitted to the Student Financial Planning Office.

Mount Vernon Nazarene University Challenge Grant of $1,550 per year is awarded to students from the East Central Educational Region who regularly attend a Church of the Nazarene.

The **West Virginia Choice Grant** is provided by the University in the amount of $1,000 to students who are residents of the West Virginia North and West Virginia South districts.

The **Eastern Kentucky Choice Grant** is provided by the University in the amount of $1,000 to students who are residents of the Eastern Kentucky district.

Awards for Scholastic Excellence

Mount Vernon Nazarene University offers a number of scholarships annually in recognition of outstanding scholastic achievement. An application is not required. Only students enrolled in the traditional undergraduate programs are eligible for the awards listed below.

Students who qualify for two or more scholarships are awarded the one with the highest dollar value.

**Hugh C. Benner Scholarships** are named for a former general superintendent of the Church of the Nazarene, Hugh C. Benner. Dr. Benner, who was born in Ohio, was a scholar, author, preacher and administrator. He served as college president, editor and general superintendent. Three types are available.
1. To qualify for the Benner Excellence Scholarship, the student must earn an ACT composite score of 32 or above, or SAT combined score of 1410 or above. The student is given a four year award ($16,000 total) to be allocated $4,000 per year provided a grade point average of 3.50 is maintained each academic year while carrying a full load.

2. To qualify for the Benner Memorial Scholarship, the student must earn an ACT composite score of 26-31, or SAT combined score of 1320-1400. The student is given a four year award ($13,000 total) to be allocated $3,250 per year provided a grade point average of 3.50 is maintained each academic year while carrying a full load.

3. To qualify for the Benner Scholarship, the student must have an ACT composite score of 28-29, or SAT combined score of 1240-1310. The student is given a four year award ($10,000) to be allocated $2,500 per year provided a grade point average of 3.50 is maintained each year while carrying a full load.

The Distinction Scholarship is awarded to the student who has an ACT composite score of 26-27, or SAT combined score of 1170-1230. It is a four-year award ($8,000 total) to be allocated $2,000 per year provided a grade point average of 3.30 is maintained for each academic year while carrying a full load.

The Honor Scholarship is awarded to the student who has an ACT composite score of 24-25, or SAT combined score of 1090-1160. It is a four-year award ($6,000 total) to be allocated $1,500 per year provided a grade point average of 3.10 is maintained for each academic year while carrying a full load.

The Rank Scholarship is awarded to students who have an ACT composite score of 20-23, or SAT combined score of 940-1080, and who have attained a cumulative high school grade point average of 3.50 or higher, or ranks in the top 10% of the high school class. It is a four-year award ($5,000 total) to be allocated at $1,250 per year provided a grade point average of 3.00 is maintained for each academic year while carrying a full load.

The Valedictorian Scholarships are awarded to students who are valedictorians of the high school graduating class. It is a four-year award ($2,000 total) to be allocated $500 per year, provided a grade point average of 3.00 is maintained for each academic year while carrying a full load.

Salutatorian Scholarships are awarded to students who are salutatorians of the high school graduating class. It is a four-year award ($2,000 total) to be allocated $500 per year, provided a grade point average of 3.00 is maintained for each academic year while carrying a full load.

The Valedictorian Scholarships and Salutatorian Scholarships are awarded in addition to other scholarships the recipient may have earned.

Top 10 Scholarships (for students who did not enter on scholarship) are awards of $1,000 each to the top 10 students for the academic year in each of the freshman, sophomore and junior classes who return to the University for the following year. To qualify, the student must complete a full year of full-time study.

Academic Scholarships for Transfer Students Students transferring to Mount Vernon Nazarene University will be awarded any of the academic scholarships for which they would have been eligible had they entered as freshmen, provided they have maintained the grade point average requirement at the former college.

Transfer Scholarship The University awards a non-renewable scholarship of $500 for the first year of attendance at Mount Vernon Nazarene University for transfer students who have earned at least 12 semester hours with a cumulative grade point average of 2.00.

Non-Academic Scholarships

The Student Financial Planning Office receives many inquiries about scholarships available to prospective applicants. All applicants for aid are automatically considered for all scholarships for which they may be eligible. No special application is necessary in some cases.

- Activity/Music Scholarships are awarded to returning students of exceptional ability who are responsible leaders in student government, publications, music, drama, etc. Applications are available in the Student Financial Planning Office. Auditions are required for music scholarships.

- Athletic Scholarships are awarded each year to some students who demonstrate exceptional ability and/or financial need and who participate in intercollegiate sports. Applications are made to the Director of Athletics. Awards are made through the Student Financial Planning Office as a part of the aid package.

- Christian Service Scholarships are awarded to students who demonstrate involvement and concern for full-time Christian service. Students are required to submit recommendations from two persons who can attest to their involvement.

- The Faculty-Staff Scholarships, funded by annual gifts of the University faculty and staff, are awarded to returning students. Faculty and
Financial Information

Staff nominate students based upon academic effort, contribution to the campus community, positive attitude toward God, education and others, and financial need. Final decisions are made by a faculty-staff committee. Amounts are a minimum of $500; the number of scholarships is determined by faculty and staff gifts.

- The **Institutional Ministerial Scholarships** are awarded each year to qualifying students who are committed to Christian ministry in the Church of the Nazarene. The amount ranges from $1,000-$4,000 or more each year, and the scholarship is awarded on the basis of classification, GPA, pastoral and faculty recommendation. Contact the School of Theology and Philosophy for application and details.

- The **Paul Wells Memorial Scholarship** is an annual scholarship awarded to a student majoring in business administration who is in good academic standing and has financial need.

- **Women's Auxiliary Scholarships** are awarded to returning students by the Mount Vernon Nazarene University Women's Auxiliary. Awards are based on financial need, minimum of 3.00 cumulative grade point average and campus involvement. Applications will be available in the Student Financial Planning Office after March 1.

**Other Scholarships**

The following scholarships are awarded based on availability of funds and criteria as listed.

- **Alumni Scholarships** are awarded to continuing students whose parent(s) graduated from Mount Vernon Nazarene University. The student must demonstrate financial need and have made satisfactory academic progress.

- **Anonymous Alumni Scholarships** Funds are awarded annually to computer science and early childhood education majors who meet specified criteria.

- **Armstrong Scholarships** are awarded to financially needy students attending the University from the Charleston, Upper Kanawha Valley, Charleston South, and Charleston North zones of the West Virginia South district. The funds are made possible by Mr. and Mrs. Dan Armstrong, St. Albans, West Virginia.

- **Bailey Scholarships** are awarded to financially needy students from the West Virginia South district. Russell and Margaret Bailey, Charleston, West Virginia, make the funds possible.

- The **Carl B. Bailey Scholarship** is awarded to students from the La Croft, Calcutta, Lisbon, and/or East Liverpool, Ohio, First Church of the Nazarene. The funds are provided by the Carl B. Bailey family.

- The **Louis W. Blanpain Scholarship** is awarded to ministerial students in good academic standing.

- The **Tamara Sue Bolender Scholarship** is an endowed scholarship created as a memorial to the teaching career of Tamara Sue Bolender. One scholarship per year will be awarded to an accounting major who expresses a desire to become a CPA. Students must have at least a 3.50 cumulative grade point average, plus meet other criteria that are available upon request from the Student Financial Planning Office.

- The **Caddo-Cup Scholarship** is awarded to financially needy students. The Glen Edwin Dial estate provides the funds.

- The **Jeffrey John Cubbon Memorial Scholarship** is awarded to sophomore, junior or senior religion majors who demonstrate a compassion for the needs of others and a cross-cultural missions commitment. Applicants must be full-time students in good academic standing who show financial need.

- The **Clifton and Nelle DeBord Scholarship** is awarded to students from the Eastern Kentucky District who have unmet financial need and a cumulative grade point average of 3.00 from the high school or previous college.

- The **Blanche Opal Dotson Memorial Scholarship** is awarded to females from Greene County, Ohio, who are majoring in business and classified as sophomores or above.

- The **Eastern Kentucky District Scholarship** is awarded to students from the Eastern Kentucky District. Students must demonstrate potential for success in college and have unmet financial need.

- The **Chester Fannin Scholarship** is available to male students from Clark, Greene, or Montgomery counties of Ohio after completion of the freshman year. Recipients must demonstrate unmet financial need and have made satisfactory academic progress.
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- The Chet Foraker Scholarship is awarded to returning students in good academic standing that have participated in any intercollegiate sport. The Athletic Department nominates recipients.

- **GAR Endowment Scholarships** are awarded to juniors or seniors who demonstrate high achievement and scholarship in business.

- The William A. and Bernice E. Gibbs Memorial Scholarship is awarded to needy students majoring in religion or Christian education.

- The **Hundley Scholarship** is awarded to ministerial students from West Virginia.

- The **Hyson Family Scholarship** is awarded to needy students from the North Central Ohio district who demonstrate financial need and a potential for success in college.

- The Jetter Mission Endowment awards scholarships to (a) students who are dependent children of active missionaries, (b) students called to missions with potential to be successful missionaries, (c) nationals who attend a regional Bible school, seminary, or an American Nazarene college or (d) other mission educational needs as approved by the Financial Aid Committee. The funds are made possible by Dr. and Mrs. George Jetter, Fort Recovery, Ohio.

- The C. T. Moore Memorial Scholarship is awarded to financially needy students.

- The **Ruth M. Ours Scholarship** is awarded to education majors who have maintained a 3.00 cumulative grade point average and demonstrate financial need. Recipients must have attained at least sophomore standing.

- The Robert D. Pitcock Jr. Scholarship is awarded to students from the New Cumberland Church of the Nazarene in West Virginia. If no students are enrolled from New Cumberland, funds are awarded in the following order: (a) students from Weirton, West Virginia, Church of the Nazarene, or (b) students from any church on the West Virginia North District.

- The **Willam J. and Evelyn Prince Scholarship** is awarded to students majoring in Christian education, philosophy, or religion.

- The Pamela C. Rose Scholarship is awarded to students in early childhood education. Recipients must demonstrate financial need and be approved by the Mount Vernon Nazarene University Education Department.

- The Salsbury Scholarship is awarded to needy students in good academic standing.

- The Daniel Gordon Sammons Scholarship is awarded to needy students from the Eastern Kentucky district. The funds are made possible by Mr. and Mrs. Bert Sammons, Ashland, Kentucky.

- The Lewis M. Seymour Scholarship is awarded to incoming pre-nursing students who demonstrate potential to provide service in the health care field. The scholarship is renewable for the second year if a 3.10 grade point average is maintained. If no pre-nursing students are available, pre-medical students may be considered.

- The Summit Church of the Nazarene (Ashland, Kentucky) Scholarship is awarded to students who attend Summit Church of the Nazarene, Ashland, Kentucky.

- The Tombaugh/Runkle/Stringer Family and Consumer Sciences Scholarship is awarded to a full-time family and consumer sciences major. Contact the Student Financial Planning Office for details.

- The James R. Valenta Scholarship was established in honor of James R. Valenta to provide funding for youth from inner city Cleveland. Students may contact the Student Financial Planning Office for information.

- The Rev. Robert and Retha Wellmon Scholarship is awarded to two students majoring in Spanish. Rev. Robert and Retha Wellmon make the funds possible.

- West Virginia North Scholarships are awarded to needy students from the West Virginia North District.

- West Virginia South Scholarships are awarded to needy students from the West Virginia South District.

- The Annamay Zagray Scholarship is awarded to students from Canton, Ohio, First Church of the Nazarene. If there are no students from Canton First Church, funds may be extended to students from the East Ohio District.
Other scholarships may be available in addition to those listed above. For updates on other scholarships, please contact the Student Financial Planning Office or visit the University’s website, http://www.mvnu.edu.

Scholarships from Outside Sources

Many scholarships are awarded to college students from sources other than those already listed. Below is a partial list of groups and organizations that provide scholarships for higher education.

- **The J. Gordon Bone, Jr. Scholarship** is awarded to needy male students who are residents of Knox County, Ohio.

- **Church Scholarships** Several churches on the University’s educational region offer scholarships to students who attend the University. Students should contact the pastor of the local church for details.

- **Civic Group Scholarships** Many cities and towns have scholarships available through organizations such as Kiwanis, Tri-Kappam, etc. See the high school counselor or local service clubs for details.

- **Company Scholarships** The student may be able to apply for a scholarship through the parents’ employer(s). Check with the personnel manager for details.

- **County Scholarships** Scholarships are available to residents of certain Ohio counties. An example is Ashtabula County. Residents of Ashtabula County are eligible for awards under the George J. Record Scholarship Foundation. Contact the county officers for information.

- **Department of World Missions Loan/Grant** The General Board (Church of the Nazarene) makes some aid available to children of active missionaries. Information may be secured from:

  World Mission Division
  Church of the Nazarene International
  6401 The Paseo
  Kansas City, MO 64131

- **District NYI Scholarship** Several district Nazarene Youth International societies on the East Central Educational region offer scholarships to students who attend the University. Amounts and conditions for these scholarships may be obtained by writing to the district NYI president.

- **Elks State and National Scholarships** Contact the high school counselor or inquire at the local Elks Club. Parents need not be affiliated with the Elks to participate in the scholarship contest.

- **The Jeld-Wen, Wenco Foundation Scholarship** is awarded to a needy freshman from Knox County, Ohio to help begin the University career.

- **Ohio Academic Scholarship** Ohio high school seniors who plan to enroll as full-time undergraduate students in participating Ohio colleges, universities and hospital schools of nursing are eligible to apply. The scholarship is renewable. Contact the high school guidance counselor for details.

- **Ohio Foundation of Independent Colleges, Inc.** Many organizations provide scholarships that are administered by the Ohio Foundation of Independent Colleges, Inc. Among these organizations are: Honda, IBM, Proctor and Gamble, and UPS. Scholarship recipients are nominated by Mount Vernon Nazarene University’s Student Financial Planning Office with final selection by the Ohio Foundation of Independent Colleges, Inc.

- **Ohio National Guard Scholarship Program** Ohio residents who enlist or re-enlist in the Ohio National Guard on or after September 1, 1977 and enroll or intend to enroll in participating Ohio institutions as full-time undergraduate students are eligible to apply for the scholarship. The scholarship can be used to pay instructional and general fees. Interested students should contact the local National Guard representative.

- **Ohio War Orphans Scholarship** program is designed for children of disabled or deceased war veterans and children of persons declared prisoners of war or missing in action in southeast Asia. Applicants must be between the ages of 16 and 21 and attend an Ohio public-assisted institution or an eligible non-profit private institution. Depending on eligibility criteria, the scholarship may be used for instructional and general fees only, or for instructional and general fees, room and board, books and laboratory fees. To apply, obtain an application for the War Orphans Scholarship from:

  War Orphans Scholarship
  Ohio Board of Regents
  State Grants and Scholarships Department
  P. O. Box 182452
  Columbus, OH 43218-2452
  (800) 833-1133
Service Awards

Awards are made to officers of the student government, editors and business managers of student publications.

Government Benefits

G. I. Bill benefits are available for veterans of the Army, Navy, Marine Corps, Air Force or Coast Guard under laws enacted by Congress to govern veterans’ benefits. Consult the local Veterans’ Administration office or the Mount Vernon Nazarene University veterans’ advisor.

State Vocational Rehabilitation Education Assistance
Under Public Law 133 the federal and state governments jointly provide rehabilitation services “to any disabled individual to render the individual fit to engage in a remunerative occupation.” Contact the local Vocational Rehabilitation Office for additional information.
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Applicable Catalog Edition

Catalog requirements change with each edition. The applicable catalog is the one existing at the time the student files the Official Declaration of Degree form in the Academic Records and Registration Office. The University strives to make reasonable transitions when program requirements change.

Academic Advising

Students are assigned a faculty member as an academic advisor to assist in developing educational plans, choosing a major, and scheduling courses. The advisor is a faculty member in the department of the student’s major. Although the University provides assistance in course scheduling through the academic advisor and other staff, It is the student’s responsibility to see that graduation requirements are met.

Change in Major and Advisor

To declare a major or change a major, the student contacts complete a Preliminary Declaration of Degree form in the Academic Records and Registration Office. The student will receive an e-mail message with a couple of days about the academic advisor that has been assigned.

Registration/Confirmation

One term. Financial aid files must be completed during January for the student to return for the spring semester.

• Students not meeting the requirements for confirmation must make an appeal to the Director of Student Accounts by August 15th for the fall, December 1st for the January interim, and January 15th for the spring semester.

Specific questions about these confirmation policies should be addressed to the Academic Records and Registration Office, the Student Accounts Office, or the Student Financial Planning Office.

Students are not permitted to enroll after the last day of registration without the Assistant Vice President for Academic Administration’s approval. Students are responsible for all courses listed on registration forms. Credit may not be earned in a course without proper and timely registration. A final grade of X is assigned in any course that is not officially dropped, and cannot be changed after the grade is recorded.

Auditing Courses

Students may benefit from auditing a class. When a course is audited, no credit is given and the work cannot be counted later for credit. Students enrolled as full-time students are permitted to enroll in one additional course by audit. Auditing is not permitted in private lessons, laboratory, performance, or skill courses. Auditing is subject to the applicable fees and refunds.

Changes in Registration

The student initiates changes in registration in the Academic Records and Registration Office. A student may request admission to a class until the eighth (8th) class day of the semester. Any change after confirmation must be submitted on a Class Schedule Change form. The student must secure approval from the instructor and academic advisor. The change is complete only when the student returns the approved form to the Academic Records and Registration Office. No charge for course changes is made on the first three days following registration. Changes after that are charged the class schedule change fee ($10 per form), unless necessitated by faculty action.

Repeated Courses

Courses in which C- or lower grades were received may be repeated. When the cumulative grade point average in the student’s major falls below 2.00, the academic advisor may recommend that the student repeat C- courses in the major to improve the major grade point average. Other courses may be repeated only with approval of the Academic Standards Committee. Contact the Academic Records and Registration Office for information on the appeal process.
The most recent grade is used in computing the cumulative grade point average. The original grade remains on the transcript. Credit hours count only once toward graduation. Tuition must be paid for repeated courses.

Withdrawal from a Course

1. A student may withdraw from a course without a grade of W until the sixth Friday of the semester.

2. A student may withdraw from a course with a grade of W after the sixth Friday of the semester and until the last date to drop a course (one week after midterm).

3. Grades of WF or WP are assigned to courses when the student withdraws from a course after the last day to withdraw from a course. This requires an extenuating circumstance and approval of the Assistant Vice President for Academic Administration.

Failing a course is not considered an extenuating circumstance. The Class Schedule Change form must be completed for any registration change. The tuition refund policy is in effect.

Withdrawal from the University

Withdrawal from the University is begun in the Academic Records and Registration Office. The Withdrawal Form must be signed by designated administrative officers and filed in the Academic Records and Registration Office. The withdrawal refund policy applies. Grades of W are assigned to all courses when the student withdraws from the University prior to the last day to withdraw from a course. Grades of WF or WP are assigned to courses when the student withdraws after the last day to withdraw from a course as designated on the University calendar. The permanent grade of X is assigned to courses when the published withdrawal procedure is not followed and applicable deposits are forfeited.

Academic Load

A normal full-time load is 31 credits for the academic year. The normal load for fall or spring semesters is 14 credits. For the January interim, the normal load is 3 credits. A student is classified as full-time for academic purposes provided registration indicates 12 credits for fall or spring, and at least 1 hour in January.

A student is not permitted to enroll for more than 15 credit hours during the fall or spring semesters, or more than 4 credits during the January interim without the Assistant Vice President for Academic Administration’s permission. Half semester and summer school loads may not exceed 8 credit hours without the same permission.

A tuition overload fee is charged when the load is greater than 15 credits for fall or spring, or greater than 4 credits in January.

Class Attendance

Students are expected to attend all class meetings of courses in which they are registered. In the event of absence, whatever its cause, the student is responsible for the course work missed.

Students must contact faculty personally about absences before the absences occur, unless providentially hindered. If emergencies occur in evenings or on weekends, students should leave a message on the faculty’s voice mail or e-mail prior to class time for each course.

Decisions about make-up work and grade penalties due to excessive absences are at the instructor’s discretion. Attendance policies are to be included in course syllabi.

The following absences will be given consideration by faculty when an explanation is verified to faculty by the Academic Affairs Office at the student’s request for:

- assignments with official university organizations and prearranged field trips;
- emergencies or death in the immediate family;
- legal responsibilities; or
- extended illness when an authorized medical official requires confinement to room, home, or hospital.

Standard practice is that these be initiated prior to the absence.

Academic Integrity

Mount Vernon Nazarene University encourages personal integrity and maturity in its students. To that end the University adheres to the principle of unquestioned honesty in its expectations of students, faculty and staff. This standard should govern relationships and behavior in the residence halls, classroom, chapel, and other campus entities. As a Christian community, faculty, staff and students have a moral and ethical responsibility to uphold the principle of unquestioned honesty, and refrain from any activity or behavior that would suggest academic dishonesty and lack of personal integrity.

Dishonesty is defined as misrepresentation of facts with the motive to slant consequences in one’s favor, minimize one’s work load, or make untruthful claims to benefit oneself or others. Dishonesty may be unintentional and unconscious, stemming from insensitivity or immaturity. While the examples of dishonesty described in the
following sections are related to academic integrity, they are by no means exhaustive. Failures in academic integrity may occur in attendance fraud, cheating, plagiarism, laboratory fraud, and fabrication.

Definitions and Examples

Attendance Fraud

The University strives to provide curricular and spiritual opportunities for students to develop and mature. In this process it is essential for the student to be in attendance and to report that attendance honestly. Attendance fraud is misrepresentation of one’s attendance at a required campus event. Specifically, attendance fraud includes:

1. Writing another student’s name on an attendance sheet;
2. Asking or permitting another student to write one’s own name on an attendance sheet;
3. Writing one’s own name on an attendance sheet and leaving the activity before it is formally dismissed;
4. Making a false or misleading statement to an instructor as an excuse for missing class;
5. Altering or forging a document submitted to an instructor from a physician, nurse, or university official as an excuse for missing class; or
6. Providing false information about the amount of time worked on a time record.

Cheating

The student who cheats untruthfully represents his/her own legitimate effort on an assigned project, paper, assignment, test, etc. Cheating is the representation of someone else’s work as one’s own. Specifically, cheating includes:

1. Unauthorized entry to a faculty or secretarial office in search for examination-related material;
2. Unauthorized use of materials from a faculty or secretarial office to prepare for an examination;
3. Unauthorized use of a previously given examination to prepare for a present examination;
4. Discussing any part of an examination that has not yet been completed with any person who has already completed the examination;
5. Presenting a fraudulent excuse to seek permission to take an examination at a different time than the scheduled time;
6. Unauthorized possession of a copy of an examination;
7. Giving assistance to or receiving assistance from another student during an examination;
8. Looking at or attempting to look at another student’s paper during an examination;
9. Unauthorized use of published materials during an examination;
10. Unauthorized use of computing devices during an examination;
11. Unauthorized use of tape recorders or other electronic devices during an examination;
12. Unauthorized storage of information on an electronic calculator, computer or other media for use during an examination;
13. Unauthorized use of pre-programmed computers or calculators during an examination; or
14. Unauthorized collaborating with or consulting another person to complete a project or homework assignment.

The operating principle for students is this: When in doubt the student should assume that none of the activities are permitted unless the faculty explicitly approves them. It is the student’s responsibility to ask the faculty member which activities are authorized and permitted in each course. Policies should be included in course syllabi.

Plagiarism

Academic integrity requires that one acknowledge ideas and expressions borrowed from others. Plagiarism is a special form of academic dishonesty in which writers [a] fail to acknowledge the source of ideas, or [b] portray someone else’s work as one’s own. Plagiarism includes:

1. Looking at or copying another student’s work on an assignment (e.g., daily written work, term paper, workbook, etc.);
2. Unauthorized accessing and/or copying another person’s computer file(s);
3. Submitting written work purchased from commercial sources (e.g., on-line or Internet term papers) or submitting work based upon information purchased from such sources;
4. Submitting written work prepared by another person whether for money or favor; or
5. Unacknowledged quotation of a published work.

In the academic community there is variation in how often and to what degree the sources of ideas need to be cited. Faculty members can provide guidelines within academic disciplines. When the work depends upon the contributions of others, the basic principle to be followed is to acknowledge one’s indebtedness to them.
Laboratory Fraud

Persons who misrepresent their own work on laboratory projects commit laboratory fraud. Examples include:

1. Submitting one’s laboratory project to an outside laboratory for analysis;
2. Submitting one’s laboratory project to another student for analysis;
3. Submitting a laboratory report of an experiment performed by other persons;
4. Misrepresenting the date or amount of time spent on an experiment or other laboratory activities;
5. Submitting a copy of another person’s computer program or project as one’s own work; or
6. Submitting a copy of a commercially available computer program as one’s own work.

Fabrication

Individuals who commit academic fraud fabricate fictitious data for experiments and report them as real. Other examples include:

1. Submitting a report on an experiment or project that was not actually performed;
2. Listing works that were not actually consulted in a bibliography; or
3. Listing fictitious works in a bibliography.

Institutional Response

The thrust of the academic integrity policy of Mount Vernon Nazarene University is twofold. The University endeavors to communicate clearly its positive expectations about the principle of academic integrity and to educate its members accordingly. The University also endeavors to discipline violations of academic integrity in a fair and consistent manner.

Policy

When violations of the academic integrity policy are discovered, the following policies are normative:

1. The penalty for a first offense shall be a zero (0) on that particular assignment, examination, or project. No makeup examination or extra credit project will be permitted. The zero may not count as the lowest grade to be dropped, if a faculty member uses a lowest grade dropped policy.
2. The penalty for the second offense during the entire university tenure of the student shall be failure for the course.
3. The penalty for the third offense during the entire university tenure of the student shall be immediate dismissal from the University.
4. More severe penalties may be levied when the integrity offense is an organized group action or when criminal actions result (e.g., unauthorized use of a master key or breaking and entering). The University reserves the right to prosecute alleged criminal offenses.
5. In cases of dismissal, the “dismissal” designation shall be entered on the student’s transcript.

Procedure

1. In alleged instances of academic dishonesty, the faculty member shall investigate the report. The student should be notified promptly of the action taken and informed of the appeal process. If, in the discretionary judgment of the faculty member, the offense is a serious one, the Academic Affairs Office will be notified of the alleged offense and the action initiated by the faculty member on a form supplied by the Academic Affairs Office. The faculty member may consult the Department Chair, the school, and/or the Academic Affairs Office during the investigation and decision process.
2. The student has the right to appeal the faculty action to a faculty-student Academic Integrity Review Board. Appeals must be made within three class (3) days of the time he or she has been notified of the respective action. Final authority rests with the President.
3. In consultation with the Vice President for Academic Affairs, the President will appoint a five (5) member Academic Integrity Review Board at the beginning of the fall semester. Three members will be full-time teaching faculty and two members will be junior or senior students. The Assistant Vice President for Academic Administration will be the chairperson of the board and will be a non-voting member. In the case that a faculty member on the committee is involved in the alleged situation, the Assistant Vice President for Academic Administration will become a voting member on the board. The Student Government Association will nominate six junior or senior students; the President and Vice President for Academic Affairs will select two from those nominated by the Student Government Association.
4. In the case of dismissal, the dismissal will be no less than one full semester as in other academic dismissals for failure to perform. A student may petition for re-admission after the dismissal period by writing a letter to the Student Academic Life Committee and complete other necessary re-admission application forms. When re-admission is granted, the enrollment status for the first semester shall be academic probation. If no further incidences occur during the probationary semester, the status will be changed to that of good standing at the beginning of the next semester.

The rights of students as outlined in the Student Life Handbook will be upheld in academic matters related to alleged violations of the academic integrity code, with the exception that procedurally, integrity offenses shall be.
Academic Regulation and Procedures

considered as academic offenses, given academic penalties, and administered by academic personnel.

Grades

Midterm progress reports are e-mailed to students during fall and spring semesters. Final grades are e-mailed to the student each term unless the student requests in writing to the Academic Records and Registration Office to have them in paper format. Students also may view their grades on the University’s website.

Midterm and final grades are sent to parents of students who are “dependent” as defined in section 152 of the Internal Revenue Code of 1986. Students who desire to rescind this action must submit a signed letter to the Academic Records and Registration Office. January interim and summer grades are not sent to parents of dependents, unless the student submits a written request.

Academic Grievance

In situations involving alleged academic integrity violations (e.g., attendance fraud, cheating, plagiarism, etc.), the academic grievance appeal process is described under the academic integrity policy statement.

Otherwise students with grievances or problems with the way a particular course is conducted and how their grades are assigned should first seek a solution with the instructor of the course. If a satisfactory solution cannot be reached with the instructor, the student may file a written appeal with the appropriate school dean. The appeal must be filed in writing within 10 days of the issuance of the grade.

The school dean is expected to respond in writing to the appeal within 10 working days. If the student is not satisfied with the decision of the school dean, he/she may appeal the decision in writing to the Vice President for Academic Affairs. Correspondence and evidence related to all previous actions and appeals must be submitted with the appeal to the Vice President, who will resolve the issue. The appeal to the Vice President for Academic Affairs must be filed in writing within 30 days of the issuance of the e-mailed grade report.

System of Grading

The University utilizes the following letter grade system. Faculty have the option of adding the +/- to letter grades.

A  4.0 grade points per semester hour: A superior grade earned by work consistently exceeding high standards as judged by both internal and external criteria.
A-  3.7 grade points per semester hour.
B+  3.3 grade points per semester hour.
B   3.0 grade points per semester hour: A good grade signifies accomplishment which is above average in quantity and quality.
B-  2.7 grade points per semester hour.
C+  2.3 grade points per semester hour.
C   2.0 grade points per semester hour: A satisfactory grade characterizes the performance of most studies as judged by both internal and external standards.
C-  1.7 grade points per semester hour.
D+  1.3 grade points per semester hour.
D   1.0 grade point per semester hour: A passing grade represents sufficient accomplishment to pass the course, but does not meet the average standard.
F   0.0 grade points per semester hour: A failure earned when the course was completed; no credit is earned.
X   0.0 grade points per semester hour credit: A failure earned because the course (e.g., an assignment or examination, etc.) was not completed, or official withdrawal procedure was not completed; no credit is earned.
EM  not computed: Credit by examination.
S   not computed: Satisfactory work has met prescribed standards for the course.
U   0 grade points per semester hour credit: Unsatisfactory work has not met prescribed standards for the course.
W  not computed: Withdrawal within the specified date, or after the specified date with Academic Affairs Office permission.
WF not computed: Withdrawal failing when a student withdraws from the University after the last day to withdraw from a course deadline.
WP not computed: Withdrawal passing when a student withdraws from the University after the last day to withdraw from a course deadline.
I   not computed: Incomplete work necessitated by a case of serious illness or other emergency. The student must petition the Academic Standards Committee or receive written approval from the Assistant Vice President for Academic Administration for permission to receive an incomplete grade. Such a request must be submitted prior to the final examination period.

The number of grade points earned in a course is obtained by multiplying the number of semester hours for the course by the number of grade points per credit hour for the grade received in the course. The cumulative grade point average is computed by dividing the total number of grade points received by the total number of semester hours in courses in which grades have been received.

Academic Standing

Students’ academic standing is reviewed at the end of each grading period. Students not making satisfactory progress are warned. Following the posting of final grades, the Student Academic Life Committee removes appropriate students from academic probation, places students on academic probation, or issues academic dismissal.

A “C” (2.00 cumulative grade point average) is required for graduation. Therefore it is also assumed to be the minimum average the student must maintain to be considered in good academic standing. A student receives
a written academic warning after any term in which the cumulative grade point average falls below 2.00. A student is placed on academic probation when the cumulative grade point average falls below the satisfactory academic progress criteria.

<table>
<thead>
<tr>
<th>Semester of Attendance</th>
<th>Minimum Cumulative Grade Point Average</th>
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<tbody>
<tr>
<td>1</td>
<td>1.70</td>
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<td>2</td>
<td>1.80</td>
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</table>

A student may be removed from academic probation or establish academic eligibility only at the end of a regular grading period (fall, January, spring, or summer).

Additional academic probation or academic dismissal policies also apply:

- Students who earn less than a 1.00 semester grade point average are subject to dismissal without serving a semester on academic probation.

- First-time freshmen who are placed on academic probation for the spring semester for having a cumulative grade point average of less than 1.70 will also be placed on social restriction for the same time period. Under this social restriction, [a] the first time freshman is not eligible for a late pass, and [b] overnight sign-outs are limited to home.

- Students whose records show repeated failure to achieve satisfactory performance (e.g., repeated semesters below 2.00) may be placed on academic probation or given academic dismissal even if the cumulative average is satisfactory.

- Students whose cumulative grade point average remains above 2.00, but who have two consecutive semesters below 2.00 are placed on academic probation for the following semester. If the probationary semester’s performance is satisfactory (> 2.00), the student’s status is changed to that of good academic standing. If the probationary semester’s performance remains unsatisfactory (< 2.00), the student’s status remains as academic probation for the following semester.

- Students who have three or more consecutive semesters of less than 2.00 may be issued a letter of dismissal even if the cumulative grade point average remains above 2.00.

Transfer students who are accepted on academic probation are evaluated according to these satisfactory academic progress criteria. At the end of the first semester, if the semester grade point average is:

- $\geq 2.00$, then the student will be considered a student in good academic standing;
- $\geq 1.70$, the student will continue on academic probation for the next semester, and
- $< 1.70$, the student will be issued a letter of academic dismissal for the next semester.

Transfer students who are accepted in good academic standing are evaluated by the cumulative grade point average and semesters of attendance at Mount Vernon Nazarene University as described in the satisfactory academic progress chart presented above.

Academic dismissals are for a period of one full semester (January and summer sessions are excluded). Second and subsequent dismissals are for one full academic year.

Students under academic dismissal may appeal their dismissal to the Student Academic Life Committee. Direct questions about the process to the Assistant Vice President for Academic Administration.

After the dismissal period is served, students can apply for reinstatement to the Admissions Committee. The completed “Application for Re-admission” must reach the Admissions Office no less than six [6] weeks prior to the beginning of the term for which re-admission is requested.

Academic Ineligibility

Students on academic probation are ineligible to participate in intercollegiate athletic practice or competition, University sponsored public relations groups, or other groups that represent the University to the public. Students on academic probation are ineligible to hold any appointed or elected office with student government or organizations. A list of candidates for leadership positions in student organizations must be submitted to the Director of Academic Records and Registration for an eligibility check prior to publishing or printing a ballot.

Right to Privacy

In accord with the Family Educational Rights and Privacy Act of 1974, each student has these privacy rights:

- The right to inspect and review information contained in the student’s educational records.
- The right to challenge the contents of the student’s educational records.
- The right to a hearing if the outcome of the challenge is unsatisfactory.
Academic Regulation and Procedures

- The right to submit an explanatory statement for inclusion in the educational record if the outcome of the hearing is unsatisfactory.
- The right to prevent disclosure, with certain exceptions, of personally identifiable information.

The University may release directory information without the student’s consent unless the student requests in writing that such information not be disclosed. To exercise this right to withhold directory information, the student must request it in writing to the Office of the Provost or Director of Academic Records and Registration within ten (10) calendar days from the first class day each fall or complete the waive card from Business Services. With the exception of directory information, the University cannot release any information to third parties or non-University personnel (including academic information) about a student without a written waiver on file in the Academic Records and Registration Office. When waivers are filed, they pertain only to the current academic year. Waivers must be filed annually.

The name and address of the office that administers the Family Educational Rights and Privacy Act is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-4605.

Transcripts

Transcripts are issued only upon signed, written request by the student; official transcripts cannot be released until financial obligations to the University are met. Signed written requests for transcripts must be submitted to the Academic Records and Registration Office.

Classification of Students

Students are classified on the basis of records in the Academic Records and Registration Office. Students are normally reclassified at the end of the spring semester.

Freshman  Admission to a regular course of study leading to a degree.
Sophomore  Completion of 26 semester hours.
Junior  Completion of 56 semester.
Senior  Completion of 90 semester hours. A student may participate in senior activities only once.
Special Students  may be admitted to take any course(s) from which they may benefit and have satisfactory preparation. A maximum of 30 semester hours may be earned in this classification.
Guest Students  may enroll after completing the Guest Student Application and submitting a letter of good standing from the university in which the student is regularly admitted as a degree candidate.

Proficiency Examinations

Proficiency examinations are used to measure exceptional preparation in high school or independent study, and may be arranged by any qualified student through the Academic Council. The grade for credit established by examination will be shown as EM, which assumes a level of achievement at least equal to a grade of C. Examinations may be taken only by students who are degree candidates. The number of semester hours credit and conditions under which a proficiency examination may be written are determined by the Vice President for Academic Affairs under policies established by the Faculty.

The maximum number of hours by examination, that will apply to the 124 semester hours required for the bachelor’s degree, is 30 hours.

Off-Campus Study Opportunities

Students can apply to participate in a number of off-campus study opportunities and earn academic credit. Tuition and travel costs vary with the specific program. Information is available from members of the Study Abroad Committee or Academic Affairs Office.

Cross Registration

Students may apply to the colleges and universities of the Church of the Nazarene to spend one semester studying away from the Mount Vernon Nazarene University campus. Students must apply to the host school and be accepted. Tuition and financial aid is paid to Mount Vernon Nazarene University as the home school.

Council of Christian Colleges and Universities (CCCU)

Mount Vernon Nazarene University is a member of the Council of Christian Colleges and Universities. Students from CCCU member schools can apply to participate in special CCCU study programs. Additional information can be found at the CCCU website: http://www.cccu.org.

- American Studies Program  in Washington, DC studying and interning in public policy administration and its relationship to federal government programs.
- Australia Studies Centre for Ministry and the Arts, at the Wesley Institute in Sydney, Australia. In addition to integrative courses, students may select from drama, graphic design, music, ministry and theology.
• *China Studies Program* at Xiamen University studying and traveling the lands, peoples, and cultures of China.

• *Contemporary Music Center* is a program at Martha’s Vineyard, just off Cape Cod, Massachusetts. Students work with faculty, musicians, and organizations in the making and marketing of contemporary music.

• *Honours Program* at Keble College in Oxford, England enables students to study the medieval and renaissance history and culture of Europe.

• *Latin American Studies Program* in San Jose, Costa Rica focuses on the political, economic, religious, cultural, and ecological aspects of Latin America.

• *Los Angeles Film Studies Center* enables students to study the film industry to develop professional skills and Christian integrity for the film medium.

• *Middle East Studies Program*, housed in Cairo, Egypt, focuses on the complex history, religions, peoples, and cultures of the Middle East.

• *Oxford Summer Program* is similar to the Honours Program, but involves the summer rather than a full semester.

• *Russian Studies Program* permits students to study and travel in three significant Russian cities – Moscow, Nizhni Novgorad, and St. Petersburg.

• *Summer Institute for Journalism* is held each summer in Washington, DC. Students take courses and serve in externships in journalism.

• *Uganda Studies Program* offers an invaluable opportunity for studies in and about east Africa, for authetic cross-cultural exposure, and for participation in the lively faith and worship of Global South Christianity.

**Edgehill, England**

Students may spend one semester in Edgehill, England where a variety of courses are offered. Additional details are available from the Director of the Study Abroad Committee.

**Focus on the Family Institute**

Students interested in family processes and policies can apply to the Focus on the Family Institute for the one-semester program. Application, course, and financial information are available from the Focus on the Family website: http://www.focusonthefamily.org.

**Hungary Study Program**

In spring 2001, the University began its study abroad program in Hungary. Students spend one semester at the University of Debrecen. Additional information is available from the Study Abroad Committee or Academic Affairs Office.

**Internships**

Academic departments place and supervise seniors working in a professional environment representing a student’s major discipline. The internship program is designed to provide the senior with a practical, supervised experience in a professional setting representing the student’s major. Normally forty [40] contact hours are expected for each semester hour credit granted. Admission into the internship program is subject to the approval of the department. Interested students should contact the department chair for information early in the junior year.

*The application deadline is March 1 for internships during the following summer, fall, January interim, or spring. Placement is made by the supervising faculty member in the department. Students may not initiate their own internship placements.*

**PreMedical Preceptorships**

Students in biology and chemistry can apply to their departments to spend the January interim of their junior year shadowing and mentoring with practicing health care providers. The placements can vary to include the interests of the student, such as medical doctor, optometrist, physical therapist, etc. The usual placement is full-time for one month. Additional information about off-campus study opportunities should be directed to the Academic Affairs Office.

**Privileges for Academically Advanced Students**

*College Level Examination Program* The University endorses the College Level Examination Program (CLEP). A total of 30 semester hours may be granted through the CLEP program. When the scores are received by the Director of Academic Records and Registration, the scores are analyzed and the student informed of the credits earned. Additional information can be secured from the student’s high school counselor, the University’s Director of Testing or Director of Academic Records and Registration.

*Advanced Placement* Students who have participated in the Advanced Placement (AP) Program, sponsored by the College Entrance Examination Board (CEEB) while in high school, may receive college credit if they receive scores of 3, 4, or 5. Mount Vernon Nazarene University’s
Academic Regulation and Procedures

College Entrance Examination Board (CEEB) code number is 1531. Contact the Director of Academic Records and Registration for required scores.

The use of CLEP or AP examinations to meet departmental requirements (e.g., major or minor) are subject to the Department Chair’s written approval.

**Independent Study** projects on areas not covered by the University’s curriculum may be designed and conducted. The projects, whether conducted on or off campus, must be of an educational nature and of sufficient content to warrant credit. Each independent study proposal is developed by the student and a supervising faculty member. A special “Independent Study Application” must be secured from the Assistant Vice President for Academic Administration. Approval must be secured from the supervising faculty member, school dean, and Assistant Vice President for Academic Administration prior to registration. Minimum requirements are:

- junior or senior classification; and
- cumulative grade point average of at least 3.00.

**Directed Study** Because of course scheduling difficulties, the student may request that a designated course be taken as a directed study. The “Directed Study Application” must be submitted to the department chair. If the department chair approves the application, the student and supervising faculty develop the Learning Plan, which must be submitted to the Assistant Vice President for Academic Administration for a final review and, if approved, course entry.

If the directed study is necessitated by student choice or request, a special fee of $50.00 per semester hour credit beyond tuition is assessed for a directed study. If the directed study is necessitated by University action, the student may request the fee be waived by the Assistant Vice President for Academic Administration. Approval of the directed study and request for waiver of fee must be completed prior to registration.

Minimum requirements for a directed study are:

- sophomore, junior, or senior classification; and
- cumulative grade point average of at least 3.00; and
- the scheduled study cannot duplicate a course on the current class schedule.

**Honors Program**

At Mount Vernon Nazarene University, participation in the Honors Program begins in the freshman year. As an Honor Scholar, the student has the advantage of courses designed specifically for the academically motivated and one-credit Honors Seminars that meet on alternate weeks.

Revolving around current issues, these seminars are interdisciplinary and focused on advancing higher levels of thinking and communication. In addition, Honors Scholars may take periodic field trips. Following these trips, they record their impressions in journals and form small groups to discuss their experiences.

Honors projects, completed in the junior and senior year, may be conducted on or off campus. Each student, with the assistance of a faculty member, designs a project geared to particular academic interests, usually related to the major.

As an Honors Scholar, the student may graduate with *University Honors* by completing a minimum of 16 hours of honors course work, including:

- 2 hours earned in Freshman Honors Seminar;
- 6 hours earned in Honors Seminar;
- 1 hour earned in Honors Service Learning;
- 3 hours elected from honors sections of general education courses, or contract honors courses; and
- 4 hours earned in an honors study project within the student’s major.

To graduate with *Departmental Honors*, the student must complete a minimum of four (4) hours of honors research project during the junior and senior year.

The **admission criteria for freshmen** include:

- ACT composite score of 27 or above or SAT combined score of 1210 or above;
- high school cumulative grade point average of 3.40 or above (on a 4.00 scale);
- two references in writing from persons familiar with the student’s academic abilities; and
- an interview with the Director of the Honors Program.

**Admission criteria for sophomores** include:

- completion of 26 semester hours of college work with at least a 3.50 cumulative grade point average;
- two letters of recommendation from MVNU faculty familiar with the student’s academic abilities; and
- an interview with the Director of the Honors Program.

**Admission criteria for transfer students** include:
Academic Regulation and Procedures

- at least a 3.50 cumulative grade point average on all previous college work;
- ACT composite score of 27 or above or SAT combined score of 1210 or above;
- two letters of recommendation of the faculty from the previous college attended familiar with the student’s academic abilities; and
- an interview with the Director of the Honors Program.

To continue as an Honors Scholar, the student must:
- maintain least at a 3.50 cumulative grade point average on all college work; and
- complete satisfactorily two (2) enrollments in Honors Seminar each year.

Honors Scholars may also qualify for the following academic honors. Additional questions about the honors program should be directed to the Admissions Office or the Director of the Honors Program, Dr. Thomas E. Beutel.

Academic Honors

Dean’s List Students enrolled in at least twelve hours who achieve a grade point average of at least 3.50 with no grade below a B- are included on the list published each fall and spring semester.

Summa Cum Laude Graduation with highest honors requires a cumulative grade point average of 3.90 on course work accepted for transfer and all work taken at the University.

Magna Cum Laude Graduation with high honors requires a cumulative grade point average of 3.70 on course work accepted for transfer and all work taken at the University.

Cum Laude Graduation with honors requires a cumulative grade point average of 3.50 on course work accepted for transfer and all work taken at the University.

Alpha Chi In the junior and senior years, students who have maintained a cumulative grade point average of 3.85 may be tapped by the Faculty for membership in this nationally recognized honor society. Alpha Chi is committed to promoting excellence at the undergraduate level and professional life.

Phi Delta Lambda In the latter part of the senior year, students may be elected by the Faculty for membership in the Kappa chapter of the International Nazarene Honor Society, Phi Delta Lambda, sponsored by the Church of the Nazarene. Each spring the Faculty may elect up to 15% of the baccalaureate degree class into membership. Students who complete requirements in summer or fall are considered the next spring.

University Marshal The male and the female in the junior class with the highest cumulative grade point average are designated as University Marshals and lead the commencement processions.

Policies related to Overlap Courses

Unless explicitly prohibited in this Catalog, students may use one course to meet simultaneously the requirements of the general education core, the major, and/or minor. However, the credit hours associated with a course meeting multiple requirements can be counted only once in the total hours required for graduation.

Because a minor is intended to broaden a student’s preparation and academic background, a student is not permitted to select a major and a minor in the same academic discipline.

Policies related to Multiple Majors

The following policies apply to students desiring to complete two or more different majors simultaneously within the opportunities of one degree and one commencement.

1. If a student changes majors and/or degrees, the satisfactory academic progress time frame for financial aid eligibility will be re-evaluated on a case-by-case basis through the appeal process.

2. Students who pursue multiple majors must complete the senior examination (or appropriate summative assessment) associated with each major selected.

3. The transcript records the completion of multiple majors and minors.

Policies related to Multiple Degree

The following policies apply to students desiring to complete two or more different degrees sequentially one after the other.

1. Students are awarded only one degree during any one commencement ceremony.

2. If a student pursues a second baccalaureate degree, the satisfactory academic progress time frame for financial aid eligibility will be re-evaluated on a case-by-case basis through the appeal process, if the time necessary for degree completion extends beyond the twelfth semester.

3. If a student has previously earned a baccalaureate degree at Mount Vernon Nazarene University or elsewhere, the student
Academic Regulation and Procedures

4. In earning a second baccalaureate degree, at least thirty (30) hours must be taken in residence at Mount Vernon Nazarene University.

5. The student completing a second degree must complete the senior examination (or appropriate summative assessment) associated with the new major selected.

6. The transcript records the completion of multiple degrees and the majors, minors, and/or concentrations associated with the degrees.

7. In the case that the original baccalaureate degree was earned at another college or university, the Mount Vernon Nazarene University transcript will record the previous degree and credit earned in one block (not individual courses). The normal MVNU transcript entries (terms, specific courses, etc.) will be made thereafter for the enrollment periods at MVNU.

8. Determination of graduation honors will be based upon all work accepted for transfer and hours attempted at Mount Vernon Nazarene University.

Policies related to Commencement

The University awards degrees during annual commencement ceremonies held each May. Commencement materials and student participation are governed by the following policies.

1. The commencement program, including the listing of degree candidates and graduation honors, is based upon course enrollment at the spring midterm. Students who have earned credit by transfer must provide final transcripts to the Director of Academic Records and Registration by April 1 for inclusion in the commencement program. Students who utilize credit through proficiency examinations must have the credit-by-examination earned and posted on the MVNU transcript by April 1 for inclusion in the commencement program.

2. The commencement program is tentative, pending completion of required work and submission of final grades.

3. The commencement program lists all degree candidates for the entire academic year.

4. Diploma covers are distributed during commencement. Diplomas are mailed when degree requirements are completed, when grades have been received, and financial arrangements made. Permanent address changes must be made prior to leaving campus, so that the diploma is sent to the correct address. Replacement diplomas cost $30.00.

5. Printed graduation honors are calculated using the student’s midterm grades of the current registration. Actual graduation honors are indicated on the final transcript and reflect actual final grades earned.

6. Students may exercise the exclusion option or exception option, but not both.

7. Students who exercise the exclusion or exception option are not eligible for the valedictorian or salutatorian honors. The exclusion option applies to students whose minimum academic program length exceeds the University’s minimum degree length requirements (i.e., baccalaureate degree requirements > 124 hours). Students admitted to the Student Teaching Program may participate in commencement ceremonies if they are registered to meet graduation requirements by the end of the following fall term.

The exception option allows students who are within six (6) hours (or two summer school courses) of meeting graduation requirements to participate in commencement ceremonies if [1] they provide evidence of registration in the appropriate courses at another university, or [2] they register for the appropriate course(s) at Mount Vernon Nazarene University for the summer school session immediately following commencement.

The student should provide this evidence in writing to Mount Vernon Nazarene University’s Director of Academic Records and Registration by May 1.
Curriculum and Degree Requirements

Degree Requirements
Courses of Instruction
Honors and Interdisciplinary Courses
School of Arts and Humanities
School of Business
School of Education and Professional Studies
School of Natural and Social Sciences
School of Theology and Philosophy
Adult and Graduate Education
Curriculum and Degree Requirements

Curriculum and Degree Requirements

Mount Vernon Nazarene University organizes its curriculum into schools and departments. Each school is supervised by a dean and each department has a Department Chair. The Vice President for Academic Affairs oversees the entire curriculum and academic program. This structure is for organizational purposes rather than for compartmentalizing subject matter. As a liberal arts university, the Mount Vernon Nazarene University’s objectives include cooperation and correlation across disciplinary lines to achieve a unity of knowledge.

Admission, enrollment, and financial services for programs designed for traditional college-age students are coordinated through the Admissions, Student Financial Planning, and Academic Records and Registration Offices. Those admission, financial, and registration policies are presented in preceding sections of this Catalog. The academic programs operating under this delivery system are found in the school and department sections of the Catalog that follow.

The admission, financial aid, registration, and records services for the adult certificate, adult degree-completion, and graduate programs are provided by the Adult and Graduate Education staff. The academic requirements for those programs are listed with departments.

The University offers the following programs of study.

- General Studies (traditional program)AA
- General Studies (accelerated adult program)AA

School of Arts and Humanities

Art Department [ART]

Majors:
- ArtBA
- Visual Arts EducationBA*

Minor:
- Art History
- Visual Fine Arts

Communication Department [COM]

Majors:
- Communication (Broadcast Track)BA
- Communication (Drama Track)BA
- Communication (General Track)BA

Minor:
- Communication
- Drama
- Radio Broadcasting

English and Journalism Department [ENG and JOU]

Majors:
- EnglishBA

Integrated Language Arts EducationBA*
- Print CommunicationBA

Minor:
- English
- Print Communication

Graphic Design Department [GRD]

Majors:
- Graphic Design (Communication Track)BA
- Graphic Design (Visual Arts Track)BA

Minor:
- Graphic Design

History Department [ARA, CHI, HIS, POL, and RUS]

Majors:
- History (American Studies Track)BA
- History (British Studies Track)BA
- History (China Studies Track)BA
- History (General Track)BA
- History (Hungarian Studies Track)BA
- History (Middle East Studies Track)BA
- History (Russian Studies Track)BA
- Integrated Social Studies EducationBA*

Minor:
- Eastern European Studies
- History

Modern Languages Department [FRE and SPA]

Majors:
- Spanish (General Track)BA
- Spanish (Multi-age Education Track)BA*

Minor:
- Spanish

Music Department [APM, ENS, MMA, MSS, and MTH]

Majors:
- Church Music AAS
- Music (Church Music Track)BA
- Music (General Track)BA
- Music (Multi-age Education Track)BA*
- Music (Music and Worship Track)BA
- Music (Performance Track)BA

Minor:
- Music

School of Business

Business Administration Department [ACC, ABT, BSS, ECO, FIN, HRM, IBS, MAN, MAR, and ORM]

Majors:
- Accounting (Certified Management Accountant Track)BA
- Accounting (Certified Public Accountant Track)BA
- Accounting (General Track)BA
- Applied Business Technology AAS
- Applied Business Technology (Design Track)BA
- Applied Business Technology (Finance Track)BA
- Applied Business Technology (General Track)BA
Curriculum and Degree Requirements

Business Administration
- AAS
- (Finance Track) BA
- (International Business Track) BA
- (Management Information Systems Track) BA
- (Marketing Track) BA
- Financial Management MSM
- Human Resource Management MSM
- Integrated Business Education BA*
- Organizational Management MSM

Minors:
- Accounting
- Applied Business Technology
- Business Administration
- General Business
- International Business

Bachelor of Business Administration Department [BBA]
Majors:
- Business Administration BBA

School of Education and Professional Studies

Education Department [ECE, EDU, MCE, and PEL]
Majors:
- Curriculum and Instruction MAEd
- Early Childhood Education BA*
- Middle Childhood Education BA*
- Professional Educator’s License MAEd

Family and Consumer Sciences Department [FCS]
Majors:
- Child Development Administration AAS
- Family and Consumer Sciences (Fashion Merchandising Track) BA
- Family and Consumer Sciences (General Track) BA
- Family and Consumer Sciences (Interior Decorating Track) BA
- Family and Consumer Sciences (Vocational Education Track) BA*
- Family Life Management AAS

Minor:
- Family Life

Physical Education Department [PED]
Majors:
- Exercise Studies BA
- Fitness Management AAS
- Physical Education/Health Education BA*
- Sports Management BA

Minors:
- Exercise Studies
- Sports Management

Social Work Department [SWK]
Major:
- Social Work BA

School of Natural and Social Sciences

Biology Department [BIO and NUR]
Majors:
- Biology (Environmental Track) BS
- Biology (General Track) BS
- Biology (Graduate School/Industry Track) BS
- Biology (Pre-Medical/Pre-Dental Track) BS
- Biology (Pre-Occupational Therapy) BS
- Biology (Pre-Physical Therapy Track) BS
- Biology (Pre-Physician Assistant Track) BS
- Life Science Education BS*

Minors:
- Biology
- Environmental Science
- Natural Resources

Chemistry-Physical Science Department [CHE, ESS, and PHY]
Majors:
- Chemistry (Biochemistry/ Molecular Biology/Pre-Medical Track) BS
- Chemistry (Graduate School/Industry Track) BS
- Medical Technology BS
- Physical Science Education BS*

Minor:
- Chemistry
- Physical Science

Computer Science Department [CSC]
Majors:
- Business Data Processing AAS
- Computer Science BS
- Computer Science BA

Minor:
- Computer Science

Mathematics Department [MAT]
Majors:
- Integrated Mathematics Education BS*
- Mathematics BS

Minor:
- Mathematics

Psychology-Sociology-Criminal Justice Department [CJU, PSY, and SOC]
Major:
- Criminal Justice BA
- Human Services AAS
- Psychology BA
- Sociology (Community Development Track) BA
- Sociology (General Track) BA

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Curriculum and Degree Requirements

Minor:
- Psychology
- Criminal Justice
- Sociology

School of Theology and Philosophy

Christian Education Department [CED]
Majors:
- Children’s Ministries
- Educational Ministries
- Youth Ministries

Minors:
- Children’s Ministries
- Educational Ministries
- Youth Ministries

Philosophy Department [PHI]
Major:
- Philosophy-Humanities

Minor:
- Philosophy

Religion Department [BIB, BLA, CHH, LED, MIN, MIS, PGR, PMI, PRW, RSS, and THE]
Certificate Programs:
- Certificate of Ministry Preparation
- Certificate of Ministry Development

Majors:
- Practical Theology
- Religion (Humanities Track)
- Religion (Music and Worship Track)
- Religion (Pastoral Ministry Track)
- Religion (Theological Studies Track)

Minors:
- Biblical Languages
- Biblical Literature
- Missions
- Religion

Degree and Academic Program Options

Mount Vernon Nazarene University offers four degrees for students admitted to the traditional undergraduate program. The Associate in Arts (AA) degree in general studies is available for individuals who plan to transfer to a four year program in the future. The AA credits count toward the baccalaureate degree. The Associate in Applied Science (AAS) degree is offered in eight [8] disciplines; AAS programs normally can be completed in two years. Credits earned in AAS programs can be applied toward baccalaureate degree requirements. The Bachelor of Arts (BA) degree is offered in thirty-one [31] majors with sixty [60] different tracks. The Bachelor of Science (BS) degree is offered in eight [8] majors with fifteen [15] different tracks. Minors for the bachelor degree programs are offered in thirty-eight [38] areas.

Adult degree-completion programs include an Associate in Arts (AA) degree in general studies and the Bachelor of Business Administration (BBA) in business administration. The graduate program includes MAEd (Master of Arts in Education) degree with two [2] majors, the Master of Ministry (MMin) degree with one [1] major, and the Master of Science in Management (MSM) degree with three [3] majors.

Degree Requirements

Associate in Arts in General Studies

1. Complete 64 semester hours of approved course work numbered 1000 and above.
2. Earn a cumulative grade point average of at least 2.00 in all accepted transfer work and work taken at Mount Vernon Nazarene University.
3. Complete at least 30 semester hours in residence, of which at least half must be numbered 2000 or above.
4. No more than 12 semester hours in courses numbered 3000 or above may be counted toward the 64 semester hours required for graduation.
5. Complete the Associate in Arts general education core.
6. Pay all expenses in the Student Accounts Office.
Curriculum and Degree Requirements

**Associate in Arts**

**General Education Core**

(All courses taken for general education purposes must have the G suffix designation.)

**Required Courses**

Preparatory English, Freshman Expository Writing and Research Writing 6-9

(The composition sequence is to begin the first semester of attendance and continue uninterrupted until the sequence is completed. Students who score 19 or better on the ACT English sub-test are not required to complete Preparatory English.)

Microcomputer Word Processing 1

(Students must enroll in Microcomputer Word Processing simultaneously with Freshman Expository Writing or demonstrate word processing proficiency.)

History and Faith of the Biblical Communities 4

(Mathematics

(Students who did not complete two years of algebra and/or geometry in high school must complete MAT0093 Algebra.)

Art in the Western World or 2

Music in the Western World

Biology with laboratory or physical science with laboratory 4

Communication or foreign language 3-4

Psychology or sociology 3

Christian Beliefs 3

History 3

Literature 3

Philosophy 3

**Elective Courses**

General electives 25-29

Total 64 Hours

**Recommended Sequence for the Associate of Arts General Education Core**

**First year**

Preparatory English, Freshman Expository Writing and Research Writing

Microcomputer Word Processing

History and Faith of the Biblical Communities

Art in the Western World or Music in the Western World

Biology with laboratory or physical science with laboratory

Communication or foreign language

Psychology or sociology

**Second year**

Christian Beliefs

History

Literature

Philosophy

Electives

**Associate in Applied Science**

1. Complete 64 semester hours of approved course work numbered 1000 and above.

2. Complete an approved major program.

3. Earn a cumulative grade point average of at least 2.00 in all accepted transfer work and work taken at Mount Vernon Nazarene University.

Within the major, earn no grade below “C-” in all required courses, and in the minimum number of elective hours required. Within the major, earn a minimum grade point average of 2.00.

4. Complete at least 30 semester hours in residence, of which at least half must be numbered 2000 or above.

5. Complete the Associate in Applied Science General Education Core.

6. Pay all expenses in the Student Accounts Office.

**Associate in Applied Science**

**General Education Core**

(All courses taken for general education purposes must have the G suffix designation.)

**Required Courses**

Preparatory English, Freshman Expository Writing and Research Writing 6-9

(The composition sequence is to begin the first semester of attendance and continue uninterrupted until the sequence is completed. Students who score 19 or better on the ACT English sub-test are not required to complete Preparatory English.)

Microcomputer Word Processing 1

(Students must enroll in Microcomputer Word Processing simultaneously with Freshman Expository Writing or demonstrate word processing proficiency.)

History and Faith of the Biblical Communities 4

Select courses from six of the following areas: 17-19

Art in the Western World or Music in the Western World

Biology with laboratory or physical science with laboratory

Christian Beliefs

Communication or foreign language

Economics

History

Literature

Philosophy

Psychology or sociology

Total 28-30 Hours
Curriculum and Degree Requirements

Recommended Sequence for the Associate in Applied Science

General Education Core

First year
Preparatory English, Freshman Expository Writing and Research Writing
Microcomputer Word Processing
History and Faith of the Biblical Communities

Second year
Select courses from six of the following areas:
Art in the Western World or Music in the Western World
Biology with laboratory or physical science with laboratory
Christian Beliefs
Communication or foreign language
Economics
History
Literature
Philosophy
Psychology or sociology

Bachelor of Arts and Bachelor of Science

1. Complete 124 semester hours of approved course work numbered 1000 and above.

2. Complete the baccalaureate degree General Education Core.

3. Complete one semester of foreign language at Mount Vernon Nazarene University or complete two years of one foreign language in high school. American Sign Language does not fulfill the foreign language requirement.

4. Complete MAT0093 Algebra at the University or complete two years of algebra and/or geometry in high school.

5. Complete 40 semester hours of courses numbered 3000 or above.

6. Complete an approved major program and minor (or approved supporting courses.)

7. Earn a cumulative grade point average of at least 2.00 in all accepted transfer work and work taken at Mount Vernon Nazarene University.

Within the major, earn no grade below “C-” in all required courses, and in the minimum number of elective hours required. Within the major, earn a minimum grade point average of 2.00.

8. Complete the general education and major assessment programs. Students who desire to complete two or more majors are required to complete the assessment in each major.

9. Pay all expenses in the Student Accounts Office.

Limitations

These limitations apply to the minimum 124 hours required for graduation.

1. The last 30 semester hours or else 15 of the last 30 semester hours and a total of 45 semester hours must be taken at Mount Vernon Nazarene University.

2. One half the major must be taken in residence or else written approval secured from the department chairperson and the Director of Academic Records and Registration.

3. No more than 8 semester hours each in physical education activity, music ensembles, or practica, and no more than 12 semester hours total from these areas may be counted.

4. No more than 30 hours by examination, no more than 15 hours by correspondence or online, and no more than 15 hours by independent study may be counted.

Baccalaureate Degree General Education Core
(All courses taken for general education purposes must have the G suffix designation.)

Required Courses
Preparatory English, Freshman Expository Writing and Research Writing 6-9

(The composition sequence is to begin the first semester of attendance and continue uninterrupted until the sequence is completed. Students who score 19 or better on the ACT English sub-test are not required to complete Preparatory English.)

Microcomputer Word Processing 1

(Students must enroll in Microcomputer Word Processing simultaneously with Freshman Expository Writing or demonstrate word processing proficiency.)

History and Faith of the Biblical Communities 4
Christian Beliefs 3
Select one of the following:
Introduction to Philosophy
Classical or Christian Philosophy
Senior Colloquium 3
Select one of the following:
Art in the Western World
Music in the Western World
Literature 3
Communication or foreign language 3-4

(Students who did not successfully complete two years of one foreign language in high school must complete one semester of foreign language. American Sign Language does not fulfill this requirement.)
Curriculum and Degree Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Health and Fitness</td>
<td>2</td>
</tr>
<tr>
<td>Biology with laboratory or physical science with laboratory</td>
<td>4</td>
</tr>
<tr>
<td>Computer science, mathematics, or a second science</td>
<td>3-4</td>
</tr>
</tbody>
</table>

(The second science must be selected from an area not completed above. Students who did not complete two years of algebra and/or geometry in high school must complete MAT0093 Algebra in addition to a computer science, mathematics or a second science course.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>3</td>
</tr>
<tr>
<td>Economics, psychology, or sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

Total 43-48 Hours

Recommended Sequence for the Baccalaureate Degree

**General Education Core**

**First year**
- Preparatory English, Freshman Expository Writing and Research Writing
- Microcomputer Word Processing
- History and Faith of the Biblical Communities
- Art in the Western World or Music in the Western World
- Biology with laboratory or physical science with laboratory
- Principles of Health and Fitness
- Communication or foreign language

**Second year**
- Computer science, mathematics or a second science
- Economics, psychology or sociology
- History
- Literature
- Introduction to Philosophy or Classical and Christian Philosophy

**Third year**
- Christian Beliefs

**Fourth year**
- Senior Colloquium
Courses of Instruction

All courses are given a unique identifying number of seven characters. The first three letters indicate the curriculum area. The last four digits number the course within the department. The first digit indicates the course level. The last digit indicates the credit hour value. Courses which are less than one semester credit end in 0. Courses that end in 9 carry variable credit; the amount of credit must be declared at registration.

The letter suffix G indicates it may be used to satisfy a general Education Core requirement. For example, consider the course ENG1043G, Freshman Expository Writing. It is offered by the English Department. It is freshman level, carries three hours credit, and meets a general education requirement.

Courses numbered 0000-0099 are not for degree credit. Courses numbered 1000-2099 are lower division courses; 1000 level courses are primarily for freshmen, while 2000 level courses are primarily for sophomores. Courses numbered 3000-5999 are upper division courses; 3000 level courses are primarily for juniors, and are not open to freshmen. Courses numbered 4000-5999 are primarily for seniors, and are not open to freshmen or sophomores.

Courses numbered 6000 are open only to students admitted to the graduate program.

Special Notes

- Students must complete the exact courses listed in general education, major, and minor programs. Program lists also include the recommended sequence for courses to aid in advising and scheduling.

- Registration in courses more than one level above the student’s classification requires prior approval from the Assistant Vice President for Academic Administration before confirming registration.

- Some majors require specific courses to satisfy the general education core. Students should consult the program listings in their department to check specific requirements.

- The University reserves the right to cancel any course in which fewer than six students are enrolled. The University will assist students in registering for other courses.
Honors Program

Honors (HON)

HON1021 Honors Seminar for Freshmen [1]. An interdisciplinary course treating liberal arts, contemporary, or controversial issues. Topics vary by semester. The seminar must be completed for at least two semesters. Students receive satisfactory/unsatisfactory grades. Prerequisite: admission to the Honors Program.

HON2021 Honors Seminar [1]. An interdisciplinary course treating liberal arts, contemporary, or controversial issues. Topics vary by semester. The seminar must be completed for at least four semesters, but may be taken a maximum of six semesters. Prerequisite: HON1021.

HON2031 Honors Service Learning [1]. Student designed individual or group service learning projects involving the University or the Mount Vernon community. Special emphasis is given to setting learning and service objects, arranging details, and completing a project.

HON3021 Honors Special Topics [1]. A small group discussion of readings with experimental formats to engage students in a variety of teaching and learning modes. The course may be repeated for a total of two credits.

HON3091 Honors Project Preparation [1]. Planning and designing an honors research project in the student’s major. Special emphasis is given to the basic elements of research: literature review, methodology, presentation of findings, and conclusions. Prerequisite: junior standing, permission of the Director of the Honors Program, and department chair in the student’s major.

HON4099 Honors Project [1-5]. Supervised completion of a major research, application, development, or creative project. The project must include a substantial written report of (1) project description, (2) review of literature or related works, (3) methodology, (4) results, and (5) conclusion (or equivalent format used in the student’s major and approved by the project mentor and Director of the Honors Program). The course may be repeated for a maximum of 5 credits. Prerequisite: HON3091, and permission of the department chair in the student’s major.

Honors Program

**Recommended Sequence for the Honors Program**

<table>
<thead>
<tr>
<th>Course</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First year</strong></td>
<td></td>
</tr>
<tr>
<td>Honors Seminar for Freshmen*</td>
<td>2</td>
</tr>
<tr>
<td>Honors Seminar**</td>
<td>6</td>
</tr>
<tr>
<td>Honors Service Learning</td>
<td>1</td>
</tr>
<tr>
<td>Honors contract or honors section of a general education course</td>
<td>3</td>
</tr>
<tr>
<td>Honors Project Preparation</td>
<td>1</td>
</tr>
<tr>
<td>Honors Project</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16 Hours</strong></td>
</tr>
</tbody>
</table>

*(Freshmen must enroll in fall and spring semesters.)

**(Sophomores, juniors, or seniors may substitute Honors Special Topics for two Honors Seminars.)

*(Honors Special Topics may be substituted for up to two Honors Seminars.)*

**(The honors general education requirements may be completed any year the student is enrolled in a general education core.)*
Interdisciplinary Courses

ITD1001 Reading Success Strategies [1]. A course designed to provide the student with strategies in reading comprehension, reading speed, and vocabulary development relevant to university level textbooks and scholarly works.

ITD1002 University Success Strategies [2]. A course designed to equip first-time freshman students with the strategies necessary for achieving academic excellence in a Christian liberal arts context and for achieving effectiveness in the context of future leadership positions.

ITD1011 Critical Thinking [1]. A course designed to teach students to reason in a multifaceted manner, with an emphasis on the development of cognitive processes necessary for complexity of academics in higher education.

ITD2029 Mission and Ministries [1-4]. A supervised work study experience in mission and ministry. The course can be repeated for a maximum of four (4) credits.

ITD2072 Leadership Skills [2]. A study of leadership and group process theory, including the practice of group and self development. Special emphasis is given to applying theory and concepts to college student development.

ITD2082 Career Planning and Development [2]. A course designed to explore values, decision making behavior, life planning and job seeking strategies. Special emphasis is given to choosing a college major and a career.

ITD3003 Science and the Judeo-Christian Faith [3]. A study of great scientific discoveries, of biblical references to the natural work, and of conflicts that arise from interpretations of science and Scripture.

ITD3043 World Geography [3]. A course designed to study systematically world regions. Special emphasis is given to physical, cultural, economic, and social factors in geography.

ITD3084 Seminar in International Development [4]. An interdisciplinary study experience in which students apply their major discipline toward the development of a third world country.

ITD5033G Senior Colloquium [3]. An interdisciplinary capstone study of current global issues and concerns of society within applied Christian ethics. Special emphasis is given to analyses of issues and implications of alternative decisions. The course includes scholarly presentations in oral and written forms. Prerequisites: Senior classification, PHI2003 or PHI2023, and THE3003.
School of Arts and Humanities
Dean, David M. Wilkes

Art Department
Department Chair, John J. Donnelly

Faculty
John J. Donnelly, MFA
James J. Hendrickx, MFA

Program Objectives
The programs, courses, and curriculum of the Art Department are designed to achieve the following student outcomes:

- integrate and appreciate the visual arts within the concept of liberal arts education by developing aesthetic and cultural concepts;
- demonstrate responsible and effective service to the church and society through the visual arts;
- master the knowledge and skills necessary for entry level professional activities in the visual arts;
- master the knowledge and skills to teach visual arts in elementary and secondary schools; and
- demonstrate the knowledge and skills necessary to pursue graduate study in the visual arts.

Art (ART)

ART1002G Art in the Western World [2]. An introductory study of the history, theory and practice of western art. Special emphasis is given to a variety of media, and issues of Christianity and creativity.

ART1023 Design Fundamentals [3]. An introductory study of composition, design, dynamics of color, and illusions of space.

ART1033 Color Theory [3]. An introduction to the use of color and two-dimensional design in the process of art making. The emphasis is on developing a comprehension and appreciation for how colors interact and on gaining the ability to use color in an intentional and sensitive manner.

ART1053 Drawing I [3]. An introductory study in drawing with pencil, pen, brush and charcoal. Special emphasis is given to expression, discipline and development of observation and drawing skills.

ART1084 Studio Crafts I [4]. An introductory study in design of hand-crafted objects using traditional materials of wood, glass, clay, fiber, and metal.

ART2023 Printmaking I [3]. An introductory study of printmaking materials and techniques including woodcut, linoleum block, intaglio, collograph, and silk screen methods.

ART2053 Drawing II [3]. A study in composition and problem solving with emphasis on change and growth in the student's art perspective. Prerequisite: ART1053.

ART2063 Painting I [3]. An introductory study of characteristics, materials and techniques of acrylic and oil painting with emphasis on design.

ART2073 Watercolor I [3]. A study of transparent watercolor characteristics and techniques with emphasis on design.
School of Arts and Humanities

ART2083 Ceramics I [3]. An introductory study of pottery construction methods including hand building methods, wheel throwing, glazing, and firing.

ART2093 Photography I [3]. An introduction to black and white photography and design principles. Special emphasis is given to composition, expression, film developing, and printing.

ART3003 History of Art I [3]. A study of art history from prehistoric times to 1600 with emphasis on painting, sculpture, and architecture.

ART3013 History of Art II [3]. A study of art history from 1600 to the present with emphasis on painting, sculpture and architecture. Prerequisite: ART3003 or instructor's permission.


ART3042 Art Materials and Teaching [2]. A study of instructional techniques and motivation strategies for teaching art. Special emphasis is given to development of creativity and psychomotor coordination during early and middle school years.

ART3043 Ceramics II [3]. An advanced study of pottery and ceramic techniques with emphasis on design and glaze composition. Prerequisite: ART2083.

ART3053 Twentieth Century Art Seminar [3]. A chronological study of modern art in the twentieth century. Special emphasis is given to its rise, achievement, decline, and fall. Prerequisite: junior standing.

ART3063 Painting II [3]. An advanced study of composition, design and individual execution traits in acrylic and oil paints. Prerequisite: ART2063.

ART3073 Watercolor II [3]. An advanced study of composition, design, and individual execution traits in watercolor. Prerequisite: ART2073.

ART3074 Art and Architecture in Historical Italy [4]. A travel/study course involving a focused study of the history and culture of Italy through the media of art and architecture.

ART3083 Photography II [3]. An advanced study of black and white photography. Special emphasis is given to advanced composition and techniques. Prerequisite: ART2093.

ART3084 Studio Crafts II [4]. An advanced study using traditional materials of wood, glass, clay, fiber and metal with emphasis on composition and design. Prerequisite: ART1084.

ART3093 Sculpture [3]. An introductory study of technical and aesthetic aspects of sculpture. Prerequisite: junior standing.

ART4002 Content Area Teaching Methods in Art [2]. An experience-based study of art and the substantive issues related to designing, developing, and executing art instruction in the preschool through twelfth grade visual art program. Prerequisite: Admission to the Teacher Education program or instructor’s permission.

ART/PHI4013 Aesthetics [3]. An introductory study of the philosophy of art through analysis of selected writings. Prerequisite: junior standing.

ART4073 Senior Project [3]. An advanced art study project in one medium, development of a senior art portfolio, and exhibition of works. Students must enroll for two semesters and earn a total of six (6) hours credit. Prerequisite: Open only to senior art majors.

ART4093 Special Topics in the History of Art [3]. A study of topics in art history presented in research format. Prerequisites: ART3003 and ART3103.

ART5019 Independent Study [1-4]. Independent study is available in studio art area after completing a two course sequence. An independent study application must be approved by the department.
ART5029 Internship [1-6]. A supervised experience performed in a professional environment representing a student's major discipline. Prerequisite: Senior standing and departmental application and approval.

ART5091 Art Honors Research Project [1-2]. A capstone research project within the major for honor students. It is supervised by a faculty mentor and evaluated by a committee of three faculty. The course is repeatable for up to four (4) hours of credit. Prerequisite: Approval of the application of Intent for Honors Research Project by the Honors Program Director.

### Bachelor of Arts in Art

**Required Courses**

- Art in the Western World 2
- History of Art I 3
- History of Art II 3
- Twentieth Century Art Seminar 3
- Aesthetics 3
- Design Fundamentals 3
- Drawing I 3
- Drawing II 3
- Ceramics I 3
- Printmaking I 3
- Painting I 3
- Sculpture 3
- Senior Project 6

**Elective Courses**

- Studio art electives 9

Total 50 Hours

The student with a major in art must complete a minor in another discipline.

#### Recommended Sequence for the Art Major

**First year**

- Art in the Western World
- Drawing I
- Design Fundamentals

**Second year**

- History of Art I
- Ceramics I
- Drawing II
- Printmaking I
- Painting I

**Third year**

- History of Art II
- Sculpture
- Twentieth Century Art Seminar*
- Aesthetics*
- Studio art elective

**Fourth year**

- Senior Project
- Studio art electives

*(Alternate year courses may be swapped between third and fourth years.)*

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### Bachelor of Arts in Visual Arts Education

Students can pursue a multi-age license in visual art education. Requirements are listed with the multi-age education programs.

#### Art History Minor

- Art in the Western World 2
- Art History I 3
- Art History II 3
- Twentieth Century Art Seminar 3
- Aesthetics 3
- History of Graphic Design 3

Total 18 Hours

#### Visual Fine Art Minor

- Design Fundamentals 3
- Drawing I 3
- Select one of the following art history courses:* 3
  - History of Art I
  - History of Art II
- Studio art electives 9
  (3 hours selected from courses numbered 3000 or above).*

Total 18 Hours

*The three studio art elective courses and the art history course cannot be from courses previously taken in the student’s major.*
School of Arts and Humanities

Communication Department
Department Chair, Daniel E. Behr

Faculty
Daniel E. Behr, PhD
David W. Kale, PhD
Kyong L. Kim, PhD
Mervin L. Ziegler, PhD

Program Objectives
The programs, courses, and curriculum of the Communication Department are designed to achieve the following student outcomes:

- evidence an understanding of historical and contemporary perspectives in human communication;
- demonstrate an understanding of the personal, social and cultural dynamics of human communication;
- master fundamental communication skills and abilities;
- demonstrate a familiarity with the research literature relating to human communication;
- apply communication skills and knowledge to enhance personal relationships, human society and God’s kingdom; and
- demonstrate the knowledge and skills for entry level broadcasting careers and for admission to graduate school.

Communication (COM)

COM1003G Communication and Society [3]. An overview of theories and concepts in communication. Topics include nonverbal, dyadic, small group, organizational, public and mass communication, and their roles in society.

COM1013G Interpersonal Communication [3]. A study of communication theory and its value in interpersonal relationships. Special emphasis is given to the development of the communication process, appropriate techniques, and skills.

COM1023G Public Speaking [3]. A study in the preparation and delivery of informational and persuasive speeches. Extensive use is made of audio and video tape recordings.

COM1061 Sportscasting Clinic [1]. A study of the roles of the sportscaster and sportscasting techniques. Practical experience includes covering major college sports with emphases on basketball and baseball. The course is repeatable up to six (6) credit hours.

COM2003G Small Group Communication [3]. A study of group communication tasks, problem-solving and decision making. Special emphasis is given to role emergence, leadership, and information processing.

COM2031 Acting Practicum [1]. Practical experience through a major or minor acting role in a dramatic presentation. Selection is by audition. The course may be repeated up to eight (8) credit hours; however, no more than four (4) credit hours may be applied to a major or minor in communication.

COM2034 Fundamentals of Acting [4]. A study in acting as human behavior. Acting techniques and communication skills are developed through dramatic exercises.
Communication

COM2053G Introduction to Mass Communication [3]. A study of history and current issues in mass communication. Special emphasis is given to technology, social and regulatory control, economics, audience uses and gratification, and media effects on individuals and society.

COM2061 Announcing Clinic [1]. Practical experience in operating an audio control console and announcing for WNZR-AM. Co-requisite: COM2062 or instructor’s permission.

COM2062 Radio Announcing [2]. A study of communication and performance skills for becoming an announcer. Special emphasis is given to interpreting copy, voice and diction, music announcing, and interviewing. Co-requisite: COM2061.

COM2071 Announcing Practicum [1]. Practical announcing experience including hands-on assignments with on-air announcing, news reporting and editing, production, community outreach, and sportscasting. The course requires approximately 70 working hours for each credit hour earned. The course may be repeated up to eight (8) credit hours; however, no more than four (4) credit hours may be applied to a major or minor in communication. Prerequisite: COM2062 or instructor’s permission.

COM2072 Radio Production [2]. A study of radio production skills and processes. Students plan and create production pieces to be aired on WNZR-FM. Prerequisite: COM2062 or instructor’s permission.

COM3013G Organizational Communication [3]. A study of theories, principles and practices for organizing and communicating. Special emphasis is given to the functional and structural aspects of organizational communication such as organizational effectiveness, intelligence, and networks.

COM3022 Broadcast News [2]. A study of news writing and reporting for broadcast. Special emphasis is given to news programming, news room practices, handling wire copy and news gathering techniques. Prerequisite: COM2062 or instructor’s permission.

COM3023 Professional Theater Observation [3]. A comprehensive view of theater. Special emphasis is given to comparative analyses of production, direction, acting, lighting, sound, costumes and sets of modern professional theater.

COM3031 Stagecraft Practicum [1]. Practical experience in a dramatic presentation as technical staff for stage crew, props, lighting, sound, costumes, make-up, etc. The course may be repeated up to eight (8) credit hours; however, no more than four (4) credit hours may be applied to a major or minor in communication.

COM3033 Technical Theater [3]. A practical study of the role of stage materials in dramatic productions. Special emphasis is given to scene design, stage lighting, sound, costuming, and make-up.

COM3043G Persuasion [3]. A study of principles and techniques for attitude and behavior change of group and society. Special emphasis is given to the use and misuse of propaganda.

COM3053 Mass Media Theory [3]. A study of mass communication theories, models, and perspectives essential to understanding the influence of media on culture and society. Prerequisite: COM2053.

COM3054 Communication Research Methods [4]. A study of quantitative and qualitative research methods. Special emphasis is given to analysis of communication content, audiences, and systems.

COM3063 Media Design [3]. A study of formatics, media management and consultancy. Special emphasis is given to the development and execution of media proposals. Prerequisite: COM2072 or instructor’s permission.

COM3071 Broadcast Practicum [1]. Practical experience in the radio station with an emphasis on working within an organizational setting to gain skills in small group direction, goal setting, and managing projects and deadlines. Applications must be made for paid supervisory positions. The course may be repeated up to four (4) credit hours; however, no more than two (2) credit hours may be applied to a major or minor in communication. Prerequisite: COM2072 or instructor’s permission.

COM4003 Seminar in Communication [3]. Discussions and readings in current media issues such as mass communication process, media effects, socio-cultural influences of new media, media religiosity, international information flow, etc. Topics change each year. The course may be repeated up to nine (9) credit hours. Prerequisites: 9 hours in communication including 3 hours numbered 3000 and above.
COM4013 Communication Theory [3]. A survey of key communication theorists, the nature of social science research and the knowledge base it generates. Prerequisites: 9 hours in communication including 3 hours numbered 3000 and above.

COM4023 Rhetorical Theory [3]. A study of the theories of principal rhetoricians from ancient to modern times. Special emphasis is given to research techniques in rhetoric. Prerequisites: 9 hours in communication including 3 hours numbered 3000 and above.

COM4033 Play Production [3]. A practical study in play production. Special emphasis includes play selection, cast selection, planning and directing rehearsals, and organizing committees necessary to a production.

COM5019 Independent Study [1-4].

COM5029 Internship [1-6]. A supervised experience performed in a professional environment representing a student’s major discipline. Prerequisite: Senior standing and departmental application and approval.

COM5091 Communication Honors Research Project [1-2]. A capstone research project within the major for honor students. It is supervised by a faculty mentor and evaluated by a committee of three faculty. The course is repeatable for up to four (4) hours of credit. Prerequisite: Approval of the application of Intent for Honors Research Project by the Honors Program Director.

Departmental Programs

Bachelor of Arts in Communication (Broadcast Track)

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication and Society</td>
<td>3</td>
</tr>
<tr>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Acting</td>
<td>4</td>
</tr>
<tr>
<td>Introduction to Mass Communication</td>
<td>3</td>
</tr>
<tr>
<td>Announcing Clinic</td>
<td>1</td>
</tr>
<tr>
<td>Radio Announcing</td>
<td>2</td>
</tr>
<tr>
<td>Announcing Practica*</td>
<td>2</td>
</tr>
<tr>
<td>Radio Production</td>
<td>2</td>
</tr>
<tr>
<td>Broadcast Practica*</td>
<td>2</td>
</tr>
<tr>
<td>Announcing Practica and/or Broadcast Practica**</td>
<td>2</td>
</tr>
<tr>
<td>Broadcast News</td>
<td>2</td>
</tr>
<tr>
<td>Persuasion</td>
<td>3</td>
</tr>
<tr>
<td>Communication Research Methods</td>
<td>4</td>
</tr>
<tr>
<td>Media Design</td>
<td>3</td>
</tr>
<tr>
<td>Communication Theory</td>
<td>3</td>
</tr>
<tr>
<td>Seminar in Communication*</td>
<td>6</td>
</tr>
</tbody>
</table>

Total: 45 Hours

*(Students complete two semesters.)

**(Students complete two additional practica beyond those listed earlier.)

The student with a major in communication (radio broadcast track) must complete a minor in another discipline.

Bachelor of Arts in Communication (Drama Track)

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication and Society</td>
<td>3</td>
</tr>
<tr>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>Small Group Communication</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Acting</td>
<td>4</td>
</tr>
<tr>
<td>World Literature I</td>
<td>3</td>
</tr>
<tr>
<td>Acting Practica*</td>
<td>2</td>
</tr>
<tr>
<td>Technical Theater</td>
<td>3</td>
</tr>
<tr>
<td>Stagecraft Practica*</td>
<td>2</td>
</tr>
<tr>
<td>Acting Practica and/or Stagecraft Practica**</td>
<td>2</td>
</tr>
<tr>
<td>Communication Research Methods</td>
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<tr>
<td>Shakespeare</td>
<td>3</td>
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<tr>
<td>Select one of the following:</td>
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<tr>
<td>Communication Theory</td>
<td></td>
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<tr>
<td>Rhetorical Theory</td>
<td></td>
</tr>
<tr>
<td>Play Production</td>
<td>3</td>
</tr>
<tr>
<td>Seminar in Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

Recommended Sequence for the Broadcast Track

First year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication and Society</td>
<td>3</td>
</tr>
<tr>
<td>Interpersonal Communication</td>
<td></td>
</tr>
</tbody>
</table>

Second year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamentals of Acting</td>
<td></td>
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</table>

Third year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Announcing Practica</td>
<td>2</td>
</tr>
<tr>
<td>Radio Production</td>
<td>2</td>
</tr>
<tr>
<td>Broadcast Practica</td>
<td>2</td>
</tr>
<tr>
<td>Announcing Practica and/or Broadcast Practica**</td>
<td>2</td>
</tr>
<tr>
<td>Broadcast News</td>
<td>2</td>
</tr>
<tr>
<td>Persuasion</td>
<td>3</td>
</tr>
<tr>
<td>Communication Research Methods</td>
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<tr>
<td>Media Design</td>
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</table>

Fourth year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Communication Theory</td>
<td>3</td>
</tr>
<tr>
<td>Seminar in Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

74
Communication

**Elective Courses**
Communication electives 3
(3 hours selected from courses numbered 3000 or above.)

Total 47 Hours
*(Students complete two semesters.)
**(Students complete two additional practica beyond those listed earlier.)

The student with a major in communication (drama track) must complete a minor in another discipline.

<table>
<thead>
<tr>
<th>Recommended Sequence for the Drama Track</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First year</strong></td>
</tr>
<tr>
<td>Communication and Society</td>
</tr>
<tr>
<td>Interpersonal Communication</td>
</tr>
<tr>
<td>Introduction to Literature</td>
</tr>
<tr>
<td><strong>Second year</strong></td>
</tr>
<tr>
<td>Small Group Communication</td>
</tr>
<tr>
<td>Fundamentals of Acting</td>
</tr>
<tr>
<td>World Literature I</td>
</tr>
<tr>
<td>Acting Practica</td>
</tr>
<tr>
<td>Technical Theater</td>
</tr>
<tr>
<td>Stagecraft Practica</td>
</tr>
<tr>
<td>Acting Practica and/or Stagecraft Practica</td>
</tr>
<tr>
<td><strong>Third year</strong></td>
</tr>
<tr>
<td>Communication Research Methods</td>
</tr>
<tr>
<td>Shakespeare</td>
</tr>
<tr>
<td><strong>Fourth year</strong></td>
</tr>
<tr>
<td>Select one of the following:</td>
</tr>
<tr>
<td>Communication Theory</td>
</tr>
<tr>
<td>Rhetorical Theory</td>
</tr>
<tr>
<td>Play Production</td>
</tr>
<tr>
<td>Seminar in Communication</td>
</tr>
<tr>
<td>Communication electives</td>
</tr>
</tbody>
</table>

**Broadcast News**
Media Design
Seminar in Communication*

Total 43-45 Hours
*(Students may elect to complete this course twice.)

The student with a major in communication (general track) must complete a minor in another discipline.

<table>
<thead>
<tr>
<th>Recommended Sequence for the General Track</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First year</strong></td>
</tr>
<tr>
<td>Communication and Society</td>
</tr>
<tr>
<td>Interpersonal Communication</td>
</tr>
<tr>
<td>Public Speaking</td>
</tr>
<tr>
<td><strong>Second year</strong></td>
</tr>
<tr>
<td>Introduction to Mass Communication</td>
</tr>
<tr>
<td><strong>Third year</strong></td>
</tr>
<tr>
<td>Organizational Communication</td>
</tr>
<tr>
<td>Persuasion</td>
</tr>
<tr>
<td>Communication Research Methods</td>
</tr>
<tr>
<td>Mass Media Theory</td>
</tr>
<tr>
<td>Communication Theory</td>
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<tr>
<td>Seminar in Communication</td>
</tr>
<tr>
<td>Rhetorical Theory</td>
</tr>
<tr>
<td>Communication electives</td>
</tr>
</tbody>
</table>

| Communication Minor                       |
| Communication and Society                  | 3  |
| Introduction to Mass Communication         | 3  |
| Persuasion                                | 3  |
| Select two of the following:              | 6-7|
| Interpersonal Communication               |
| Public Speaking                            |
| Fundamentals of Acting                    |
| Radio Announcing and Announcing Clinic    |
| Communication electives                   | 3  |

(3 hours selected from courses numbered 3000 or above.)

Total 18-19 Hours

**Drama Minor**
Small Group Communication 3
Fundamentals of Acting 4
Acting Practicum 1
Technical Theater 3
Select two of the following: 3
World Literature I
World Literature II
Play Production 3
Stagecraft Practicum 1
Acting Practicum or additional Stagecraft Practicum 1

Total 19 Hours
School of Arts and Humanities

Radio Broadcast Minor

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Communication and Society</td>
<td>3</td>
</tr>
<tr>
<td>Announcing Clinic</td>
<td>1</td>
</tr>
<tr>
<td>Radio Announcing</td>
<td>2</td>
</tr>
<tr>
<td>Radio Production</td>
<td>2</td>
</tr>
<tr>
<td>Announcing Practica and/or Broadcast Practica*</td>
<td>4</td>
</tr>
<tr>
<td>Broadcast News</td>
<td>2</td>
</tr>
<tr>
<td>Communication Research Methods</td>
<td>4</td>
</tr>
</tbody>
</table>

Total 18 hours

*(Students complete a total of four practica.)*
English Department

Department Chair, Fordyce R. Bennett, Jr.

Faculty
Fordyce R. Bennett, Jr., PhD
Jill S. Jaymes, MA
Barbara M. Ragan, PhD
Anderson M. Rearick III, PhD
Yvonne R. Schultz, MA
David M. Wilkes, PhD
Rosemary K. Ziegler, MA

Program Objectives

The programs, courses, and curriculum of the English Department are designed to achieve the following student outcomes:

- demonstrate a knowledge of the nature, structure and use of English;
- evidence the ability to read with enjoyment and discrimination;
- demonstrate the ability to write fluently and effectively;
- evidence a knowledge of the great literature of one’s own and other cultures; and
- demonstrate the knowledge and skills necessary to teach at the secondary school level or to enter graduate school.

English (ENG)

The composition sequence needs to begin the first semester and continue without interruption until the sequence is completed.

ENG0083 Preparatory English [3]. A study of basic grammar, mechanics, spelling, sentence structure, paragraph development, and vocabulary. The course is required in the first semester of enrollment for students who score 18 or below on the ACT English sub-test. Co-requisite: OAD1001 or keyboarding proficiency.

ENG1043G Freshman Expository Writing [3]. A study in the practice and process of expository writing. Special emphasis is given to the writing process (pre-writing, drafting, proofreading, and revising), the essay format, modes of exposition, argument and persuasion. Prerequisite: ENG0083 or ACT English sub-test score of 19 or greater. Co-requisite: OAD1031G or word-processing proficiency. If ENG0083 is not required, ENG1043 must be taken in the first semester of enrollment; otherwise, the course is required in the second semester of enrollment.

ENG1053G Research Writing [3]. A course in research techniques, research paper format and research writing. Special emphasis is given to library use, note-taking, summarizing, synthesizing, outlining, citing and documenting, and writing problems unique to drafting and revising longer papers. Prerequisite: ENG1043G, and OAD1031G or word processing proficiency. The course is required in the semester immediately following completion of ENG1043G.

ENG1091 Literary Magazine Practicum [1]. An introduction to literary magazine production culminating in publication of a literary magazine. Special emphasis is given to: editorial perspective; audience evaluation; selecting, editing, and arranging copy; proofreading; designing magazine format; and marketing a literary magazine. The course may be repeated once for a total of 2 semester hours of credit.

Completion of the composition sequence is prerequisite to all literature courses.

ENG2013G Introduction to Literature [3]. A study of literary genres through representative readings. Prerequisite: ENG1053G.
ENG3003G English Literature I [3]. A survey of the principal prose and poetry from Beowulf through the neo-classical period. Prerequisite: ENG1053G.

ENG3013G English Literature II [3]. A survey of the principal prose and poetry from the Romantic, Victorian, modern, and post-modern periods. Prerequisite: ENG1053G.

ENG3023 Creative Writing [3]. A study and practice in the writing of short fiction and poetry. Prerequisite: ENG1053G.

ENG3033 Shakespeare [3]. A study of Shakespeare’s art and thought in representative dramas. Prerequisite: ENG1053G.

ENG3053G The Novel [3]. A study of representative English, American, and continental novels. Prerequisite: ENG1053G.

ENG3063 Traditional and Modern Grammars [3]. A study of grammar for elementary and secondary teachers who will teach language and composition. Special emphasis is given to methods of analyzing sentence structure, typical student errors, and methods of teaching grammar.

ENG3073G American Literature I [3]. A survey of principal American prose and poetry from the beginning to 1865. Prerequisite: ENG1053G.

ENG3083G American Literature II [3]. A survey of principal American prose and poetry from 1865 to the present. Prerequisite: ENG1053G.

ENG3093 Advanced Composition [3]. An advanced course in expository writing with emphasis on teaching composition.

ENG3103G World Literature I [3]. A survey of literary classics from the Ancient through the Neoclassical periods. Prerequisite: ENG1053G.

ENG3113G World Literature II [3]. A survey of literary classics from the Romantic through the post-modern periods. Prerequisite: ENG1053G.

ENG4002 Content Area Teaching Methods in Language Arts [2]. An experience-based study of methods for effective secondary teaching. Special emphasis is given to teaching methodologies and research findings on the teaching of literature, reading, and writing. Prerequisite: Admission to Teacher Education or instructor’s permission.

ENG4003 Literary Criticism and Theory [3]. An advanced study of classical and contemporary theory and criticism ranging from Aristotle to Foucault. Semiotics, structuralism, deconstruction, feminism, Marxism, and the new historicism are among the critical schools examined.

ENG4013 Introduction to Linguistics [3]. An introductory study of linguistics including animal and primate communication, phonology, morphology, syntax, semantics, and pragmatics.

ENG4089 Special Topics in Literature [3]. A topical course dealing with major authors, genres, “isms”, critical concepts or schools, or important chronological periods. The course may be repeated. Prerequisite: ENG1053G.

ENG5019 Independent Study [1-4].

ENG5029 Internship [1-6]. A supervised experience performed in a professional environment representing a student’s major discipline. Prerequisite: Senior standing, departmental application and approval.

ENG5091 English Honors Research Project [1-2]. A capstone research project within the major for honor students. It is supervised by a faculty mentor and evaluated by a committee of three faculty. The course is repeatable for up to four (4) hours of credit. Prerequisite: Approval of the application of Intent for Honors Research Project by the Honors Program Director.
Departmental Programs

Bachelor of Arts in English

**Required Courses**
- Introduction to Literature 3
- English Literature I 3
- English Literature II 3
- American Literature I 3
- American Literature II 3
- World Literature I 3
- World Literature II 3
- Shakespeare 3
- The Novel 3
- Traditional and Modern Grammars 3
- Advanced Composition 3
- Special Topics in Literature* 6
- Literature Criticism and Theory 3

Total 42 Hours

*(The student must complete two sections.)*

The student with a major in English must complete a minor in another discipline.

<table>
<thead>
<tr>
<th>Recommended Sequence for the English Major</th>
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</thead>
<tbody>
<tr>
<td><strong>First year</strong></td>
</tr>
<tr>
<td>Complete the composition sequence.</td>
</tr>
<tr>
<td><strong>Second year</strong></td>
</tr>
<tr>
<td>Introduction to Literature</td>
</tr>
<tr>
<td>American Literature I</td>
</tr>
</tbody>
</table>

Bachelor of Arts in Integrated Language Arts Education

Students can pursue an adolescent to young adult license in integrated language arts education. Requirements are listed with the adolescent to young adult education programs.

**English Minor**

- American Literature I 3
- World Literature I 3
- English Literature I 3
- English Literature II 3
- Shakespeare 3
- Advanced Composition 3

Total 18 Hours
School of Arts and Humanities

Journalism Program

Faculty
Jill S. Jaymes, MA
Yvonne R. Schultz, MA

Program Objectives

The programs, courses, and curriculum of the print communication program are designed to achieve the following student outcomes:

- demonstrate a knowledge of the nature, structure and use of English;
- evidence the ability to read print communication with enjoyment and discrimination;
- demonstrate the ability to edit and write fluently and effectively for a variety of print media;
- evidence a knowledge of reporting fundamentals, including the ability to interview, to assimilate information, and to produce appropriate print communications;
- demonstrate a working knowledge of the computer, photographic and pre-press technologies required to design, layout, and produce effective print communications; and
- demonstrate the knowledge and skills necessary to be professional practitioners as writers, reporters, editors, copywriters, designers and layout artists for newspapers, magazines, advertising agencies, public relations firms, and book publishers.

Journalism (JOU)

JOU1091 Publications Practicum [1-3]. An experience-based course for production of The Lakeholm Viewer (the student newspaper) and/or Enerazan (the student yearbook). The course may be repeated.

JOU2013 Basic Writing for Print Media [3]. An introduction to news writing and writing for magazines, advertisement, and public relations. Prerequisite: ENG1053G.

JOU3073 Editing for Print Media [3]. A study of editing magazines and newspapers. Special emphasis is given to assigning stories, editing news, developing editorial philosophy, conceptualizing audiences, writing editorials, and discussing print journalism’s role in society.

JOU4093 Writing for Publication [3]. A capstone course in free-lance writing and publication, including querying, writing to specifications, the business of writing, developing a portfolio, and presenting a portfolio. Prerequisite: JOU3073.

JOU4094 Senior Publications Practicum [4]. A practicum experience reserved for key, paid leadership positions in student publications (i.e., the managing editors of The Lakeholm Viewer and Enerazan). The practicum may be repeated twice for credit for a total of 8 semester hours of credit. Prerequisite: Senior classification, application to and approval by the department.

JOU5029 Internship [1-6]. A supervised experience performed in a professional environment representing a student’s major discipline. Prerequisite: Senior standing, departmental application and approval.

JOU5091 Journalism Honors Research Project [1-2]. A capstone research project within the major for honor students. It is supervised by a faculty mentor and evaluated by a committee of three faculty. The course is repeatable for up to four (4) hours of credit. Prerequisite: Approval of the application of Intent for Honors Research Project by the Honors Program Director.

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Programs

Bachelor of Arts in Print Communication

Required Art Courses
Design Fundamentals 3
Photography I 3

Required English Courses
Creative Writing 3
Traditional and Modern Grammars 3
Advanced Composition 3
Introduction to Linguistics 3

Required Journalism Courses
Basic Writing for Print Media 3
Editing for Print Media 3
Writing for Publication 3
Publications Practicum 3-6

Required Applied Business Technology Course
Business Communications 3

Required Graphic Design Courses
Graphic Communication 3
Computer Graphic Design I 3
Computer Graphic Design II 3
Computer Graphic Design III 3
History of Graphic Design 3

Total 48-51 Hours

The student with a major in print communication must complete a minor in another discipline. The general business or graphic design minors are recommended.

Recommended Electives
Senior Publications Practicum
Journalism Internship

Recommended Cognate Courses
Art in the Western World
United States History since 1945

Select one of the following:
Communication and Society
Interpersonal Communication
Public Speaking
Small Group Communication
Introduction to Mass Communication
Persuasion

Recommended Sequence for the Print Communication Major

First year
Design Fundamentals
Graphic Communication
Computer Graphic Design I

Second year
Basic Writing for Print Media
Business Communications
Photography I
Computer Graphic Design II
Publications Practicum
Creative Writing

Third year
Editing for Print Media
Traditional and Modern Grammars
Advanced Composition
Computer Graphic Design III
Publications Practicum

Fourth year
Introduction to Linguistics
History of Graphic Design
Writing for Publication
Senior Publications Practicum

Print Communication Minor

Basic Writing for Print Media 3
Business Communication 3
Creative Writing 3
Traditional and Modern Grammars 3
Advanced Composition 3
Editing for Print Media 3

Total 18 Hours
Program Objectives

The programs, courses, and curriculum of the Graphic Design Department are designed to achieve the following student outcomes:

- demonstrate a knowledge of the effective use of color, illustration, and other design elements in graphic communication;
- evidence the ability to critique appropriately the graphic, pictorial, and color dimensions of visual communication arts;
- demonstrate the ability to integrate word and graphic images in print and electronic media;
- demonstrate a working knowledge of the computer, photographic and pre-press technologies required to design, layout, and produce effective illustrations, images, and graphic elements; and
- demonstrate the knowledge and skills necessary to be professional practitioners as designers, layout artists, sales and marketing consultants, etc. in the print and electronic communication industries.

Graphic Design (GRD)

GRD1033 Graphic Communication [3]. An introduction to the theory and practice of visual communication design.

GRD2003 Computer Graphic Design I [3]. An introduction to the computer as a graphic design tool, printing to low-end printers, and basic instruction in software appropriate to the field, including QuarkXPress, Illustrator, and Photoshop. Prerequisites: ART1023 and GRD1033.

GRD3003 Computer Graphic Design II [3]. An intermediate course that investigates the potential for software programs, including QuarkXPress, Illustrator, and Photoshop. Special emphasis is given to basic scanning techniques, digital photography, color output, and web issues. Prerequisite: GRD2003.

GRD3013 Computer Graphic Design III [3]. An advanced course using QuarkXPress, Illustrator, Photoshop, scanning, digital photography, and high-end color output to produce documents and images for graphic design and illustration. Special emphasis is given to prepress and web issues. Prerequisite: GRD3003.

GRD3023 History of Graphic Design [3]. A survey of the development and growth of graphic design elements from the Sumerians through the present age. Topics include the invention of alphabets and writing, illuminated and illustrated books, typography, the impact of the industrial revolution, the modernist era, and the age of information. Prerequisite: ART1002G.

GRD3033 Illustration [3]. An exploration of several media used in illustration for advertising, editorial, institutional or book illustration. Special emphasis is given to solving visual problems, and responding positively to critiques. Prerequisites: GRD1033 and ART1023; ART2053, ART2063, or ART2073 strongly recommended.

GRD4073 Senior Graphic Design Project [3]. An advanced graphic design study project during which the student develops a strong body of work for a graphic design/illustration portfolio, and for an exhibition. Students must enroll for two semesters and earn a total of six (6) hours credit. Prerequisite: Open only to senior graphic design majors.

GRD5029 Internship [1-6]. A supervised experience performed in a professional environment representing a student’s major discipline. Prerequisite: Senior standing, departmental application and approval.

GRD5091 Graphic Design Honors Research Project [1-2]. A capstone research project within the major for honor students. It is supervised by a faculty mentor and evaluated by a committee of three faculty. The course is repeatable for up to four (4) hours of credit. Prerequisite: Approval of the application of Intent for Honors Research Project by the Honors Program Director.
Departmental Programs

Bachelor of Arts in Graphic Design (Communication Track)

Required Core Courses
- Design Fundamentals 3
- Color Theory 3
- Graphic Communication 3
- Photography I 3
- Computer Graphic Design I 3
- Computer Graphic Design II 3
- Computer Graphic Design III 3
- History of Graphic Design 3
- Senior Project (enroll for two semesters) 6

Required Specialization Courses
- Art in the Western World 2
- Public Speaking 3
- Introduction to Mass Communication 3
- Upper division communication elective 3
  (3 hours selected from courses numbered 3000 or above.)
- Basic Writing for Print Media 3
- Principles of Marketing 3

Total 47 Hours

The student with a major in graphic design (communication track) must complete a minor in another discipline.

Recommended Electives
- Graphic Design Internship

Bachelor of Arts in Graphic Design (Visual Arts Track)

Required Core Courses
- Design Fundamentals 3
- Color Theory 3
- Graphic Communication 3
- Photography I 3
- Computer Graphic Design I 3
- Computer Graphic Design II 3
- Computer Graphic Design III 3
- History of Graphic Design 3
- Senior Project (enroll for two semesters) 6

Required Specialization Courses
- Drawing I 3
- Drawing II 3
- Painting I 3
- Printmaking I 3
- Illustration 3
- Select one of the following art history courses: 3
  - History of Art I
  - History of Art II
  - Twentieth Century Art Seminar
  - Aesthetics

Required General Education Core Cognate
- Art in the Western World 2

Total 50 Hours

The student with a major in graphic design (visual arts track) must complete a minor in another discipline or a second major.

Recommended Electives
- Graphic Design Internship

Recommended Sequence for the Communication Track

First year
- Design Fundamentals
- Color Theory
- Graphic Communication
- Public Speaking
- Art in the Western World

Second year
- Photography I
- Computer Graphic Design I
- Introduction to Mass Communications
- Basic Writing for Print Media
- Principles of Marketing

Third year
- Computer Graphic Design II
- Computer Graphic Design III
- History of Graphic Design

Fourth year
- Upper division communication elective
- Senior Project (enroll for two semesters)

Recommended Sequence for the Visual Arts Track

First year
- Design Fundamentals
- Color Theory
- Graphic Communication
- Drawing I
- Art in the Western World

Second year
- Photography I
- Drawing II
- Painting I
- Printmaking I
- Computer Graphic Design I

Third year
- Illustration
- Computer Graphic Design II
- Computer Graphic Design III
- History of Graphic Design

Fourth year
- Art history elective
- Senior Project (enroll for two semesters)
## School of Arts and Humanities

### Graphic Design Minor

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>Design Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>Graphic Communication</td>
<td>3</td>
</tr>
<tr>
<td>Computer Graphic Design I</td>
<td>3</td>
</tr>
<tr>
<td>History of Graphic Design</td>
<td>3</td>
</tr>
<tr>
<td>Illustration</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>3</td>
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<tr>
<td>Color Theory</td>
<td></td>
</tr>
<tr>
<td>Graphic Design II</td>
<td></td>
</tr>
<tr>
<td>Studio elective in art or graphic design</td>
<td></td>
</tr>
</tbody>
</table>

Total 18 Hours
History

History Department
Department Chair, Paul D. Mayle

Faculty
B. Barnett Cochran, PhD
Paul D. Mayle, PhD
William R. Wantland, PhD

Program Objectives
The programs, courses, and curriculum of the History Department are designed to achieve the following student outcomes:

- understand and interpret the past through systematic analysis of historical events and interpretations;
- integrate faith and learning in the process of studying the varied political, economic, religious and cultural achievements of past and present civilizations;
- demonstrate effective writing skills in such specific applications as journals, essays, reports and reviews, and original research papers;
- appreciate the aesthetics of reading and studying history for personal enjoyment and enrichment;
- demonstrate the knowledge and skills necessary for careers involving history, including public school and college teaching, museum and archival work, and interdisciplinary programs in art, media, business and science; and
- develop the knowledge and skills necessary for foundational training in careers, such as law, government service, library and research activities, that use history as a supportive field.

American Studies (POL)
The American Studies Program is a competitive program sponsored by the Council for Christian Colleges and Universities. This semester experience in Washington, DC requires that the student applies for admission to the Council through the Study Abroad Committee and is accepted by the Council for participation.


POL3013 Domestic Policy Issues [3]. An examination of contemporary domestic policies, including economic issues. Prerequisites: junior standing and admission to the American Studies program.

POL3023 International Policy Issues [3]. An examination of contemporary international policies, including economic issues. Prerequisites: junior standing and admission to the American Studies program.

POL5029 Political Science Internship [8]. A supervised, practical work experience in Washington, DC. Prerequisites: junior standing and admission to the American Studies program.
School of Arts and Humanities

China Studies (CHI)

The China Studies Program is a competitive program sponsored by the Council for Christian Colleges and Universities. This semester experience in China requires that the student applies for admission to the Council through the Study Abroad Committee and is accepted by the Council for participation.


CHI3023 Contemporary Chinese Society [3]. A study of the basic social structure of China, including family structure, education, youth issues, media, pop culture, literature, fine arts, religion, medical practice, and social services.


CHI3043 Politics and Foreign Policy of China [3]. A study of post-1949 China, including political structure, the Party and the Government, the legal system, national minorities, foreign relations, human rights, etc.

CHI3051 Chinese Art and Customs [1]. An experiential study of the local art and customs of China.

History (HIS)

HIS1003G Western Civilization I: Antiquity to the Reformation [3]. A study in the rise of the Western tradition from a global perspective. Special emphasis is given to the development of early empires, the impact of world religions and a survey of medieval history.

HIS1013G Western Civilization II: Reformation to the Present Age [3]. A study in the rise of the Western tradition from a global perspective. Special emphasis is given to major epochs such as absolutism, enlightenment, French Revolution and Napoleon, industrialism, nationalism, imperialism, and totalitarianism.

HIS2003G Survey of the Far East [3]. A study in the history of Westernization and its impact on Asia, particularly China and Japan, from the 18th century to the present.

HIS2013G United States History to 1865 [3]. A study of the political, economic and social development of the American people from the beginning through the Civil War.

HIS2023G United States History since 1865 [3]. A study of the political, economic and social development of the American people from the Civil War to the present.


HIS3003 Age of the Renaissance and Reformation [3]. A study of Europe from 1350 to 1648 with a special focus on the revolution that transformed Medieval culture and laid the foundation for the modern world.

HIS3013G Colonial America [3]. A study of the foundation of the American nation beginning with the founding of the English colonies. Special emphasis is given to the War for Independence.

HIS3023G Early National America: 1783-1850 [3]. A study of selected constitutional, political and foreign policy trends and events during the early years of American independence.

HIS3033G The American Civil War [3]. An extended study of the causes, major events and significance of the War between the States from 1861-1865.
History

HIS3043G United States History since 1945 [3]. An extended study of American domestic and foreign policy issues from the end of World War II to the present.

HIS3053G History of Modern Britain [3]. A survey of British history from the 18th century to the present.

HIS3063G History of Modern Russia [3]. A survey of Russian history from the 18th century to the present.

HIS3073 Emergence of Modern Europe, 1648-1815 [3]. A study of the fundamental forces shaping European society in the early modern era: state building and war, development of modern science, the culture of enlightenment, and industrialization.

HIS3083G History of World Politics [3]. An introduction to the principles of diplomacy and foreign policy, survey of international cooperation, and a study of Christian perspectives on violence and warfare.

HIS4002 Content Area Teaching Methods for Secondary Social Studies [2]. An experience-based study of the characteristics of social studies and substantive issues related to curriculum, and to designing, developing, and executing instruction within secondary schools. Prerequisite: Admission to the Teacher Education program or instructor’s permission.

HIS4003 Seminar in Foreign Policy [3]. A topical examination of issues related to foreign policy; historical studies of major world powers in the twentieth century with a special emphasis on American foreign policy.

HIS4089 Special Topics in History [1-3]. Small group discussions of readings in current research literature. Topics vary from year to year; the course may be repeated. Prerequisites: junior standing, or instructor’s permission.

HIS4093 Seminar in Historical Research [3]. An introduction to historiography and methods of historical research. Students perform a major research project to learn basic techniques of historical analysis, interpretation, and writing.

HIS5019 Independent Study [1-4]. Prerequisite: Junior standing and departmental application and approval.

HIS5029 Internship [1-6]. A supervised experience performed in a professional environment representing a student’s major discipline. Prerequisite: Senior standing and departmental application and approval.

HIS5091 History Honors Research Project [1-2]. A capstone research project within the major for honor students. It is supervised by a faculty mentor and evaluated by a committee of three faculty. The course is repeatable for up to four (4) hours of credit. Prerequisite: Approval of the application of Intent for Honors Research Project by the Honors Program Director.

Middle East Studies (ARA)

The Middle East Studies Program is a competitive program sponsored by the Council for Christian Colleges and Universities. This semester experience in Egypt and the Middle East requires that the student applies for admission to the Council through the Study Abroad Committee and is accepted by the Council for participation.

ARA3004 Introduction to Colloquial Arabic [4]. An immersion study of the grammar and literature of the Arabic language in its oral and written forms. Prerequisites: junior standing and admission to the Middle East Studies program.

ARA3014 Seminar I: People and Culture of the Middle East [4]. A survey of the varieties of peoples and cultures found in the Middle East. Prerequisites: junior standing and admission to the Middle East Studies program.

ARA3024 Seminar II: Conflict and Change in the Middle East Today [4]. A survey of contemporary Middle East societies in social and economic transition. Prerequisites: junior standing and admission to the Middle East Studies program.

ARA3034 Seminar III: Islam in the Modern World [4]. A study of the doctrines, rituals, jurisprudence, and historical vision of Islam. Prerequisites: junior standing and admission to the Middle East Studies program.

Russian Studies (RUS)

The Russian Studies Program is a program sponsored by the Council for Christian Colleges and University. This semester experience in Russia requires that the student applies for admission to the Council through the Study Abroad Committee and is accepted by the Council for participation.
School of Arts and Humanities

RUS3006 Russian Language Study [6]. An immersion study of the Russian language in its oral and written forms. Prerequisites: junior standing and admission to the Russian Studies program.

RUS3014 Russian History and Culture [4]. A survey of the history and culture of the Russian people. Prerequisites: junior standing and admission to the Russian Studies program.

RUS3024 Post-communist Russia in Transition [4]. A survey of contemporary Russian societies in social and economic transition. Prerequisites: junior standing and admission to the Russian Studies program.

RUS3042 Russian Service Project [2]. A travel experience and service learning project with Russian families. Prerequisites: junior standing and admission and admission to the Russian Studies program.

Departmental Programs

Bachelor of Arts in History (American Studies Track)

(This program requires that the student applies to and is accepted by the American Studies Program of the Council for Christian Colleges and Universities.)

Required Courses
Western Civilization I: Antiquity to the Reformation 3
Western Civilization II: Reformation to the Present Age 3
Survey of the Far East 3
United States History to 1865 3
United States History since 1865 3
American Government 3
Seminar in Historical Research 3
Foundations for Policy Analysis and Public Involvement I 1
Foundations for Policy Analysis and Public Involvement II 1
Domestic Policy Issues 3
International Policy Issues 3
Political Science Internship 8

Elective Courses
Upper division American history 3
Upper division European history 3

Total 43 Hours

The student with a major in history (American Studies track) must complete a minor in another discipline.

Recommended Sequence for the American Studies Track

First year
Western Civilization I: Antiquity to the Reformation
Western Civilization II: Reformation to the Present Age

Second year
Survey of the Far East
United States History to 1865
United States History since 1865
American Government

Third year
Upper division American history*
Upper division European history*

Bachelor of Arts in History (British Studies Track)

(This program requires that the student applies to and is accepted by the Oxford Summer Program of the Council for Christian Colleges and Universities.)

Required Courses
Western Civilization I: Antiquity to the Reformation 3
Western Civilization II: Reformation to the Present Age 3
Survey of the Far East 3
United States History to 1865 3
United States History since 1865 3
History of Modern Britain 3
Seminar in Historical Research 3
Independent study in British history 9
Renaissance and Reformation in Europe 3
Seminars 6

Elective Course
Upper division American history 3

Total 42 hours

The student with a major in history (British studies track) must complete a minor in another discipline.

Recommended Sequence for the British Studies Track

First year
Western Civilization I: Antiquity to the Reformation
Western Civilization II: Reformation to the Present Age

Second year
Survey of the Far East
United States History to 1865
United States History since 1865

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Bachelor of Arts in History (China Studies Track)

(This program requires that the student applies to and is accepted by the China Studies Program of the Council for Christian Colleges and Universities.)

Required Courses
- Western Civilization I: Antiquity to the Reformation 3
- Western Civilization II: Reformation to the Present Age 3
- Survey of the Far East 3
- United States History to 1865 3
- United States History since 1865 3
- History of Modern Britain 3
- Seminar in Historical Research 3
- Chinese Language 3
- Chinese History, Culture and Geography 3
- Contemporary Chinese Society 3
- Chinese Economic Development and Reform Policies 3
- Politics and Foreign Policy of China 3
- Chinese Art and Customs 1

Elective Courses
- Upper division American history 3
- Upper division European history 3

Total 43 Hours

The student with a major in history (China studies track) must complete a minor in another discipline.

Recommended Sequence for the China Studies Track

First year
- Western Civilization I: Antiquity to the Reformation
- Western Civilization II: Reformation to the Present Age

Second year
- Survey of the Far East
- United States History to 1865
- United States History since 1865

Third year
- Upper division American history*
- Upper division European history*

Fourth year
- Seminar in Historical Research
- Chinese Language**
- Chinese History, Culture and Geography**
- Contemporary Chinese Society**
- Chinese Economic Development and Reform Policies**
- Politics and Foreign Policy of China
- Chinese Art and Customs

*(Alternate year courses may be swapped between third and fourth years.)
**(CCCU courses may be taken in the third or fourth year.)

Bachelor of Arts in History (General Track)

Required Courses
- Western Civilization I: Antiquity to the Reformation 3
- Western Civilization II: Reformation to the Present Age 3
- Survey of the Far East 3
- United States History to 1865 3
- United States History since 1865 3
- Seminar in Historical Research 3

Elective Courses
- Upper division American history 3
- Upper division European history 3
- History electives 9

(9 hours selected from courses numbered 3000 or above.)

Total 33 Hours

The student with a major in history (general track) must complete a minor in another discipline.

Recommended Sequence for the General Track

First year
- Western Civilization I: Antiquity to the Reformation
- Western Civilization II: Reformation to the Present Age

Second year
- Survey of the Far East
- United States History to 1865
- United States History since 1865

Third year
- Upper division American history*
- Upper division European history*

Fourth year
- Seminar in Historical Research
- History electives*

*(Alternate year courses may be swapped between third and fourth years.)

Bachelor of Arts in History (Hungarian Studies Track)

(This program requires that the student apply to participate in the Hungary semester abroad program.)

Required Courses
- Western Civilization I: Antiquity to the Reformation 3
- Western Civilization II: Reformation to the Present Age 3
- Survey of the Far East 3
- United States History to 1865 3
- United States History since 1865 3
- History of World Politics 3
- Seminar in Historical Research 3
- Seminars in Hungary 12

History and Culture of Hungary
History of Eastern Europe
### School of Arts and Humanities

#### The Communist Era in Hungary
- Seminar in Foreign Policy
- Sixty (60) hours of language instruction in the Magyar language

#### Elective Courses
- Upper division American history

#### Total
- 40 Hours

The student with a major in history (Hungarian studies track) must complete a minor in another discipline.

#### Recommended Sequence for the Hungarian Studies Track

<table>
<thead>
<tr>
<th>First year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Western Civilization I: Antiquity to the Reformation</td>
</tr>
<tr>
<td>Western Civilization II: Reformation to the Present Age</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey of the Far East</td>
</tr>
<tr>
<td>United States History to 1865</td>
</tr>
<tr>
<td>United States History since 1865</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper division American history*</td>
</tr>
<tr>
<td>History of World Politics*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar in Historical Research</td>
</tr>
<tr>
<td>Seminar in Hungary**</td>
</tr>
<tr>
<td>History electives*</td>
</tr>
</tbody>
</table>

*(Alternate year courses may be swapped between third and fourth years.)*

**(CCC course may be taken in the third or fourth year.)*

### Bachelor of Arts in History (Middle East Studies Track)

(This program requires that the student applies to and is accepted by the Middle East Studies Program of the Council for Christian Colleges and Universities.)

#### Required Courses
- Western Civilization I: Antiquity to the Reformation 3
- Western Civilization II: Reformation to the Present Age 3
- Survey of the Far East 3
- United States History to 1865 3
- United States History since 1865 3
- History and Culture of the Middle East 3-4
- Seminar in Historical Research 3
- Introduction to Colloquial Arabic I** 4
- Seminar I: People and Culture of the Middle East 4
- Seminar II: Conflict and Change in the Middle East Today** 4
- Seminar III: Islam in the Modern World** 3

#### Elective Courses
- Upper division American history*

#### Total
- 39-40 Hours

The student with a major in history (Middle East studies track) must complete a minor in another discipline.

#### Recommended Sequence for the Russian Studies Track

<table>
<thead>
<tr>
<th>First year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Western Civilization I: Antiquity to the Reformation</td>
</tr>
<tr>
<td>Western Civilization II: Reformation to the Present Age</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey of the Far East</td>
</tr>
<tr>
<td>United States History to 1865</td>
</tr>
<tr>
<td>United States History since 1865</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper division American history*</td>
</tr>
<tr>
<td>History of Modern Russia*</td>
</tr>
</tbody>
</table>

*(Alternate year courses may be swapped between third and fourth years.)*

**(CCC course may be taken in the third or fourth year.)*
History

**Fourth year**
- Seminar in Historical Research
- Russian Language Study**
- Russian History and Culture**
- Post-communist Russia in Transition**
- Russian Service Project**
- *(Alternate year courses may be swapped between third and fourth years.)*
- ***(CCCU courses may be taken in the third or fourth year.)*

<table>
<thead>
<tr>
<th>Bachelor of Arts in Integrated Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can pursue an adolescent to adult education license in integrated social studies education. Requirements are listed with the adolescent to young adult education programs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Eastern European Studies Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>To complete this minor, the student must apply to, be accepted by, and complete the Semester in Hungary program.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Seminars in Hungary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History and Culture of Hungary</td>
</tr>
<tr>
<td>History of Eastern Europe</td>
</tr>
<tr>
<td>The Communist Era in Hungary</td>
</tr>
<tr>
<td>Seminar in Foreign Policy</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Sixty (60) hours of language instruction in the Magyar language</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
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</table>

<table>
<thead>
<tr>
<th>History of Modern Russia</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 hours</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Cognate Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Western Civilization II: Reformation to the Present Age is recommended.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>History Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one of the following:</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>Western Civilization I: Antiquity to the Reformation</td>
</tr>
<tr>
<td>Western Civilization II: Reformation to the Present Age</td>
</tr>
</tbody>
</table>

- Select one of the following: 3
  - United States History to 1865
  - United States History since 1865
- Survey of the Far East 3
- American Government 3
- History electives 6
  - *(6 hours from courses numbered 3000 or above.)*

<table>
<thead>
<tr>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pre-Law Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>No specific set of courses is typically prescribed to prepare students for law school. Pre-law education should prepare students to understand the world about them, to express themselves effectively, and to reason accurately and logically. The major chosen and courses selected need to emphasize communication and critical thinking skills.</td>
</tr>
</tbody>
</table>

| Preparation for law school traditionally has emphasized the humanities and social sciences, but other baccalaureate programs are very acceptable. Individuals who anticipate a law career in government might emphasize political science, while those interested in tax or corporate law might stress economics or business. Those interested in family law could take course work in child development and family relations. What remains important is that the program develops intellectual discipline. |

| While law schools do not prescribe a preparatory curriculum, they seek students who have demonstrated certain proficiencies and potentials. High grade point averages and Law School Admission Test (LSAT) scores are vital. Successful applicants must be able to read with speed and comprehension, to think logically and creatively, to understand human institutions and values, and to speak clearly and effectively. Most law schools look beyond academic performance. Admission committees typically consider non-quantifiable factors such as work experience, extracurricular activities, letters of recommendation and community service. The more well rounded the applicant is, the better are the chances of acceptance. Specific questions about law school may be answered by the pre-law advisor, Dr. Paul Mayle. |

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School of Arts and Humanities

Modern Languages Department
Department Chair, Crystal Owens Tuel

Faculty
Crystal Owens Tuel, MA

Program Objectives

The programs, courses, and curriculum of the Modern Languages Department are designed to achieve the following student outcomes:

- demonstrate an understanding of the history, geography and culture of countries where Spanish or French are spoken;
- evidence a command of the written and spoken language;
- analyze grammatically the modern language studied and to show a better understanding of the English language;
- demonstrate the ability to interpret literature, art and music of the countries where the language studied is spoken;
- evidence a deeper realization of the “smallness” of today’s world and the importance of communicating with others;
- demonstrate the understanding of the language and people who speak it by living a semester in a Spanish speaking country;
- articulate an understanding of politics, economics, and living patterns of a developing Spanish America; and
- evidence proficiency in the methodology of teaching language, culture and literature.

French (FRE)

FRE1014G Elementary French I [4]. An introductory study of the grammar and basic vocabulary of the French language and culture by means of reading, writing, listening, speaking, and translating.

FRE1024 Elementary French II [4]. A broad study of grammar with a focus on new verb tenses. Special emphasis is given to building vocabulary by means of reading, writing, listening, speaking, and translating. Prerequisite: FRE1014G or instructor's permission.


Spanish (SPA)

SPA1014G Elementary Spanish I [4]. An introductory study of the Spanish culture, language, grammar and vocabulary by means of reading, writing, listening, speaking, and translating.

SPA1024 Elementary Spanish II [4]. A broad study of grammar with a focus on new verb tenses. Special emphasis is given to building vocabulary by means of reading, writing, listening, speaking, and translating. Prerequisite: SPA1014G or instructor's permission.

SPA2004 Intermediate Spanish [4]. An intermediate study of Spanish culture and literature, intermediate grammar, composition, and conversation. Prerequisite: SPA1024 or its equivalent.

SPA2013 Conversational Spanish [3]. A course in spoken Spanish including dialogs, group discussion, prepared talks, skits, games, and role playing in different environmental situations. Prerequisite: SPA2004 or its equivalent.

SPA3003 Spanish Composition [3]. A study of grammar, syntax, idiom and style to improve precision of writing different types of material. Prerequisite: SPA2004 or its equivalent.
SPA3013G Spanish and Spanish-American Literature of Social Protest [3]. A study of contemporary authors expressing the social protest theme for the Spanish-American and Spanish peoples. Prerequisite: SPA2004 or its equivalent.

SPA3014 Masterpieces of Peninsular Literature [4]. A study of the masterpieces of literature from the Iberian peninsula. Prerequisite: SPA2004 or its equivalent.


SPA4002 Content Area Teaching Methods in Spanish [2]. An experience-based study of skills, methods and techniques for the effective teaching of Spanish from the lowest to the highest levels for students from preschool to grade twelve. Prerequisite: Admission to Teacher Education or instructor’s permission.

SPA5019 Independent Study [1-4].

SPA5029 Internship [1-6]. A supervised experience performed in a professional environment representing a student's major discipline. Prerequisite: senior standing and departmental application and approval.

SPA5091 Spanish Honors Research Project [1-2]. A capstone research project within the major for honor students. It is supervised by a faculty mentor and evaluated by a committee of three faculty. The course is repeatable for up to four (4) hours of credit. Prerequisite: Approval of the application for Honors Research Project by the Honors Program Director.

Departmental Programs

Bachelor of Arts in Spanish (Multi-age Education Track)

Students can pursue a multi-age license in Spanish education. Requirements are listed with the multi-age education programs.

Bachelor of Arts in Spanish (General Track)

Required Courses
Elementary Spanish I 4
Elementary Spanish II 4
Intermediate Spanish 4
Conversational Spanish* 3
Spanish and Spanish-American Literature of Social Protest 3
Introduction to Linguistics 3
Spanish Composition 3

Required Courses
Spanish electives* 24

Total 48 Hours

(*The electives may be selected from the Council for Christian Colleges and Universities Latin American Studies program, the Kenyon College cooperative program, study abroad programs, or by independent study. All electives require the prior approval of the Modern Languages Department Chair.)

Recommended Sequence for the Spanish Major

First year
Elementary Spanish I
Elementary Spanish II

Second year
Intermediate Spanish
Conversational Spanish*
Spanish and Spanish-American Literature of Social Protest

Third year
Introduction to Linguistics*
Spanish Composition*

Fourth year
Spanish electives**

Fourth year
Spanish electives**

(*Alternate year courses may be swapped between second and third years.)

(**all elective courses required prior departmental approval.)
The Council for Christian Colleges and Universities Latin American Studies program in Costa Rica permits the student to earn 16 hours while living with Central American families, engaging in language classes and seminar courses, working on rural service projects and traveling in Central American countries. The student must apply to the Council and be accepted. Eligibility includes a minimum classification as a junior and a 2.75 cumulative grade point average at Mount Vernon Nazarene University.

The Latin American Studies program courses include:
- Advanced Spanish Grammar
- Advanced Spanish Composition and Conversation
- History and Civilization of Spanish America
- Spanish-American People: A Sociological View

The University participates in a cooperative program with Kenyon College. Participation in the Kenyon College program requires permission of the Provost and Modern Languages Department Chair. The Kenyon College cooperative program is open only to Spanish majors.

The student may participate in an independent study in Spanish with the approval of the Modern Languages Department. Alternate courses and the department may accept experiences if approved in advance.

The student with a major in Spanish (general track) must complete a minor in another discipline.

**Spanish Minor**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Spanish I</td>
<td>4</td>
</tr>
<tr>
<td>Elementary Spanish II</td>
<td>4</td>
</tr>
<tr>
<td>Intermediate Spanish</td>
<td>4</td>
</tr>
<tr>
<td>Select two of the following:</td>
<td>6</td>
</tr>
<tr>
<td>Conversational Spanish</td>
<td></td>
</tr>
<tr>
<td>Spanish and Spanish-American Literature of Social Protest</td>
<td></td>
</tr>
<tr>
<td>Spanish Composition</td>
<td></td>
</tr>
<tr>
<td>Independent Study</td>
<td></td>
</tr>
</tbody>
</table>

Total 18 Hours
Music

Music Department
Department Chair, Robert D. Tocheff

Faculty
Virginia A. Cameron, MA
JoAnn Koh-Baker, PhD
B. David Liles, DMA
John E. Packard, MM
Robert D. Tocheff, PhD
Stanley D. Wood, PhD

Program Objectives
The programs, courses, and curriculum of the Music Department are designed to achieve the following student outcomes:

- integrate and appreciate the musical arts within the concept of liberal arts education by developing aesthetic and cultural concepts;
- demonstrate responsible and effective service to the church and society through music;
- demonstrate the skills and knowledge for entry level professional activities in music;
- demonstrate the skills and knowledge necessary to teach music in elementary and secondary schools effectively; and
- demonstrate the skills and knowledge essential for graduate study in music through course work, studio activities, individual recitals and group performances.

Applied Music (APM)

APM0061 Preparatory Private Instrument [1]. A beginning course for the student who needs additional training before beginning the four year sequence in applied studies. The course focuses on technical and interpretive development through intermediate level repertoire.

APM0081 Preparatory Private Piano [1]. A beginning course for the student who needs additional training before beginning the four year sequence in applied studies. The course focuses on technical and interpretive development through intermediate level repertoire.

APM1000 Piano Proficiency Level 1 [0]. A non-credit transcript entry to indicate the student completed the first level of the piano proficiency test.

APM1001 Piano Class I [1]. A study of functional keyboard skills including sight reading, transposing, harmonizing, and improvising. Satisfactory/unsatisfactory grades are given after two (2) registrations. The course is repeated until the first piano proficiency examination is passed.

APM1011 Piano Class II [1]. A study of keyboard skills including advanced harmonic vocabulary, reading open score, and four-part compositions. The course is repeated until the second proficiency examination is passed. Prerequisite: APM1001. Satisfactory/unsatisfactory grades are given after two (2) registrations.

APM1021, 2021, 3021, 4021 Private Keyboard I-VIII [.5-1.5]. Private instruction in piano or organ. The usual credit is one (1) credit each semester. The course is repeatable for 2 credits at each level.

APM1041 Beginning Voice Class [1]. A classroom study of basic techniques of vocal tone and production. Satisfactory-unsatisfactory grades are given after two (2) registrations.

APM1061, 2061, 3061, 4061 Private Voice I-VIII [.5-1.5]. Private instruction in voice technique and repertoire. The usual credit is one (1) credit each semester. The course is repeatable for 2 credits at each level.
School of Arts and Humanities

APM1071, 2071, 3071, 4071 Private Instrument I-VIII [.5-1.5]. Private instruction in orchestral or band instruments. The usual credit is one (1) credit each semester. The course is repeatable for 2 credits at each level.

APM1081 Opera Workshop [1]. Preparation and performance of selected operatic scenes.

APM2000 Piano Proficiency Level 2 [0]. A non-credit transcript entry to indicate the student completed the second level of the piano proficiency test.

APM2031, 3031, 4031 Private Music Composition I-VIII [.5-1.5]. Private instruction in composition. The usual credit is one (1) credit each semester. The course is repeatable for 2 credits at each level.

APM3000 Junior Recital [0]. A non-credit transcript entry to indicate that the student has successfully performed a required junior recital. Prerequisites: sophomore and junior level in the recital area.

APM4000 Senior Recital [0]. A non-credit transcript entry to indicate that the student has successfully performed a required senior recital. Prerequisites: sophomore and junior level in the recital area.

Music Ensembles (ENS)

Non-music majors may elect to take music ensembles for satisfactory-unsatisfactory basis at time of registration. Music majors receive letter grades. Under certain circumstances, ensemble directors can approve credit less than those listed.

ENS1011 Collegians Chorale [0-1]. Large mixed vocal ensemble. Prerequisite: selection by audition.

ENS1020 Goliards Chamber Ensemble [.5]. Vocal chamber ensemble. Prerequisite: selection by audition.

ENS1021 Treble Singers Women’s Chorus [0-1]. SSA(A) vocal ensemble. Prerequisite: selection by audition.

ENS1031 Wind Ensemble [1]. Large instrumental ensemble. Prerequisite: selection by audition.

ENS1070 Crusaders Jazz Band [.5]. Stage band. Prerequisite: selection by audition.

ENS1080 Pep Band [.5]. Pep band. Prerequisite: selection by audition.

ENS1090 Brass Choir [.5]. Brass ensemble. Prerequisite: selection by audition.

ENS2010 Flute Choir [.5]. Flute ensemble. Prerequisite: selection by audition.

Music Methods and Applications (MMA)

MMA2012 Music for the Classroom Teacher [2]. A study of music fundamentals for elementary school teachers and music activities for the elementary school classroom.

MMA2032 Marching Band Methods I [2]. An introduction to the organization and instruction of marching bands in the schools. Topics include uniforms, street-track-field marching, auxiliary units, charting techniques, music selection and computerized charting techniques. (Offered on demand)

MMA2042 Marching Band Methods II [2]. A study of advanced charting techniques and applications for marching band. Special emphasis is given to writing and revising shows in the computer laboratory and observing marching bands. The course may be repeated. Prerequisite: MMA2032. (Offered on demand)

MMA2052 Instrumental Methods - Percussion [2]. A study of basic concepts of instrument care and use, acoustical principles of tone production, playing techniques and instructional skills.

MMA2062 Instrumental Methods - Woodwinds [2]. A study of basic concepts of instrument care and use, acoustical principles of tone production, playing techniques and instructional skills.

MMA2072 Introduction to Conducting [2]. An introduction to basic conducting pattern and techniques applicable to choral and instrumental ensembles and congregational singing.
MMA2082 Diction for Singers [2]. A study preparing vocalists to sing in the common singing languages of Italian, German, and French.

MMA2092 Introduction to Church Music [2]. An introductory study of the music ministry in the local church, including choral preparation and literature, worship, planning, and leadership. Special emphasis is given to the children’s music ministry and the role of music in the local church ministry.

MMA3032 Music and Worship [2]. A study of various philosophies of church music, diverse liturgies, and approaches to corporate worship.

MMA3062 Instrumental Methods - Brass [2]. A study of basic concepts of brass instrument care and use, acoustical principles of tone production, playing techniques and instructional skills.

MMA3072 Instrumental Methods - Strings [2]. A study of basic concepts of stringed instrument care and use, acoustical principles of tone production, playing techniques and instructional skills.

MMA3082 Applied Music Literature [2]. A survey of literature available for an instrument, family of instruments or voice. Special emphasis is given to application of literature to instructional approaches.

MMA3092 Hymnology [2]. A study of Christian hymns from the standard point of form, structure, theology, music, scriptural content, historical development, and the role of hymns in the life of the local church.

MMA4002 Content Area Teaching Methods in Music [2]. An experience-based study of the methods, materials, philosophies, and content areas of general music, choral music, instrumental music, music history, and music theory at the secondary level. Prerequisite: Admission to the Teacher Education program or instructor’s permission. Co-requisite: EDU4001.

MMA4012 Advanced Choral Conducting [2]. A study of conducting problems and techniques unique to choral ensembles. Prerequisite: MMA2072.

MMA4022 Advanced Instrumental Conducting [2]. A study of theory and practice in instrumental conducting. Special emphasis is given to a survey of instrumental materials and literature. Prerequisite: MMA2072.

MMA4042 Applied Music Pedagogy [2]. A survey of comparative pedagogical approaches and methods used in training of voices or instruments. Special emphasis is given to the student’s applied area.

MMA4063 Music in Childhood: Preschool through Elementary Years [3]. A study of current materials and practices in teaching preschool through elementary school music. Special emphasis is given to preparing music specialists for the multi-age license in music.

Music Special Studies (MSS)

MSS5019 Independent Study [1-4].

MSS5029 Music Internship [1-6]. A supervised experience performed in a professional environment representing a student’s major discipline. Prerequisite: Senior standing and departmental application and approval.

MSS5091 Music Honors Research Project [1-2]. A capstone research project within the major for honor students. It is supervised by a faculty mentor and evaluated by a committee of three faculty. The course is repeatable for up to four (4) hours of credit. Prerequisite: Approval of the application of Intent for Honors Research Project by the Honors Program Director.

Music Theory and History (MTH)

MTH1002G Music in the Western World [2]. A comprehensive survey of musical trends and developments in the western world and a guide to appreciating these trends.

MTH1023 Basic Structures of Music Theory I [3]. A study of basic music notation and vocabulary, modes, intervals, melodic structure, cadences and chord structure. Special emphasis is given to basic arranging and compositional techniques. Co-requisites: MTH1041 and APM1001.
School of Arts and Humanities

MTH1033 Basic Structures of Music Theory II [3]. A study of chromatic and advanced diatonic structures, secondary dominants, modulation, and form. Prerequisite: MTH1023.

MTH1041 Sight Singing and Ear Training I [1]. A study to develop skills of sight reading melodies, notating music dictation, and listening to music.

MTH1051 Sight Singing and Ear Training II [1]. A study of sight singing techniques with emphasis on chromatic melodies and complex rhythmic patterns, four-part harmonic dictation, seventh chords and diatonic triads in their inversion, modulation, and chromatic alterations. Prerequisite: MTH1041.

MTH2033 Basic Structures of Music Theory III [3]. A study of advanced chordal structures, historical musical forms including the fugue, counterpoint and twentieth century structures. The study culminates in an original composition. Prerequisite: MTH1033.

MTH2043 Basic Structures of Music Theory IV [3]. A study of formal structure with emphasis on sonata, rondo, and variation forms. Prerequisite: MTH2033.

MTH3043 Music History I [3]. A study of the history of music of the western world from ancient times to Baroque eras. Prerequisite: MTH1002G, MTH1023, MTH1033 and ENG1053G, or instructor’s permission.

MTH3053 Music History II [3]. An historical study of western music from the classic, romantic, and contemporary periods. Prerequisite: MTH3043.

MTH4033 Choral Arranging/Orchestration [3]. A study and practice in arranging for choral groups, instrumental ensembles, and orchestra. Special emphasis is given to score study, transposition, and clef usage. Prerequisite: MTH2043.

Departmental Programs

Associate in Applied Science in Church Music

<table>
<thead>
<tr>
<th>Required Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Structures of Music Theory I</td>
<td>3</td>
</tr>
<tr>
<td>Basic Structures of Music Theory II</td>
<td>3</td>
</tr>
<tr>
<td>Sight Singing and Ear Training I</td>
<td>1</td>
</tr>
<tr>
<td>Sight Singing and Ear Training II</td>
<td>1</td>
</tr>
<tr>
<td>Piano Class I</td>
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</tr>
<tr>
<td>Piano Proficiency Level I</td>
<td>0</td>
</tr>
<tr>
<td>Ensembles</td>
<td>4</td>
</tr>
<tr>
<td>Student Recital Laboratory</td>
<td>0</td>
</tr>
<tr>
<td>Applied Music I and II</td>
<td>2</td>
</tr>
<tr>
<td>Applied Music III and IV</td>
<td>2</td>
</tr>
<tr>
<td>Introduction to Conducting</td>
<td>2</td>
</tr>
<tr>
<td>Introduction to Church Music</td>
<td>2</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>2</td>
</tr>
<tr>
<td>Hymnology</td>
<td></td>
</tr>
<tr>
<td>Music and Worship</td>
<td></td>
</tr>
<tr>
<td>Advanced Choral Conducting</td>
<td>2</td>
</tr>
<tr>
<td>Elective Courses</td>
<td></td>
</tr>
<tr>
<td><strong>Music electives</strong></td>
<td>4</td>
</tr>
<tr>
<td><em>(Recommended courses include voice, piano and instrumental methods.)</em></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>29 Hours</td>
</tr>
</tbody>
</table>

Recommended Sequence for the Church Music Major

(Associate in Applied Science degree)

First year
- Basic Structures of Music Theory I
- Basic Structures of Music Theory II
- Sight Singing and Ear Training I
- Sight Singing and Ear Training II
- Piano Class I
- Piano Proficiency Level I
- Ensemble*
- Applied Music I and II
- Student Recital Laboratory*
- Introduction to Conducting

Second year
- Introduction to Church Music
- Select one of the following:
  - Hymnology
  - Music and Worship
  - Advanced Choral Conducting
  - Ensemble*
  - Applied Music III and IV
  - Music electives
  *(Recommended courses include voice, piano and instrumental methods.)*
  - Student Recital Laboratory*
  *(Students enroll each semester.)*
Bachelor of Arts in Music (Church Music Track)

**Required Courses**
- Basic Structures of Music Theory I 3
- Basic Structures of Music Theory II 3
- Basic Structures of Music Theory III 3
- Basic Structures of Music Theory IV 3
- Sight Singing and Ear Training I 1
- Sight Singing and Ear Training II 1
- Music History I 3
- Music History II 3
- Piano Class I 1
- Piano Proficiency Level 1 0
- Piano Class II 1
- Piano Proficiency Level 2 0
- Ensembles 8
- Applied Music I and II 2
- Applied Music III and IV 2
- Applied Music V and VI 2
- Applied Music VII and VIII 2
- Introduction to Church Music 2
- Introduction to Conducting 2
- Music and Worship 2
- Hymnology 2
- Music in Childhood: Preschool through Elementary School 3
- Choral Arranging/Orchestration 3
- Advanced Choral Conducting 2
- Student Recital Laboratory 0
- Senior Recital 0
- Internship 2

Total 56 Hours

The student with a major in music (church music track) must complete a minor in another discipline.

**Recommended Sequence for the Church Music (BA) Track**

**First year**
- Basic Structures of Music Theory I
- Basic Structures of Music Theory II
- Sight Singing and Ear Training I
- Sight Singing and Ear Training II
- Piano Class I
- Piano Proficiency Level 1
- Ensembles*
- Applied Music I and II
- Introduction to Church Music
- Student Recital Laboratory*

**Second year**
- Basic Structures of Music Theory III
- Basic Structures of Music Theory IV
- Piano Class II
- Piano Proficiency Level 2
- Ensemble*
- Applied Music III and IV
- Introduction to Conducting
- Music and Worship
- Student Recital Laboratory*

**Third year**
- Music History I
- Music History II
- Ensemble*
- Applied Music V and VI
- Hymnology
- Music in Childhood: Preschool through Elementary School
- Student Recital Laboratory*

**Fourth year**
- Choral Arranging/Orchestration
- Advanced Choral Conducting
- Ensemble*
- Applied Music VII and VIII
- Senior Recital
- Internship
- Student Recital Laboratory*

*(Students enroll each semester.)

Bachelor of Arts in Music (General Track)

**Required Courses**
- Basic Structures of Music Theory I 3
- Basic Structures of Music Theory II 3
- Basic Structures of Music Theory III 3
- Basic Structures of Music Theory IV 3
- Choral Arranging/Orchestration 3
- Sight Singing and Ear Training I 1
- Sight Singing and Ear Training II 1
- Art in the Western World 2
- Music in the Western World 2
- Music History I 3
- Music History II 3
- Piano Class I 1
- Piano Proficiency Level 1 0
- Piano Class II 1
- Piano Proficiency Level 2 0
- Ensembles 8
- Applied Music I and II 2
- Applied Music III and IV 2
- Applied Music V and VI 2
- Applied Music VII and VIII 2
- Introduction to Conducting 2
- Select one of the following: 2
  - Instrumental Methods - Percussion
  - Instrumental Methods - Woodwinds
  - Instrumental Methods - Brass
  - Instrumental Methods - Strings
- Student Recital Laboratory 0
- Senior Recital 0

**Elective Courses**
- Church music elective 2
- Select one of the following: 2
  - Advanced Choral Conducting
  - Advanced Instrumental Conducting
- Select one of the following: 2
  - Applied Music Literature
  - Applied Music Pedagogy

Total 55 Hours
The student with a major in music (general track) must complete a minor in another discipline.

**Bachelor of Arts in Music (Multi-age Education Track)**

Students can pursue a multi-age license in music education. Requirements are listed with the multi-age education programs.

**Bachelor of Arts in Music (Music and Worship Track)**

**Required Religion Courses**
- Christian Life and Ministry 2
- Biblical Hermeneutics 3
- Biblical literature (select from courses numbered 3000 and above) 3
- Christian Heritage I 3
- History of the Church the Nazarene 3
- Doctrine of Christian Holiness 3
- Christian Leadership and Church Administration 3
- Multiple Staff Ministry 2
- Worship in the Christian Tradition 3
- Worship Design and Laboratory 2
- Church Growth and Evangelism 2
- Pastoral Care and Counseling 3

**Required Music Courses**
- Basic Structures of Music Theory I 3
- Basic Structures of Music Theory II 3
- Sight Singing and Ear Training I 1
- Sight Singing and Ear Training II 1
- Piano Class I 1
- Piano Proficiency Level I 0
- Introduction to Conducting 2
- Introduction to Church Music 2
- Music and Worship 2
- Hymnology 2
- Advanced Choral Conducting 2
- Ensembles 4
- Applied Music I and II 2
- Applied Music III and IV 2
- Music Internship 2

**Elective Music Courses**
- Elective courses in music 3

**Required Cognate Courses**
- Western Civilization I: Antiquity to the Reformation 3
- Music in the Western World 2
- General Psychology 3
- Select one of the following sociology courses:
  - Introduction to Sociology 3
  - Social Problems
  - Introduction to Cultural Anthropology

Total 75 Hours

The student with a major in music (music and worship track) is not required to complete a minor.

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**Recommended Sequence for the Music and Worship Track**

**First year**
- Basic Structures of Music Theory I
- Basic Structures of Music Theory II
- Sight Singing and Ear Training I
- Sight Singing and Ear Training II
- Piano Class I
- Piano Proficiency Level I
- Music in the Western World
- Ensembles*
- Applied Music I and II
- Christian Life and Ministry
- Western Civilization I: Antiquity to the Reformation
- General Psychology

**Second year**
- Biblical Hermeneutics
- Christian Leadership and Church Administration
- Worship in the Christian Tradition
- Introduction to Conducting
- Introduction to Church Music
- Applied Music III and IV
- Sociology**

**Third year**
- Biblical Literature**
- Christian Heritage I
- Multiple Staff Ministry
- Worship Design and Laboratory
- Church Growth and Evangelism
- Hymnology
- Music and Worship
- Music elective**

**Fourth year**
- Doctrine of Christian Holiness
- Pastoral Care and Counseling
- History of the Church of the Nazarene
- Advanced Choral Conducting
- Music Internship

*(Students enroll for 4 semesters.)
**(The course may be taken after its prerequisites are fulfilled.)

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**Bachelor of Art in Music (Performance Track)**

**Required Courses**
- Basic Structures of Music Theory I 3
- Basic Structures of Music Theory II 3
- Basic Structures of Music Theory III 3
- Basic Structures of Music Theory IV 3
- Choral Arranging/Orchestration 3
- Sight Singing and Ear Training I 1
- Sight Singing and Ear Training II 1
- Music History I 3
- Music History II 3
- Piano Class I 1
- Piano Proficiency Level I 0
- Piano Class II 1
- Piano Proficiency Level 2 0
- Ensemble* 8
- Applied Music I and II 2
- Applied Music III and IV 2
- Applied Music V and VI 3
- Applied Music VII and VIII 3
Applied Music Literature 2
Applied Music Pedagogy 2
Introduction to Conducting 2
Junior Recital 0
Senior Recital 0
Student Recital Laboratory 0

Elective Courses
Select one of the following: 2
- Instrumental Methods - Percussion
- Instrumental Methods - Woodwinds
- Instrumental Methods - Brass
- Instrumental Methods - Strings
- Diction for Singers

Select one of the following: 2
- Advanced Choral Conducting
- Advanced Instrumental Conducting

Total 53 Hours

The student with a major in music (performance track) must complete a minor in another discipline.

Special Music Requirements

A. Ensemble requirements:
1. Vocal or keyboard emphasis – at least 4 hours in choral ensembles.
2. Instrumental music education or general music emphasis – all required hours in instrumental ensembles.
3. Instrumental church music emphasis – 5 hours in instrumental ensembles and 2 hours in choral ensembles.

B. Secondary applied requirements:
1. Instrumental and keyboard emphasis – 1 hour in voice.
2. Vocal emphasis – 1 hour in keyboard beyond piano class.

C. Conducting requirements:
1. Instrumental general music, performance or music education – Advanced Instrumental Conducting.
2. Keyboard general music, performance or music education – Advanced Instrumental Conducting or Advanced Choral Conducting.
3. Vocal general music, performance or music education – Advanced Choral Conducting.
4. Church music – Advanced Choral Conducting.

D. All music majors must take one ensemble each semester of enrollment with the exception of the semester of student teaching.

E. All music majors must successfully complete both levels of the piano proficiency examination. The piano proficiency requirement must be met in its entirety by the end of the fall or spring term prior to student teaching or internship placements. Music majors are required to enroll for piano class continuously until both levels of the piano proficiency are achieved. No music major is recommended for approval to student teaching until the piano proficiency requirement is satisfied.

F. Sophomore level in applied music must be achieved prior to enrolling in applied instruction at the 2000 level.

G. Junior level in applied music must be achieved prior to enrolling in applied instruction at the 3000 level or above.

H. All required applied music hours must be taken in one applied area (e.g., piano, trumpet, voice, etc.).

I. All music majors must present a senior recital of solo literature (30 minutes minimum duration). A junior recital is required in the performance track. The junior recital is optional in all other tracks, pending recommendation of the applied music instructor and approval of the recital preview committee.

J. Sophomore and junior level in the recital area is required for the junior or senior recital.
School of Arts and Humanities

K. All students desiring to complete the general music track must receive permission of the music faculty to do so. The application should be submitted after the completion of 56 semester hours. The student must have a cumulative grade point average of 3.00 in all music courses for acceptance into the general music track. The general music track student must have a cumulative grade point average of 2.75 in all music courses prior to performance of the senior recital.

L. All students desiring to complete the performance music track must successfully audition into the track. At the time of audition, the student must have no grade lower than a “C” in all music courses completed. A student on academic probation is ineligible to audition regardless of grades in music courses. The performance music track requires the successful completion of a junior half-recital and a senior full-recital.

M. All students desiring to complete the music major with a composition emphasis must meet the following prerequisites and requirements.

1. Prerequisites for beginning study in composition include successful completion of the first year sequence in music theory, the first year sequence in sightsinging and ear training, the first year piano class sequence, 2 credits in applied music, 2 credits in ensembles, and Music in the Western World.

2. Requirements for completion of the composition emphasis include 2 credits in APM2031, junior level jury, 2 credits in APM3031, 2 credits in APM4031, senior recital in composition, and APM4000.

Music Minor

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Structures of Music Theory I</td>
<td>3</td>
</tr>
<tr>
<td>Basic Structures of Music Theory II</td>
<td>3</td>
</tr>
<tr>
<td>Sight Singing and Ear Training I</td>
<td>1</td>
</tr>
<tr>
<td>Sight Singing and Ear Training II</td>
<td>1</td>
</tr>
<tr>
<td>Piano Class I</td>
<td>1</td>
</tr>
<tr>
<td>Piano Proficiency Level I</td>
<td>0</td>
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<tr>
<td>Ensembles</td>
<td>2</td>
</tr>
<tr>
<td>Applied Music</td>
<td>2</td>
</tr>
<tr>
<td>Introduction to Conducting</td>
<td>2</td>
</tr>
<tr>
<td>Music electives</td>
<td>3</td>
</tr>
</tbody>
</table>

Total 18 Hours
School of Business  
Dean, Tomas H. Parks  

Business Department (traditional undergraduate Associate in Applied Science and Bachelor of Arts programs)  
Department Chair, Daryl L. Gruver  

Faculty  
Margaret M. Britt, DBA  
Glenn A. Bryan, DBA  
Daryl L. Gruver, MA  
Richard A. Huebner, MS  
Judy Madtes, MBA  
Tomas H. Parks, PhD  
Philip K. Rickard, MBA  
David L. Skinner, PhD  
Beverly E. Smith, PhD  
Debra L. Snyder, MHA  
Wayne A. Yerxa, MBA  

Program Objectives  
The programs, courses, and curriculum of the Business Department are designed to achieve the following student outcomes:  

- master the theories, principles, methods and applications of business;  
- evidence the knowledge, skills, and experiences of a liberally educated person;  
- demonstrate value-based decisions in business from a Christian perspective of ethics and social responsibility;  
- demonstrate the ability to think creatively and critically;  
- integrate the disciplines of business into a holistic perspective;  
- learn through mission and service activities;  
- articulate an economic understanding of society as one basis for more intelligent participatory citizenship;  
- evidence the ability to listen receptively and to express oneself through written and oral communication;  
- demonstrate the ability to work in a continuously changing environment; and  
- provide students with multicultural learning experiences.  

NOTE: For information regarding the Bachelor of Business Administration degree completion program for working adults, see information beginning on page 219.  

Note: All prerequisites for Business Department courses require a grade of “C” or better.  

Accounting (ACC)  

ACC2053 Principles of Accounting I [3]. An introduction to fundamental accounting concepts and procedures including the nature of accounts and techniques of recording, classifying, summarizing and analyzing financial data as it relates to corporations. Prerequisites: A grade of C- or better in MAT0093, or an ACT mathematics score of 19 or higher, or an SAT mathematics score of 500 or higher, or MAN1043, or MAT2063G.
School of Business

ACC2063 Principles of Accounting II [3]. A study of managerial accounting concepts for manufacturing operations, accounting techniques and budgeting as applied to parent, subsidiaries, department and branch operations. Prerequisite: ACC2053.

ACC3033 Individual Income Tax [3]. The study of federal income tax law and tax procedures for individuals. Prerequisite: ACC2063 or instructor's permission.

ACC3043 Cost Accounting I [3]. An introduction to costing systems and methods. Special emphasis is given to cost concepts, classifications and measurement techniques in production planning and control under job order and process cost systems. Prerequisite: ACC2063.

ACC3053 Cost Accounting II [3]. A study of accounting for management decision-making including: standard cost accounting procedures, variance analysis, cost and profit responsibility reporting practices, product pricing, and distribution. Prerequisite: ACC3043.

ACC3063 Intermediate Accounting I [3]. A study of accounting theory in income realization and cost expiration with emphasis on assets, investments and equity accounts within accounting systems and balance sheets. Prerequisite: ACC2063.

ACC3073 Intermediate Accounting II [3]. A study in accounting theory with emphasis on financial statement preparation and analysis. Prerequisite: ACC3063.

ACC3083 Accounting Information Systems [3]. A study of the flow of accounting information within a corporation. Special emphasis is given to practical application of contemporary accounting software. Prerequisites: OAD2013 and ACC3073.

ACC4053 Auditing Concepts and Practices [3]. A study of the function of independent audits, professional ethics, legal liability, internal control, auditing standards, worksheet applications and procedures. Special emphasis is given to writing audit reports. Prerequisite: ACC3073.

ACC4073 Advanced Tax Accounting [3]. The study of taxation of property transactions, corporations, partnerships, and exempt organizations. Prerequisite: ACC3033 and ACC3073.

ACC4084 Advanced Accounting [4]. A capstone accounting course emphasizing advanced accounting theory, analysis of current accounting issues, and significant research. Prerequisite: ACC3073.

ACC4092 Accounting Capstone [2]. A review of fundamental accounting concepts through the use of comprehensive case studies. Prerequisite: senior classification.

Applied Business Technology (ABT)

ABT1011 Computer Literacy [1]. An introduction to computer hardware and software with a blend of lecture and hands-on instruction in common user applications, operating systems, and the basics of using networked computers, electronic mail, and the Internet.

ABT1031G Microcomputer Word Processing [1]. An introduction to the personal computer as a word processing tool. Special emphasis is given to developing skill in word processing. Prerequisite: OAD1011 or keyboard proficiency.

ABT2013 Computer Applications in Business I [3]. A study of microcomputer use in the business environment. Students are introduced to successful software for spreadsheets, presentation graphics, and database management applications. Prerequisite: ABT1031G.

ABT2093 Business Communications [3]. A study of written and oral communication skills necessary for business occupations. Special emphasis is given to writing effective business letters, memoranda, and reports. Oral communications include giving reports and conducting interviews. Prerequisite: ABT1031G.

ABT3013 Computer Applications in Business II [3]. A study in analysis of software used in the business setting. Special emphasis is given to using advanced features of spreadsheet and database software systems. Prerequisites: OAD2013 and ACC2053.
ABT3023 Advanced Word Processing [3]. An advanced study of word processing techniques and applications using a prominent word processing software package. Special emphasis is given to desktop publishing applications using word processing software. Prerequisite: ABT1031G.

ABT3033 Desktop Publishing [3]. A basic introduction to desktop publishing principles, including creation of a new publication. Special emphasis is given to page setup, drawing tools, typing and editing texts and text blocks, importing graphics, and setting up master pages. Microsoft Word and Microsoft Publisher are utilized. Prerequisite: ABT3023.

ABT3043 Web Design [3]. A course that focuses on planning, publishing, and managing websites using Microsoft FrontPage. Students format, develop, and publish projects that include text, images, and hyperlinks. Prerequisites: ABT1011 and ABT2013.

ABT3053 Introduction to Visual Basic [3]. An introduction to Visual Basic to create event-driven programs. Special emphasis is given to objects/controls including their properties, methods, and events. Additional topics include data arrays, control arrays, mouse methods and events, procedures, functions, variables, menus, files, simple data access, and programming techniques as they apply to Visual Basic. Prerequisite: ABT2013.

ABT3063 Computer Applications in Business III [3]. An advanced course in using microcomputers to assist in decision-making and to boost productivity within the business environment. Special emphasis is given to advanced study of business software for spreadsheets, database management, and presentation graphics on IBM-compatible microcomputers. Prerequisites: ABT1031G, ABT2013, and ABT3013.

ABT4002 Content Teaching Methods in Business [2]. An experience-based study of methods for effective teaching in business in vocational and traditional classrooms. Students prepare and teach in four business content areas and become familiar with professional organizations and publications. Prerequisite: Admission to the Teacher Education program or instructor’s permission.

Business Special Studies (BSS)

BSS3084 Business Seminar [4]. A course allowing students to experience the business world in its actual environment. Special emphasis is given to social responsibility of business and society.

BSS3091 Students in Free Enterprise (SIFE) [0-1]. A course providing practical experience in free enterprise training. Students work with high school students and community businesses, and compete in state competition. Students may repeat the course for a total of eight hours credit. Student who choose to enroll for 0 credit receive satisfactory or unsatisfactory grades.

BSS5019 Independent Study [1-4].

BSS5029 Internship [1-6]. A supervised experience performed in a professional environment representing a student’s major discipline. Prerequisite: Senior standing and departmental application and approval.

BSS5091 Business Honors Research Project [1-2]. A capstone research project within the major for honor students. It is supervised by a faculty mentor and evaluated by a committee of three faculty. The course is repeatable for up to four (4) hours of credit. Prerequisite: Approval of the application of Intent for Honors Research Project by the Honors Program Director.

Economics (ECO)

ECO1033G Principles of Economics I [3]. An introduction to macroeconomics including basic concepts of supply and demand, price system, employment theory, inflation, business cycles, monetary policies, and fiscal policies.

ECO1043G Principles of Economics II [3]. An introduction to microeconomics including the concepts of resource and product markets, price theory, elasticity function and profit maximization. Prerequisite: ECO1033G or instructor’s permission.

Finance (FIN)

FIN/FCS3063 Consumer Finance [3]. A practical application of personal and family financial management. Topics include budgets, loans, spending, housing, insurance, investments, and taxes. This course cannot be used an elective in the finance track.
School of Business

FIN3073 Business Finance [3]. An introduction to financial management. Special emphasis is given to financial analysis and planning, working capital management, and the capital budgeting process. Prerequisites: ACC2063 and MAT2063G, or instructor’s permission.


FIN3093 Topics in Finance [3]. Small group discussions of readings in current research literature. Topics vary from year to year; the course is repeatable. Prerequisite: FIN3073.


FIN4073 Intermediate Financial Management II [3]. An advanced study of the theoretical relationships underlying financial management. Emphasis is given to working capital, capital management, financial analysis, and special topics. Prerequisite: FIN4063.

International Business (IBS)

IBS3003 International Business Operations [3]. An introduction to the theory and practice of business operations of international and multinational firms. Special emphasis is given to international trade theory, marketing, finance and human resource management. Prerequisites: ECO1033G, MAN2003, MAR2073, and ACC2053.

IBS3053 Comparative Economic Systems [3]. An introduction to the comparative study of economic systems, ideological foundations and institutional arrangements. Special emphasis is given to capitalism, market oriented economies, and transitional economies moving from centralized planning to market oriented structures. Prerequisites: ECO1033G and ECO1043G.

IBS3063 Global Marketing [3]. An introduction to the theory and practice of international marketing management, including marketing to national domestic markets. Special emphasis is given to the international environment, market research and market entry, product planning and strategy, and management of international marketing functions. Prerequisite: MAR2073.

IBS3073 International Trade and Finance [3]. A survey of analytical and institutional aspects of international trade and finance. Special emphasis is given to balance of payments, foreign exchange markets, international monetary arrangements and financial flows. Prerequisites: ECO1033G, ECO1043G, and ACC2053.

IBS3083 Global Business Management and Strategy [3]. An introduction to current literature in international business management practices. Special emphasis is given to international business management and strategy, corporate finance and control, organizational management and behavior. Prerequisites: MAN2003 and completion of the junior year.

Management (MAN)

MAN1043 Quantitative Business Applications [3]. An introduction to techniques of analyzing and solving quantitative management problems. Prerequisite: A grade of C- or better in MAT0083, or an ACT mathematics score of 17 or higher, or an SAT mathematics score of 460 or higher.

MAN2003 Principles of Management [3]. A study of the administration of an organization with emphasis on planning methods, organizing techniques, motivating factors and controlling procedures.

MAN/CSC2023 Management Information Systems [3]. An introduction to the use and application of information systems technology in the business environment. Concepts include the components of management information systems, the systems development process, and use of information systems to support the organization’s goals and objectives. Prerequisite: CSC1013G or CSC1024.

MAN3003 Business Law I [3]. An introduction to commercial law based on the Uniform Commercial Code. Special emphasis is given to legal aspects of common business transactions including contract law, personal property, and sales.
MAN3013 Business Law II [3]. An introduction to the Uniform Commercial Code affecting commercial paper, agency and employment, creditor’s rights, insurance partnerships and corporations, real property, and estates. Prerequisite: MAN3003 or instructor’s permission.

MAN3023 Decision Analysis [3]. An investigation and application of standard methods of making managerial decisions from a scientific perspective. Special emphases include modeling decisions through structural techniques and sensitivity analysis, analyzing uncertainty through probability and simulation techniques, and understanding preferences through values trees and multi-attribute utility methods. Prerequisites: OAD2013, MAT2063G, and MAN1043.

MAN3033 Human Resource Management [3]. An introduction to the field of human resource management. Special emphasis is given to human resource planning, equal employment, job analysis, staffing, training, compensation, and labor relations. Prerequisite: MAN2003.

MAN3043 Small Business Management [3]. A study of the discipline of entrepreneurship. Special emphasis is given to the entrepreneurial process, creating a business plan, entry strategies, market opportunities, financial projections, sources of capital, legal and tax issues, and divesting strategies. Prerequisites: ACC2063, MAN2003 and MAR2073, or instructor’s permission.

MAN3063 Leadership [3]. A study of the current understanding of leadership theory and practice with a goal of developing the student’s personal theory of leadership. Prerequisite: MAN2003.

MAN/PSY/SOC3083 Organizational Behavior [3]. A study of behavior in organizational settings as affected by individual, group and organizational processes. Special emphasis is given to learning, motivation, attitudes, stress, organizational culture, group processes, and decision-making. Prerequisite: MAN2003.

MAN3093 Topics in Management [3]. Small group discussions of readings in current research literature. Topics vary from year to year; the course may be repeated. Prerequisite: MAN2003.

MAN4023 Total Quality Management [3]. A study of the history and managerial application of total quality management philosophy. Prerequisites: MAN3033 and MAT2063G.

MAN4033 Strategic Management [3]. A capstone course focusing on the strategic long-range planning process. Special emphasis is given to integrating decisions in business with the Christian faith. Prerequisites: FIN3073 and senior major in business administration or accounting.

Marketing (MAR)

MAR2073 Principles of Marketing [3]. An introduction to the theory and practical application of marketing principles. Special emphasis is given to developing a framework for analyzing strategic marketing situations by defining target markets and developing a marketing mix related to product, placement, promotion, and price.

MAR3053 Marketing Management [3]. A in-depth study of marketing policies and strategy, organization, demand analysis, product planning, pricing, physical distribution, and promotion. Prerequisite: MAR2073.

MAR3063 Personal Selling [3]. A study of planning, organizing, developing, directing, controlling, and evaluating the sales force. Special emphasis is given to ethical implications of sales management. Prerequisite: MAR2073.

MAR3073 Advertising and Promotion [3]. A study of advertising methods used for promotion of products and services by organizations. Prerequisite: MAR2073 or instructor’s permission.

MAR3093 Topics in Marketing [3]. Small group discussions of readings in current research literature. Topics vary from year to year; the course may be repeated. Prerequisite: MAR2073.

MAR4073 Marketing Strategy [3]. A study in planning and implementing marketing policies and strategies. Special emphasis is given to ethical dilemmas facing a marketing manager. Prerequisites: FIN3073, MAR3053, and senior classification.
School of Business

Graduate Business Courses

Financial Management (FIN)

FIN6003 Investments [3]. An introduction to securities and the securities market including equities, fixed-income securities, and derivatives. Fundamental analysis is stressed but technical analysis is included. The risk-return tradeoff is emphasized within a diversified portfolio. Other topics include market efficiency and market indices.

FIN6013 Corporate Finance [3]. An advance study of risk management, capital budgeting, cost of capital, capital structure, the function and role of capital markets, and analysis of financial statements.

FIN6023 Markets and Institutions [3]. A study of the management of financial intermediaries and other financial institutions. Topics include asset, liability, risk management, functions and practices of domestic and international debt markets, and asset securitization. Forces imposing changes on institutional structure are included.

FIN6033 Financial Planning [3]. A guide to personal finance for achieving financial objectives and making effective financial decisions. Topics include: budgeting, personal financial statements, individual income taxes, major purchases, use of credit and bank loans, insurance, investing, retirement planning and estate planning.

Human Resource Management (HRM)

HRM6003 Strategic Programming in Human Resource Management [3]. An introduction to strategic problem-solving and decision-making to manage the human resource functions of an organization. Processes for managing and evaluation human resource functions are addressed: benchmarking measurement, and evaluation techniques. Other topics include the activities that support and develop employees in that a manner that contributes to the organization’s vision, mission, goals and business strategies.

HRM6013 Training and Development [3]. A study of the chief learning officer (CLO) or chief knowledge officer (CKO) and how this is viewed as a corporation asset. The course is designed to help human resource administrators improve the effectiveness of employees through learning opportunities and through changes in patterns of relationships among work groups. Special emphasis is given to methods of training, learning, and developing all levels of employees.

HRM6023 Performance and Reward Systems [3]. A study of problem-solving and decision-making skills when managing performance issues and reward incentives in human resources. Special emphasis is given to performance appraisal systems, methods, theory and skill development techniques, workplace performance, salary and wage structures, compensations systems, incentive and reward programs, benefits, and employee motivations. Theories and practical application are emphasized.

HRM6033 Employee Relations and Services [3]. A study of the tools that human resources departments use to maintain optimum level of employee morale and employee retention. Special emphasis is given to employee surveys, quality work life, discipline and due process, career management, employee assistance plans, employee counseling, outplacement, retirement planning, day care, auxiliary services and staffing, employee benefits, and practical applications.

Management (MAN)

MAN6003 Foundations of Executive Management [3]. A study of management strategies, techniques, and their application to the development of improved managerial effectiveness. A study of the administration of an organization with emphasis on planning methods, organizing techniques, motivating factors, and controlling procedures is included.

MAN6013 Management Communications [3]. A study of written and oral communications skills necessary for managers and leaders in organizations. Special emphasis is given to writing effectively in a professional manner and utilizing oral communications in giving presentations and in interviews.

MAN6023 Organizational Behavior [3]. A systematic examination of variables, psychological and sociological, that are important in the comprehension of individual motivation, the managing of groups, interpersonal relationships, and organizational effectiveness, as well as creativity and leadership within the organization.
MAN6033 Change Management [3]. A study of the role of the manager in the context of a changing environment. Special emphasis is given to current theories and strategies for leading an organization through transition. The course addresses similarities and differences in managing imposed or voluntary change. Students gain an understanding of management issues involved in implementing a major initiative, supervising staff and maintaining productivity despite resistance or personnel shifts, and sustaining commitment to new practices over time.

MAN6043 Management Analysis and Decision-Making [3]. An investigation and application of standard methods of making managerial decisions from a scientific perspective. Special emphases include modeling decisions through structural techniques and sensitivity analysis, analyzing uncertainty through probability and simulation techniques, and understanding preferences through values trees and multi-attribute utility methods. Using case analysis, students identify the root causes of problems in business, identify and analyze options, and propose solutions. Methods of research and creative problem solving are explored.

MAN6053 Project Management [3]. An exploration of issues surrounding project scope definition, plan development and execution, sequencing, scheduling, and controlling activities for timely completion of projects, and collection and dissemination of project-related information. Special emphasis is given to organizational planning, staff acquisition, and team development, quality planning, assurance and control, risk identification and control, and managing procurement of goods and services from outside the performing organization.

MAN6063 Management Ethics [3]. An exploration of the issues of ethical and moral development relevant to formulating a personal philosophy of management and administration and developing a continuing renewal of personal and professional growth. Students analyze their own values and ethics through interactive discussions and projects, and develop an integrative approach to ethics from a Christian management perspective that emphasizes fairness, integrity, honesty, and human dignity.

MAN6073 Political, Social, and Legal Issues Facing Managers [3]. A study of the ethical, moral and legal responsibilities of a manager. National, state, and local laws and customs are examined as they relate to the business enterprise, the rights of workers, the community and governments.

MAN6081 Research Project and Symposium [1]. A second part of MAN6043 where students complete and formally present their integrated research projects, results, and conclusions.

Organizational Management (ORM)

ORM6003 Foundations of Leadership [3]. A study of contemporary leadership theory and practice with the goal of developing the student’s personal theory of leadership. Special emphasis is given to the relationship between leadership style and organizational change, and implementing a leader’s vision. The course examines, from individual, interpersonal, group, and organizational points of view, the type of leadership that is required to create and maintain high levels of excellence in organizations.

ORM6013 Finance and Accounting for Operational Managers [3]. A study of financial and accounting term, techniques, and practices. Topics include interpreting financial statements, understanding investment and cash flow, performing ratio/trend analysis, etc.

ORM6023 Marketing Management [3]. An introduction to the theory and practical application of marketing principles. Special emphasis is given to developing a framework for analyzing strategic marketing situations by defining target markets and developing a marketing mix related to the market stakeholders of the organization.

Departmental Programs

Associate in Applied Science in Applied Business Technology

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>0-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantitative Business Applications</td>
<td></td>
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<tr>
<td>Computer Literacy</td>
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<tr>
<td>Principles of Accounting I</td>
<td></td>
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<tr>
<td>Business Communications</td>
<td></td>
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<tr>
<td>Computer Applications in Business I</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Courses</th>
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<tbody>
<tr>
<td>Computer Applications in Business II</td>
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<tr>
<td>Computer Applications in Business III</td>
<td></td>
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<tr>
<td>Advanced Word Processing</td>
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<tr>
<td>Design Fundamentals</td>
<td></td>
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<tr>
<td>Desktop Publishing</td>
<td></td>
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<tr>
<td>Web Design</td>
<td></td>
</tr>
<tr>
<td>Business electives</td>
<td></td>
</tr>
</tbody>
</table>

Total 31-34 Hours
School of Business

Recommended Sequence for the Applied Business Technology (AAS) Major

First year
- Quantitative Business Applications
- Computer Literacy
- Computer Applications in Business I
- Design Fundamentals
- Business Communications

Second year
- Principles of Accounting I
- Computer Applications in Business II
- Computer Applications in Business III
- Advanced Word Processing
- Desktop Publishing
- Web Design
- Business electives

Associate in Applied Science in Business Administration

Required Courses
- Computer Applications in Business I 3
- Quantitative Business Applications 3
- Principles of Economics I 3
- Principles of Management 3
- Principles of Marketing 3
- Principles of Accounting I 3
- Principles of Accounting II 3
- Business Law I 3

Elective Courses
- Business electives 9

Total 33 Hours

Intermediate Accounting II 3
Cost Accounting I 3
Business Law I 3
Business Law II 3
Individual Income Tax 3
Auditing Concepts and Practices 3
Advanced Accounting 4
Accounting Capstone 2

Required Cognate Course
- Introduction to Statistics 3

Total 51 Hours

The student with a major in accounting (general track) must complete a minor in another discipline. If a minor in the school is chosen, overlap hours must be made up with additional business courses.

Recommended Sequence for the General Track

First year
- Computer Applications in Business I
- Quantitative Business Applications
- Principles of Accounting I
- Principles of Accounting II

Second year
- Business Communications
- Principles of Economics I
- Principles of Economics II
- Intermediate Accounting I
- Intermediate Accounting II
- Introduction to Statistics

Third year
- Individual Income Tax
- Auditing Concepts and Practices
- Advanced Accounting
- Accounting Capstone

Bachelor of Arts in Accounting (CMA Track)

(This program meets the State of Ohio educational requirements for sitting for the Ohio Certified Management Accountant Examination.)

Required Accounting Courses
- Principles of Accounting I 3
- Principles of Accounting II 3
- Intermediate Accounting I 3
- Intermediate Accounting II 3
- Individual Income Tax 3
- Cost Accounting I 3
- Cost Accounting II 3
- Auditing Concepts and Practices 3
- Advanced Accounting 4
- Accounting Capstone 2
Business

**Required Business Courses**
- Computer Applications in Business I 3
- Quantitative Business Applications 3
- Principles of Economics I 3
- Principles of Economics II 3
- Business Communications 3
- Principles of Management 3
- Organizational Behavior 3
- Leadership 3
- Business Law I 3
- Business Law II 3
- Business Finance 3
- Strategic Management 3

**Elective Courses**
(Elective courses must be approved by accounting faculty.) 9

**Required Cognate Course**
- Introduction to Statistics 3

Total: 78 Hours

The student with a major in accounting (certified management accountant track) must complete the designated cognates in lieu of a minor.

---

**Recommended Sequence for the CMA Track**

**First year**
- Principles of Accounting I
- Principles of Accounting II
- Computer Applications in Business I
- Quantitative Business Applications
- Principles of Economics I
- Principles of Economics II

**Second year**
- Intermediate Accounting I
- Intermediate Accounting II
- Business Communications
- Principles of Management
- Introduction to Statistics

**Third year**
- Individual Income Tax
- Cost Accounting I
- Leadership
- Business Law I
- Business Law II
- Organizational Behavior
- Business Finance
- Elective courses

**Fourth year**
- Auditing Concepts and Practices
- Advanced Accounting
- Accounting Capstone
- Strategic Management
- Elective courses

---

**Bachelor of Arts in Accounting (CPA Track)**

(This 150-hour program meets the State of Ohio educational requirements for sitting for the Ohio Certified Public Accountant Examination. The program is designed as a five [5] year program.)

**Required Accounting Courses**
- Principles of Accounting I 3
- Principles of Accounting II 3
- Intermediate Accounting I 3
- Intermediate Accounting II 3
- Cost Accounting I 3
- Accounting Information Systems 3
- Individual Income Tax 3
- Auditing Concepts and Practices 3
- Advanced Accounting 4
- Accounting Capstone 2

**Elective Courses**
- Accounting electives 3

**Required Business Courses**
- Computer Applications in Business I 3
- Quantitative Business Applications 3
- Principles of Economics I 3
- Principles of Economics II 3
- Business Communications 3
- Principles of Management 3
- Principles of Marketing 3
- Organizational Behavior 3
- Business Law I 3
- Business Law II 3
- Business Finance 3
- Decision Analysis 3
- Strategic Management 3

**Required Cognate Course**
- Introduction to Statistics 3

Total: 78 Hours

The student with a major in accounting (certified public accountant track) must complete the designated cognates in lieu of a minor.

---

**Recommended Sequence for the CPA Track**

**First year**
- Principles of Accounting I
- Principles of Accounting II
- Computer Applications in Business I
- Quantitative Business Applications
- Principles of Economics I
- Principles of Economics II

**Second year**
- Intermediate Accounting I
- Intermediate Accounting II
- Business Communications
- Principles of Management
- Principles of Marketing
- Introduction to Statistics

---
## School of Business

### Bachelor of Arts in Applied Business Technology (Design Track)

**Required Business Courses**  
Quantitative Business Applications 0-3  
Principles of Economics I 3  
Business Communications 3  
Principles of Marketing 3  
Business Law I 3  
Computer Literacy 1  
Computer Applications in Business I 3  
Computer Applications in Business II 3  
Computer Applications in Business III 3  
Advanced Word Processing 3  
Desktop Publishing 3  
Web Design 3  

**Required Art Courses**  
Design Fundamentals 3  
Color Theory 3  
Drawing I 3  

**Required Graphic Design Courses**  
Graphic Communication 3  
Computer Graphic Design I 3  
Computer Graphic Design II 3  

**Required Cognate Courses**  
Introduction to Statistics 3  
Art in the Western World 2  

Total 57-60 Hours  

No minor is required.

### Bachelor of Arts in Applied Business Technology (Finance Track)

**Required Courses**  
Quantitative Business Applications 0-3  
Principles of Economics I 3  
Principles of Accounting I 3  
Principles of Accounting II 3  
Business Communications 3  
Principles of Management 3  
Principles of Marketing 3  
Business Law I 3  
Business Finance 3  
Computer Literacy 1  
Computer Applications in Business I 3  
Computer Applications in Business II 3  
Computer Applications in Business III 3  
Advanced Word Processing 3  
Introduction to Visual Basic 3  
Select four of the following:  12  
Accounting elective  
Accounting elective  
Decision Analysis  
Topics in Finance  
Intermediate Financial Management I  
Intermediate Financial Management II  

**Required Cognate Courses**  
Introduction to Statistics 3  

Total 55-58 Hours  

No minor is required.
Bachelor of Arts in Applied Business Technology (General Track)

**Required Courses**
- Quantitative Business Applications 0-3
- Principles of Economics I 3
- Principles of Accounting I 3
- Principles of Accounting II 3
- Business Communications 3
- Principles of Management 3
- Principles of Marketing 3
- Business Law I 3
- Human Resource Management 3
- Business Finance 3
- Computer Literacy 1
- Advanced Word Processing 3
- Design Fundamentals 3
- Desktop Publishing 3
- Web Design 3
- Elective Courses 3
- Business electives 3

**Required Cognate Courses**
- Introduction to Statistics 3

Total 55-58 Hours

No minor is required.

Recommended Sequence for the General Track

**First year**
- Quantitative Business Applications
- Principles of Economics I
- Computer Literacy
- Design Fundamentals

**Second year**
- Computer Applications in Business I
- Principles of Accounting I
- Principles of Accounting II
- Business Communications
- Principles of Management
- Principles of Marketing

**Third year**
- Business Law I
- Business Finance
- Computer Applications in Business II
- Computer Applications in Business III
- Advanced Word Processing
- Introduction to Visual Basic

**Fourth year**
- Electives*

*(Electives may be taken at any time that the student meets the prerequisites.)*

Bachelor of Arts in Business Administration (Finance Track)

**Required Courses**
- Computer Applications in Business I 3
- Quantitative Business Applications 0-3
- Principles of Economics I 3
- Principles of Economics II 3
- Principles of Accounting I 3
- Principles of Accounting II 3
- Business Communications 3
- Principles of Management 3
- Principles of Marketing 3
- Business Law I 3
- Business Finance 3
- Strategic Management 3
- Intermediate Financial Management I 3
- Intermediate Financial Management II 3
- Elective Courses 3
- Finance electives 3

**Required Cognate Course**
- Introduction to Statistics 3

Total 48 Hours

The student with a major in business administration (finance track) must complete a minor in another discipline. If a minor in the school is chosen, overlap hours must be made up with additional business courses.

Recommended Sequence for the Finance Track

**First year**
- Computer Applications in Business I
- Quantitative Business Applications
- Principles of Economics I
- Principles of Economics II
School of Business

<table>
<thead>
<tr>
<th>Second year</th>
<th>Principles of Accounting I 3</th>
<th>Principles of Accounting II 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Business Communications 3</td>
<td>Principles of Management 3</td>
</tr>
<tr>
<td></td>
<td>Principles of Marketing 3</td>
<td>Introduction to Statistics 3</td>
</tr>
<tr>
<td>Third year</td>
<td>Business Law I 3</td>
<td>Business Finance 3</td>
</tr>
<tr>
<td></td>
<td>Finance electives 3</td>
<td>Principles of Marketing 3</td>
</tr>
<tr>
<td>Fourth year</td>
<td>Strategic Management 3</td>
<td>Intermediate Financial Management I 3</td>
</tr>
<tr>
<td></td>
<td>Intermediate Financial Management II 3</td>
<td></td>
</tr>
</tbody>
</table>

Bachelor of Arts in Business Administration
(International Business Track)

**Required Courses**
- Computer Applications in Business I 3
- Quantitative Business Applications 3
- Principles of Economics I 3
- Principles of Economics II 3
- Principles of Accounting I 3
- Principles of Accounting II 3
- Business Communications 3
- Principles of Management 3
- Principles of Marketing 3
- Business Law I 3
- Business Finance 3
- Comparative Economic Systems 3
- International Marketing 3
- International Trade and Finance 3
- Topics in International Business 3
- Strategic Management 3

**Required Cognate Courses**
- History of World Politics 3
- Introduction to Statistics 3

Total 54 Hours

The student with a major in business administration (international business track) must complete a minor (or another major) in a modern foreign language.

**Recommended Sequence for the International Business Track**
- First year
  - Computer Applications in Business I
  - Quantitative Business Applications
  - Principles of Economics I
  - Principles of Economics II
- Second year
  - Principles of Accounting I
  - Principles of Accounting II
  - Business Communications
  - Principles of Management

Bachelor of Arts in Business Administration
(Management Information Systems Track)

**Required Courses**
- Quantitative Business Applications 3
- Computer Applications in Business I 3
- Computer Applications in Business II 3
- Principles of Economics I 3
- Principles of Economics II 3
- Principles of Accounting I 3
- Principles of Accounting II 3
- Business Communications 3
- Principles of Management 3
- Principles of Marketing 3
- Business Law I 3
- Business Finance 3
- Decision Analysis 3
- Strategic Management 3

**Required Computer Science Courses**
- Select one of the following: 3-4
  - Introduction to Computing
  - Computer Science I
  - COBOL Programming 3
  - Management Information Systems 3
  - Network and Database Management 3
  - Technology and Society 3

**Elective Courses**
- Business or computer science electives 6

**Required Cognate Course**
- Introduction to Statistics 3

Total 66-67 Hours

The student with a major in business administration (management information systems track) must complete the designated cognates in lieu of a minor.

**Recommended Sequence for the Management Information Systems Track**
- First year
  - Computer Applications in Business I
  - Quantitative Business Applications
  - Principles of Economics I
  - Principles of Economics II
  - Introduction to Computing or Computer Science I
Bachelor of Arts in Business Administration (Management Track)

**Required Courses**
- Computer Applications in Business I 3
- Quantitative Business Applications 3
- Principles of Economics I 3
- Principles of Economics II 3
- Principles of Accounting I 3
- Principles of Accounting II 3
- Business Communications 3
- Principles of Management 3
- Principles of Marketing 3
- Business Law I 3
- Business Finance 3
- Human Resource Management 3
- Total Quality Management 3
- Strategic Management 3

**Elective Courses**
- Management electives 3

**Required Cognate Course**
- Introduction to Statistics 3

**Total** 48 Hours

The student with a major in business administration (management track) must complete a minor in another discipline. If a minor in the school is chosen, overlap hours must be made up with additional business courses.
School of Business

Bachelor of Arts in Integrated Business Education

Students can pursue a vocational education license in integrated business education. Requirements are listed with the vocational education programs.

Master of Science in Management in Financial Management

<table>
<thead>
<tr>
<th>Required Management Core</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations of Executive Management</td>
<td>3</td>
</tr>
<tr>
<td>Management Communications</td>
<td>3</td>
</tr>
<tr>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>Change Management</td>
<td>3</td>
</tr>
<tr>
<td>Management Analysis and Decision-Making</td>
<td>3</td>
</tr>
<tr>
<td>Project Management</td>
<td>3</td>
</tr>
<tr>
<td>Management Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Political, Social, and Legal Issues</td>
<td>3</td>
</tr>
<tr>
<td>Facing Managers</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specialized Financial Management Courses</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investments</td>
<td>3</td>
</tr>
<tr>
<td>Corporate Finance</td>
<td>3</td>
</tr>
<tr>
<td>Markets and Institutions</td>
<td>3</td>
</tr>
<tr>
<td>Financial Planning</td>
<td>3</td>
</tr>
</tbody>
</table>

Total: 36

Master of Science in Management in Human Resource Management

<table>
<thead>
<tr>
<th>Required Management Core</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations of Executive Management</td>
<td>3</td>
</tr>
<tr>
<td>Management Communications</td>
<td>3</td>
</tr>
<tr>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>Change Management</td>
<td>3</td>
</tr>
<tr>
<td>Management Analysis and Decision-Making</td>
<td>3</td>
</tr>
<tr>
<td>Project Management</td>
<td>3</td>
</tr>
<tr>
<td>Management Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Political, Social, and Legal Issues</td>
<td>3</td>
</tr>
<tr>
<td>Facing Managers</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specialized Human Resource Management Courses</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Programming in Human Resource</td>
<td>3</td>
</tr>
<tr>
<td>Management</td>
<td>3</td>
</tr>
<tr>
<td>Training and Development</td>
<td>3</td>
</tr>
<tr>
<td>Performance and Reward Systems</td>
<td>3</td>
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<tr>
<td>Employee Relations and Services</td>
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</table>

Total: 36

Applied Business Technology Minor

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Computer Literacy</td>
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<tr>
<td>Computer Applications in Business I</td>
<td>3</td>
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<tr>
<td>Computer Applications in Business II</td>
<td>3</td>
</tr>
<tr>
<td>Computer Applications in Business III</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Word Processing</td>
<td>3</td>
</tr>
<tr>
<td>Desktop Publishing</td>
<td>3</td>
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<tr>
<td>Business electives</td>
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</tbody>
</table>

Total: 21 Hours

Business Administration Minor

<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Quantitative Business Applications</td>
<td>3</td>
</tr>
<tr>
<td>Computer Applications in Business I</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>Business Finance</td>
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</tbody>
</table>

Total: 21 Hours
### General Business Minor

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantitative Business Applications</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Economics I</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>Consumer Finance</td>
<td>3</td>
</tr>
<tr>
<td>Business electives</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18-21 Hours</strong></td>
</tr>
</tbody>
</table>

### International Business Minor

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>International Business Operations</td>
<td>3</td>
</tr>
<tr>
<td>Select three of the following:</td>
<td>9</td>
</tr>
<tr>
<td>Comparative Economics Systems</td>
<td></td>
</tr>
<tr>
<td>Global Marketing</td>
<td></td>
</tr>
<tr>
<td>International Trade and Finance</td>
<td></td>
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<tr>
<td>Global Business Management and Strategy</td>
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</tr>
</tbody>
</table>

**Required Cognate Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Economics I</td>
<td>3</td>
</tr>
<tr>
<td>History of World Politics or approved substitute</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>27 Hours</strong></td>
</tr>
</tbody>
</table>

117
School of Education and Professional Studies  
Dean, Stephen W. Ragan  
Director of Teacher Education, Bevin J. Shiverdecker  

Department of Education  
Department Chair, Rhoda C. Sommers  

Faculty  
Joseph P. Akpan, PhD  
David R. Arnold, EdD  
Martine Audéoud, MPH  
W. Marshall Duke, MEd  
Marilyn A. Greer, MA  
Spencer L. Hedrick, PhD  
Cindy J. Harvel, MAEd  
John D. Hollingsworth, PhD  
Ruth S. Kale, MS  
Donnie A. Lawrence, PhD  
Pamela M. Owen, EdD  
Sharon J. Oxenford, MEd  
Stephen W. Ragan, PhD  
Debbie Shepherd-Gregg, PhD  
Bevin J. Shiverdecker, EdD  
Donna R. Shiverdecker, MEd  
Jane G. Skon, MAEd  
Rhoda C. Sommers, PhD  
Jean A. Taylor, MAEd  
R. Michael Traugh, PhD  

Teacher Education Program Objectives  

Philosophy  
We believe that individuals exist to think and act like the persons they were created to be. The innate art of teaching is a sacred calling that is nurtured into a profession of lifelong giving and caring for students. As the calling takes shape, so does the learners' faith and the ability to integrate faith into relationships and teaching.  

We believe that the science of teaching includes a strong, acquired knowledge base supported by practical field experiences.  

We believe in the development of the whole person as a teacher. This process encourages the discovery of a uniquely individual role and the development of reflectiveness, sensitivity, maturity, interpersonal abilities, and love for learning, all leading to effective professional decision-making.  

We believe that it is important to create a learning environment in which all students can learn and achieve their own kind of individually configured excellence. This environment enables teachers to support the intellectual, social, emotional, moral, and physical development of students, respond with flexibility and professional judgment to diverse experiences and needs, and actively engage students in learning in order to construct and apply knowledge in effective and powerful ways.  

We believe that teaching and learning comprise a holistic process that connects ideas and disciplines to each other and to the personal experiences, environments, and communities of students. Consequently, the process of teaching must be dynamic and reciprocal, responding to the various contexts within which students learn. Such teaching demands the integration of knowledge of subjects, students, the community, and curriculum to create a bridge between learning goals and learners’ lives.  

We believe that contemporary teachers assume roles that extend beyond the classroom and include responsibilities for collaborating with parents and other professionals, enhancing the school as a learning organization, and using community resources to support the education and welfare of students.  

We believe the utilization of technology in today’s society is a vital element for communicating within our global community, enhancing problem solving, accessing resources, and assisting with instruction.
School of Education and Professional Studies

Teacher Education Objectives

The Teacher Education Program seeks to prepare pre-service teachers with the theoretical understandings to implement practical applications by providing opportunities to:

- develop expertise in subject matter areas;
- understand human growth and development and the learning processes;
- appreciate and respect diversity by accommodating students’ varied talents, perspectives, learning styles, language, and culture;
- develop instructional plans based upon knowledge of subject matter, students, community, and curriculum goals and models;
- acquire pedagogical expertise to develop critical-thinking and problem-solving;
- create an environment built on trust which facilitates learning and a climate which encourages active learning, positive interaction, and self-motivation;
- develop effective communication skills with a variety of methods, including verbal and nonverbal techniques, questioning strategies, technology, and media;
- develop skills to design, implement, and interpret formal and informal assessment strategies;
- understand the need for ongoing professional development through reflection on practice, affiliation with learned societies, reading of current research and application, and continuing education;
- collaborate with parents, community members, and professional colleagues to support student learning; and
- exhibit a personal value system based upon Christian moral and ethical principles eventuating in service to God and others.

Education students have four formal reviews of their qualifications and success in acquiring essential knowledge, skills, attitudes, and values prior to:

- entering the first education course;
- admission to the Teacher Education Program;
- admission to the Student Teaching Program; and
- recommendation for licensure after completing all requirements of the State of Ohio, as specified by the Department of Education.

Credentials and grade point averages are reviewed annually throughout the student’s tenure in the program. Early childhood and middle childhood education majors should plan on a minimum of three full years to complete the program after admission to the first education course. Students seeking licensure in adolescent to young adult education, multi-age education, or vocational education should plan on no less than two and a half years.

Placements are made in public school districts within Knox and contiguous counties. Residential students are transported to field placements in university vehicles for Foundations of Education and Cultural Diversity courses. Commuter students may use university vehicles. Students are responsible for their own transportation to all other field placements, including student teaching. The complexity of the assignment process does not allow the student to select or to change placements.

Admission to Teacher Education Program

Admission to the Teacher Education Program is a prerequisite to all education courses except EDU1022 Foundations of Education and EDU1042 Educational Technology.

Admission to Foundations of Education and Educational Technology

- A new or transfer student enrolling in Foundations of Education and Educational Technology must have an ACT composite score of 19 (SAT 910) or higher and rank in the upper 50 percent of the high school graduation class. A current student meeting the ACT/SAT and high school graduation rank requirements must have a cumulative grade point average of 2.50 or higher to enroll in education courses. A student who does not meet ACT/SAT and high school rank criteria will be considered for admission when at least 12 semester hours of credit have been earned with a minimum 2.75 cumulative grade point average and all PPST sections have been passed.

- Education courses transferred from other institutions may be accepted. A syllabus must be submitted for approval by the Director of Teacher Education, in consultation with the course’s instructor and department chair.

- Extensive fieldwork required by the State of Ohio of teacher education candidates requires early admission if the program is to be completed in four years.
Admission to the Teacher Education Program

Students who complete Foundations of Education are admitted to the Teacher Education Program when the student:

- Passes all sections of the Pre-Professional Skills Test of Reading, Writing and Mathematics (PPST) with a scaled score of 175 or equivalent score on the computer-based test. The PPST should be passed by the end of the sophomore year. Registration for the PPST is at the student’s expense. The PPST requirement is waived for students who have an ACT composite score of 27 (SAT 1210) or above.
- Receives a speech recommendation from the Foundations of Education instructor by demonstrating speech competency through participation in course activities. If a recommendation is withheld, an evaluation by a speech therapist may be required at the student’s expense.
- Successfully complete EDU1042.
- Receives satisfactory reports on fieldwork assignments from public school personnel and the Foundations of Education instructor.
- Earns a cumulative grade point average of 2.50 or above in all work taken at the college or university level.
- Provides a physician’s statement concerning vision, hearing, physical disabilities, mental health, and general health, if requested by the Director of Teacher Education at the applicant’s expense.
- Secures a recommendation of good standing from the Vice President for Enrollment Services and Student Development.
- Secures a recommendation of professional aptitude evidenced by classroom performance and compliance with admission criteria by the Director of Teacher Education.

Foundations of Education is normally completed in the freshman year and the application for admission is made at the satisfactory completion of that course if all criteria are met. The PPST must be taken before enrolling in any 2000 level education course. A candidate’s application is processed following successful completion of the freshman level courses and earning satisfactory PPST scores.

Deficiencies are indicated in writing to the applicant. It is the student’s obligation to design a program to remove deficiencies. Arrangements for re-taking the PPST are the student’s responsibility and may be arranged on Educational Testing Service national test dates or scheduled through a Sylvan Learning Center. The Teacher Education Office will provide examination dates and locations upon request.

All deficiencies must be satisfied before enrolling in education courses beyond the sophomore level.

Upon recommendation by the Director of Teacher Education, the Teacher Education Committee considers the application for admission. The Director of Teacher Education indicates to the student the Committee’s decision, and reasons, if denied, in writing.

Admission to Student Teaching

Admission to the Teacher Education Program does not guarantee placement in student teaching. Completing student teaching does not guarantee a recommendation for licensure by the Ohio State Board of Education. Application for student teaching must be completed by February 15 of the junior year. Application forms are available from the Director of Teacher Education.

Students who seek to student teach are permitted when they have:

- secured admission to the Teacher Education Program;
- satisfied all deficiencies at least by the end of the summer term for fall student teachers and the end of the fall semester for spring student teachers;
- confirmed suitability as a teacher through recommendations from:
  - one faculty member each from the student’s major and the Education Department regarding subject matter knowledge, mental health, and other factors pertinent to effective classroom performance; and
  - secures a recommendation of good standing from the Vice President for Enrollment Services and Student Development.
- (for adolescent to young adult and multi-age licensees) complete at least 80% of the courses required for the State of Ohio approved program in the major including the methods courses and field experience, complete at least 80% of the professional education sequence.
- (for early childhood and middle childhood licensees) complete at least 80% of the courses required for the State of Ohio approved program in the major, complete at least 80% of the professional education courses, and complete all methods courses and accompanying field experiences.
School of Education and Professional Studies

- maintain at least a 2.50 cumulative grade point average and a 3.00 grade point average in the major;
- earn at least a “C” grade in all major and professional education courses; and
- provide a certificate that tuberculosis does not exist. This certificate must be dated within three months of the first day of student teaching.

When verified by the Director of Teacher Education that the student has met all criteria for student teaching, the Teacher Education Committee considers the application. The Director of Teacher Education indicates to the student in writing the application status.

Student teaching demands deem it unlikely that the student can complete the program satisfactorily if involved in outside employment during student teaching. Student teaching involves a full day’s assignment for the full semester. Students should reserve evenings for evaluating lessons and preparing materials. Student teachers follow the public school calendar.

Recommendation for Licensure

To obtain an institutional recommendation for licensure, all education courses must be completed at Mount Vernon Nazarene University, unless approved by the Director of Teacher Education.

Exceptions must be approved in writing by the Director of Teacher Education prior to enrolling in courses elsewhere.

The student who earns at least a “satisfactory” in student teaching, a recommendation from the Education Department supervisor, satisfactory scores on the Praxis II or other mandated tests as defined by the State of Ohio, and has completed satisfactorily a state approved licensure program is granted an institutional recommendation for licensure by the Director of Teacher Education.

Candidates for initial licensure must take the State of Ohio required examinations for the license desired. The licensure applicants must make their own arrangements to take the tests that are administered through Educational Testing Services. Information may be secured from the Teacher Education Office. An institutional recommendation for licensure is made after scores are received by the Director of Teacher Education indicating that the candidate meets the Ohio Department of Education minimum requirements.

The student will sign a statement that serves as the basis for determining whether he/she is of “good moral character” as required by the Ohio Board of Education. This form must be filed at the time the licensure application is made.

Appeals Process

Any decision made by the Teacher Education Committee or the Director of Teacher Education may be appealed in writing to the Vice President for Academic Affairs within thirty days of the date of the notification. The Vice President for Academic Affairs will appoint two faculty members, convene and chair the Appeals Committee. One member of the Appeals Committee will be from the Teacher Education Committee. The Committee will review the written appeal and make a recommendation. The Vice President will review the recommendation, make a ruling and notify the student in writing within thirty days of the appeal’s receipt.

Response to Cultural Bias

The Teacher Education Committee, the Appeals Committee and the Teacher Education Alumni Advisory Committee are all drawn from culturally diverse backgrounds to avoid cultural bias in developing or administering policies. Cultural bias is perceived as any tendency on the part of a policy or procedure to favor one group of people who share common values and behaviors over another.

It is assumed that no cultural bias exists when there is no evidence to the contrary.

Disclaimers

All Teacher Education program curricula, requirements and policies are subject to change given the nature of the ongoing review process between Mount Vernon Nazarene University and the Ohio Department of Education.

Students seeking licensure in states other than Ohio must maintain continuing contact with those states and the academic advisor to insure that the program leads to licensure. Students must check with the state licensure office in the state where licensure is desired for its requirements.

No employee, agent or representative of the University is authorized or empowered to provide licensure assurances for other states whether directly or by implication.
Early Childhood Education (ECE)

Admission to the Teacher Education Program is a prerequisite for enrollment in the following courses.

ECE2002 Health Issues in Early Childhood [2]. An examination of children’s health, child abuse, and playground and personal safety. Special emphasis is given to identifying communicable diseases and recognizing child abuse.

ECE2012 Building Family and Community Relationships [2]. A course designed to provide an understanding of the complex characteristics of children’s families and communities. Special emphasis is given to creating respectful, reciprocal relationships that support and empower families, and involve families in the child’s development and learning.

ECE2013 The Learner and the Learning Process in Early Childhood [3]. A study of major learning theories and their implications for instruction. Special emphasis is given to the learner, the science of instruction, motivation, social interaction, active engagement in learning, and assessment of learning.

ECE2014 Art, Music and Movement [4]. An introductory study of assisting children to experience high quality, meaningful art experiences in early childhood across a developmental continuum. Special emphasis is given to assisting children, with and without disabilities, to set physical challenges and to enjoy physical education experiences.

ECE2061 Curriculum in Early Childhood Education Laboratory [1]. Observation and supervised laboratory experience in the Esther Jetter Preschool for three hours per week for the entire semester focuses on curriculum development and instructional design. Special emphasis is given to planning and participating in emergent curricula. Co-requisite: ECE2063.

ECE2063 Curriculum in Early Childhood Education [3]. An introductory study of curriculum development and instructional design with a focus on recent developments in the education of the young child related to motivation, social interaction, and active engagement in learning. Special emphasis is given to selecting curriculum based on theory and research, writing of behavioral objectives, and developing appropriate instructional activities, including technology. Co-requisite: ECE2061.

ECE2072 Children’s Literature for Early Childhood [2]. A study of literature written for children ages pre-school through third grade, including an introduction to genres, authors and illustrators of children’s books. Special emphasis is given to criteria for evaluation, analysis of literary elements, reader response theory, and the use of literature in developing units of study across the curriculum.

ECE2092 Introduction to Early Childhood Education [2]. An introductory study of the field of early childhood education. Special emphasis is given to historical and social foundations, developmental ages and stages, theories, program models, assessment, and current issues in the field. Focus is also given to professional behavior, professional organizations, advocacy for young children and their families, and building relationships with children.

ECE3012 Observation, Assessment and Documentation [2]. A study of the goals, benefits and responsible use of assessment. Special emphasis is given to systematic observations, documentation, and understanding appropriate uses of achievement and standardized tests. Consideration is given to the role of other professionals and families in the process of assessment.

ECE3033 Classroom Management in Early Childhood Education [3]. A study of means to assess classroom conditions and pupil behaviors, and to produce such conditions and behaviors to provide a good learning environment.

ECE/MCE3051 Basics of Phonics Instruction Laboratory [1]. Students tutor K-3 graders two hours per week in phonics skills. Co-requisite: ECE/MCE3052.


ECE/MCE3071 Emergent Literacy Laboratory [1]. A field experience emphasizing the development of oral language, thinking skills, and literacy in young children. Co-requisite: ECE3074.

ECE/MCE3074 Emergent Literacy [4]. A study of the principles and practices of facilitating development of oral language, thinking skills, and literacy in young children, preschool through third grade and others whose literacy development has been delayed. Co-requisite: ECE3071.
School of Education and Professional Studies

ECE3093 Inclusion and Exceptional Teaching in Early Childhood [3]. An examination of the rationale and instructional procedures for educating exceptional children in the regular classroom. Special emphasis is given to collaboration (including school and non-school personnel), inclusion, exceptionality, individual education, transition plans, effective assessment and instructional procedures, and student diversity. Prerequisites: ECE2013, ECE2061, and ECE2063.


ECE4012 Early Childhood Science: Curriculum, Instruction and Assessment [2]. A study of methods of teaching science in early childhood (children age 3 through grade 3) with emphasis on curriculum, methods of instruction, and types, methods and uses of assessment.

ECE/MCE4013 Developmental Reading: Curriculum, Instruction and Assessment [3]. A study in teaching reading beyond the emergent literacy stage. Special emphasis is given to the reading curriculum (including reading content material), instructional strategies, and assessment of reading skills, including the diagnosis and remediation of reading difficulties.

ECE4021 Integrated Methods in Early Childhood Education [1]. A study of child development and the structure of the content areas integrating theory, research, programming, materials and methods essential for teaching children in preschool through primary grades. Special emphasis is given to enhancing critical thinking, problem-solving, and performance skills. Co-requisites: ECE4012, ECE4013, ECE4022, ECE4072, and ECE4073.

ECE4022 Early Childhood Social Studies: Curriculum, Instruction and Assessment [2]. A study of methods of teaching social studies in early childhood (children age 3 through grade 3) with emphasis on curriculum, methods of instruction, and types and methods and uses of assessment.

ECE4072 Differentiation of Instruction [2]. A study of methods to make appropriate provisions for individual students who have particular learning differences or needs.

ECE4073 Early Childhood Methods Laboratory [3]. A field-based course where students teach trial lessons in early childhood classroom. Co-requisite: To be taken concurrently with the methods courses in the professional development semester.

Middle Childhood Education (MCE)

Admission to the Teacher Education Program is a prerequisite for enrollment in the following courses.

MCE3012 Philosophy of Middle Childhood Education [2]. A study of the philosophy of middle childhood education with emphasis on theory, practice, and the special abilities and needs of the child in the middle level grades.

MCE3023 Adolescent Literature [3]. A study of literature written for adolescents, including an introduction to genres, authors and illustrators of children’s and young adult books. Special emphasis is given to criteria for evaluation, analysis of literary elements, reader response theory and the curricular uses of literature in developing response activities, lessons, and integrated units of study, particularly in the middle level concentrations of science, social studies, and mathematics.

MCE3032 Middle Level Classroom Management [2]. A study of means to assess classroom conditions and pupil behaviors, and to produce such conditions and behaviors to provide a good learning environment. Special emphasis is given to collaboration with school colleagues, parents, and community agencies to support students’ learning and well-being.

MCE/ECE3051 Basics of Phonics Instruction Laboratory [1]. Students tutor middle schoolers two hours per week in phonics skills. Co-requisite: MCE/ECE3052.


MCE/ECE3071 Emergent Literacy Laboratory [1]. A field experience emphasizing the development of oral language, thinking skills, and literacy in young children. Co-requisite: MCE3074.
Education

MCE/ECE3074 Emergent Literacy [4]. A study of the principles and practices of facilitating development of oral language, thinking skills, and literacy in young children, preschool through third grade and others whose literacy development has been delayed. Co-requisite: MCE3071.

MCE3092 Inclusion and Exceptional Teaching in Middle Grades [2]. A study of the rationale and instructional procedures for educating exceptional children in the regular classroom. Special emphasis is given to collaboration, inclusion, exceptionality (including gifted and talented), individual education, transition plans, effective assessment and instructional procedures, and student diversity.

MCE/ECE4013 Developmental Reading: Curriculum, Instruction and Assessment [3]. A study in teaching reading beyond the emergent literacy stage. Special emphasis is given to the reading curriculum (including reading content material), instructional strategies, and assessment of reading skills, including the diagnosis and remediation of reading difficulties.

MCE4032 Middle Level Science: Curriculum, Instruction, and Assessment [2]. A study of middle level science methods with emphasis on integrating curriculum, collaborative instruction (including the use of technology as an instructional aid) and group learning. Special emphasis is given to developmental and learning theories. Students plan instructional strategies, design instructional objectives, develop instructional materials and develop methods of assessment. Co-requisite: MCE4074.

MCE4042 Middle Level Language Arts: Curriculum, Instruction and Assessment [2]. A study of middle level language arts methods class with an emphasis upon integration of curriculum. It incorporates the developmental and integrated approach to the teaching of language arts (listening, speaking, writing, reading, visual literacy and visual representation). Special emphasis is given to recent trends in curriculum, instruction and assessment, including diagnosis and remediation. Co-requisite: MCE4074.

MCE4052 Middle Level Mathematics: Curriculum, Instruction and Assessment [2]. A middle level mathematics methods class with an emphasis on integration of curriculum, collaborative instruction, group learning, and various methods of instruction (including the use of technology) and assessment. Co-requisite: MCE4074.

MCE4062 Middle Level Social Studies: Curriculum, Instruction and Assessment [2]. A middle level social studies methods class with an emphasis on integration of curriculum, collaborative instruction, assessment and group learning. Students will: learn to plan varied instructional strategies (including the use of technology), design instructional objectives, develop instructional materials and develop methods of assessment. Co-requisite: MCE4074.

MCE4072 Differentiation of Instruction [2]. A study of methods to make appropriate provisions for individual students who have particular learning differences or needs.

MCE4073 Middle Childhood Methods Laboratory [3]. A field-based experience for observing and teaching in a middle childhood classroom (grades 4-8). One credit hour emphasizes reading acquisition and fulfills the state mandated reading requirement. The other three hours emphasize the teaching of science, social studies, mathematics, and language arts. Special emphasis is given to modifying curriculum and instruction to meet the needs of the diverse learner, including those with disabilities, developmental delays, and special gifts/talents.

Professional Education (EDU)

EDU1022 Foundations of Education [3]. An overview of the social, historical, and philosophical foundations of education with an emphasis upon current moral, social, and political issues. Special emphasis is given to America’s very diverse student, the teacher and classroom required to meet this vast need. Prerequisites: ACT composite score of 19 or higher (SAT 910 minimum) and rank in the upper 50% of the high school class, or pass the PPST and have a cumulative university GPA of 2.75. Co-requisites: EDU1032 and EDU1042.

EDU1032 Foundations of Education Laboratory [2]. Observation and supervised field experience in a public or private school at the level and in the subject area of the anticipated license for one full day per week for eleven (11) weeks. Co-requisite: EDU1022 and EDU1042.

EDU1042 Educational Technology [3]. A study of the selection and use of quality media and microcomputer programs in education. Special emphasis is given to learning to use resources, including Internet, to aid the teacher and students in preparing materials, record keeping, references, and instruction. The impact of technological and societal changes on schools is considered. Co-requisites: EDU1022 and EDU1032.
School of Education and Professional Studies

Admission to the Teacher Education Program is a prerequisite for enrollment in the following courses.


**EDU2053 Inclusion and Exceptional Teaching in Pre-school through Grade 12 [3].** A review of the rationale and instructional procedures for educating exceptional children in the regular classroom. Special emphasis is given to collaboration, inclusion, exceptionality (including gifted and talented), individual education, transition plans, effective assessment and instructional procedures, student diversity, and reading in the content fields.

**EDU2091 Fundamentals of Planning and Instruction Laboratory [1].** A field experience in which students observe and teach trial lessons in a classroom with a focus on planning of curriculum and basic instructional techniques appropriate for age/grade level.

**EDU2093 Fundamentals of Planning and Instruction [3].** An introductory study of the process of curriculum development and instructional design to encourage the intellectual, social, and personal development of learners. Special emphasis is given to curriculum and instruction (including technology). Effective verbal, nonverbal, and media communications for fostering active inquiry, collaboration, and supportive interaction are emphasized.

**EDU3013 Teaching Reading in the Content Fields [3].** A study in developmental reading as an instructional approach designed to teach systematically the basic skills and competencies needed for effective reading in conventional materials and in the content fields experience in the school system.

**EDU3042 Pre-school-Grade 12 Classroom Management/Discipline [2].** A study of means to assess classroom conditions and pupil behaviors, and to produce such conditions and behaviors that provide a good learning environment.

**EDU3060 Education and Cultural Diversity Seminar [0].** A seminar addressing current issues related to cultural, ethnic, racial, and socioeconomic diversity. Prerequisites: ECE2013 and ECE2061/ECE2063, or EDU2022/EDU2023 and MCE3003, or EDU2022/EDU2023 and EDU2093, or by special permission. Co-requisite: EDU3063.

**EDU3063 Education and Cultural Diversity [3].** A clinical experience in education in a setting characterized by cultural, ethnic, racial, and socioeconomic diversity. The future teacher is involved in observing, tutoring and teaching in a classroom at the level and in the discipline of the intended license. Prerequisites: ECE2013 and ECE2061/ECE2063, or EDU2022/EDU2033 and MCE3003, EDU2022/EDU2023 and EDU2093, or by special permission. Co-requisite: EDU3060.

**EDU4002 Content Area Teaching Methods Laboratory [2].** A field experience in which students observe and teach trial lessons in a classroom at the level and in the discipline of the intended license. Co-requisite: Concurrent enrollment in the Content Area Teaching Methods course specific to the license to be earned.

**EDU4032 General Teaching Methods [2].** A study of research and experience-based principles of effective practice for encouraging intellectual, social, and personal development. Special emphasis is given to strategies that reflect specific actions of teaching: organizing, instructing, and assessing, and that promote critical thinking, problem solving, and performance skills. Attention is also given to developing ways to interact with school colleagues, community agencies, and parents to support students’ learning and well-being. Co-requisites: EDU4091 and EDU4092.

**EDU4081 Advanced Educational Technology [1].** An advanced study of the use of technology as instructional tools to enhance the quality of classroom learning and to facilitate the work of the teacher. Special emphasis is given to learning and assessing strategies to increase the effectiveness of learning in the classroom. Prerequisite: EDU1042.

**EDU4091 Student Teaching Seminar [1].** A weekly seminar addressing issues of inquiry, research, school law, educational policy, professional ethics; as well as orienting students to the responsibilities, structure, and activities of the profession. Co-requisite: EDU4092.

**EDU4092 Student Teaching [6-9].** A full-time field experience in which the student teacher assumes the various teaching responsibilities in a classroom at the level and in the discipline of the intended license. Progressive involvement in the instructional program increases until the student teacher functions as a regular staff member with responsibility for instructional planning, implementing, assessing, and communicating with the learner and the parent. The course is graded on a satisfactory-unsatisfactory basis. Prerequisite: Admission to the Student Teaching Program. Co-requisite: EDU4091.
**Education**

**EDU4093 Student Teaching: Diversity Location [6-12].** A full-time field experience in which the student teacher assumes the various teaching responsibilities in a classroom at the level and in the discipline of the intended license. Progressive involvement in the instructional program increases until the student teacher functions as a regular staff member with responsibility for instructional planning, implementing, assessing, and communicating with the learner and the parent. The course is graded on a satisfactory-unsatisfactory basis. Prerequisite: Admission to the Student Teaching Program. Co-requisite: EDU4091.

**EDU4094 Reading Practicum [4].** An experience in which the student teacher assumes the various teaching responsibilities in an appropriate reading classroom. Progressive involvement in the instructional program increases until the student teacher functions as a regular faculty member. Prerequisite: Admission to the Student Teaching Program.

**EDU5019 Independent Study [1-4].**

**EDU5091 Education Honors Research Project [1-2].** A capstone research project within the major for honor students. It is supervised by a faculty mentor and evaluated by a committee of three faculty. The course is repeatable for up to four (4) hours of credit. Prerequisite: Approval of the application of Intent for Honors Research Project by the Honors Program Director.

**Graduate Education Courses**

**Education (EDU)**

**EDU6003 Current Trends and Ethical Issues in Education [3].** An overview and discussion of ethical issues, trends and methodologies being utilized in school program. Special emphasis is given to educational reform initiative. Current literature and research is surveyed.

**EDU6013 Educational Research for Today's Classroom [3].** An introduction to using research and data-gathering techniques to improve teaching and learning. Special emphasis is given to using the computer to access and analyze data.

**EDU6023 Developing Professional Educators [3].** A study of information pertinent to the educator’s professional growth and development. Special emphasis is given to currently adopted practices provided by Pathwise Training, mentoring, and the National Board of Professional Teaching Standards. Students design an individualized professional development plan.

**EDU6033 Curriculum for the Twenty-first Century [3].** A study of the traditions and reforms that drive decisions about what should be taught, how content should be organized, and how learning should be assessed. Special emphasis is given to innovative curriculum plans and their impact on student achievement in relation to state and local needs.

**EDU6043 Building the Teacher’s Repertoire [3].** An examination of factors that motivate teachers to grow professionally and strategies proven to be effective. Special emphasis is given to teaching models and peer coaching.

**EDU6053 Classroom Application of Learning Theories and Styles [3].** An application of current learning theory and learning style research to the classroom. Special emphasis is given to how this information can be applied to different classroom activities and individual students.

**EDU6063 Technology for Educational Leaders [3].** An survey and assessment of instructional software as one means to achieving educational objectives. Special emphasis is given to developing competencies in PowerPoint™, Hyperstudio™, Claris Works™, Student Writing Center™, electronic grade books, and Internet access. The course includes a laboratory.

**EDU6073 Understanding Today’s Children [3].** A course designed for school teachers to assess their learning environment, educational climate, procedures, interactions with students, and management skills. Special emphasis is given to developing an eclectic model that suits individual personalities and their learning community.

**EDU6081 Practitioner’s Project [1].** A project designed to solve a locally identified need. School, class, or student improvement may be the focus. This course is repeatable for a maximum of three (3) credits. Prerequisites: EDU6013, EDU6083, and advisor’s approval.

**EDU6083 Designing Research to Impact Learning [3].** An introduction to the method and design of qualitative research. Students design a research project to improve the learning-teaching process for classroom implementation the following year.
School of Education and Professional Studies

EDU6089 Special Topics in Education [1-3]. Topics of special interest are developed by faculty and usually grow from interest expressed by a group of students. Proposals for special topics courses are approved by the program coordinator(s). The course is repeatable as topics change.

EDU6099 Thesis Research Project [1-2]. A research project in which the student designs, implements, evaluates, and reports on a curricular or instructional project in the classroom or school system. The project must have direct application to improving the learning-teaching process. Research projects require program coordinator, advisor, and project committee approval. This course is repeatable for a maximum of six (6) credits. Prerequisites: EDU6013 and EDU6083.

EDU6173 NBPTS Professional Portfolio Development [3]. A study of National Board for Professional Teaching Standards and the process required to meet them. This course is repeatable for a maximum of six (6) credits. Prerequisite: Must be a certified teacher with at least three (3) years of teaching experience.

EDU6183 NBPTS Professional Assessment [3]. An overview of the content competencies required to become recognized as a master teacher. Prerequisite: EDU6173.

Professional Educator’s License (PEL)

PEL6002 Field Experience I [2]. Observation and supervised field experience in a public or private school at the level and in the subject area of the anticipated license. Seventy-five clock hours are required.

PEL6003 History and Philosophy of Education [3]. An overview of the social, historical and philosophical foundations of education with an emphasis on current moral, social and political issues. Special emphasis is given to the United States’ very diverse students, teachers, and classrooms required to meet the need.

PEL6012 Field Experience II [2]. A field-based course designed to give students opportunities to teach trial lessons in a classroom at the level and in the subject area of the intended license. Seventy-five clock hours are required. Prerequisite: PEL6013.

PEL6013 Technology for Educators [3]. An overview of the role of computer technology as a support to instruction. The course includes a survey of microcomputer components and software as well as word processing, spreadsheet, and database applications. Successful completion of specific tasks will result in SchoolNet novice and practitioner certification.

PEL6023 Effective Teaching Methods [3]. A study of methods employed to assist students to improve learning and to enhance the teacher’s ability to challenge the diverse student populations found in classrooms. Special emphasis is given to what research indicates about classroom instruction.

PEL6033 Educational Research [3]. An introduction to basic qualitative and quantitative research methods, design, and reporting strategies. Special emphasis is given to reading and understanding educational research studies and reports.

PEL6043 Curriculum Development [3]. A study of the traditions and reforms that drive decisions about what should be taught, how content should be organized, and how learning should be assessed. Innovative curriculum plans and their impact on student achievement is considered in relationship to national, state, and local needs and challenges.

PEL6053 Educational Psychology [3]. A review of the rationale and instructional procedures for educating exceptional children in the regular classroom. Topics include: education and learning in the new millennium; controversies in psychology; the diversity of society and its implications for education; testing, grouping, and teaching; the impact of technology; and growing up safe.

PEL6073 Classroom Management [3]. A survey of theories and research that focus on the types of classroom conditions and student behaviors that contribute to productive learning environments.

PEL6083 Educational Trends and Ethical Issues [3]. An overview and description of ethical issues, trends and methodologies being utilized in school programs. Articles from current educational periodicals and journals are discussed and summarized. Research problems are analyzed and reported.
PEL6089 Special Topics in Education [1-3]. Topics of special interest are developed by faculty and usually grow from interest expressed by a group of students. Proposals for special topics courses are approved by the program coordinator(s). The course is repeatable as topics change.

PEL6090 Student Teaching [10]. A full-time student teaching assignment for ten weeks.

PEL6093 Teaching as a Profession [3]. A focus on information pertinent to the teacher’s own professional growth and development. Discussions include practices provided through Pathwise Training, mentoring, and the National Board for Professional Teaching Standards. The student designs a five year individualized professional development plan.

Departmental Programs

The University has programs that equip students to teach in pre-school, elementary, secondary and comprehensive (kindergarten through twelfth grade) education settings.

Bachelor of Arts in Early Childhood Education

Required Professional Education Courses
- Foundations of Education 2
- Foundations of Education Laboratory 2
- Educational Technology 2
- The Learner and Learning Process in Early Childhood 3
- Education and Cultural Diversity Seminar 0
- Education and Cultural Diversity 3
- Advanced Educational Technology 1
- Student Teaching 6-9
- Student Teaching: Diversity Location 3-12
- Student Teaching Seminar 1

Required Early Childhood Education Courses
- Introduction to Early Childhood Education 2
- Curriculum in Early Childhood Education Laboratory 1
- Curriculum in Early Childhood Education 3
- Children’s Literature for Early Childhood 2
- Child Development Center Administration 3
- Observation, Assessment and Documentation 2
- Basics of Phonics Instruction 2
- Basics of Phonics Instruction Laboratory 1
- Emergent Literacy Laboratory 1
- Emergent Literacy 4
- Developmental Reading: Curriculum, Instruction and Assessment 3
- Art, Music and Movement 4
- Family and Community Relations 2
- Health Issues in Early Childhood 2
- Classroom Management in Early Childhood Education 3
- Integrated Methods in Early Childhood Education 1
- Inclusion and Exceptional Teaching in Early Childhood 3
- Mathematics: Curriculum, Instruction, and Assessment in Early Childhood 3
- Early Childhood Social Studies: Curriculum, Instruction, and Assessment 2
- Early Childhood Science: Curriculum, Instruction, and Assessment 2
- Differentiation of Instruction 2
- Early Childhood Methods Laboratory 3

Required Cognate Courses
- General Psychology 3
- Public Speaking 3
- Introduction to Mathematical Systems 3
- Art in the Western World 2
- Music in the Western World 2
- Select one of the following American history courses: 3
  - U.S. History to 1865
  - U.S. History since 1865
  - Colonial America
  - U.S. History since 1945

Total 93 Hours

Recommended Sequence for the Early Childhood Education Major

First year
- Foundations of Education
- Foundations of Education Laboratory
- General Psychology
- Public Speaking
- Select one of the following American history courses:
  - U.S. History to 1865
  - U.S. History since 1865
  - Colonial America
  - U.S. History since 1945
- The Learner and Learning Process in Early Childhood
- Introduction to Early Childhood Education Laboratory
- Curriculum in Early Childhood Education Laboratory
- Curriculum in Early Childhood Education
- Children’s Literature for Early Childhood Education Laboratory
- Child Development Center Administration
- Health Issues in Early Childhood
- Family and Community Relations
- Art, Music and Movement

Second year
- Observation, Assessment and Documentation
- Basics of Phonics Instruction
- Basics of Phonics Instruction Laboratory
- Emergent Literacy Laboratory
- Emergent Literacy

Third year
- Mathematics: Curriculum, Instruction, and Assessment in Early Childhood
- Observation, Assessment and Documentation
- Basics of Phonics Instruction
- Early Childhood Science: Curriculum, Instruction, and Assessment
- Differentiation of Instruction
- Early Childhood Methods Laboratory
- Early Childhood Social Studies: Curriculum, Instruction, and Assessment
- Early Childhood Science: Curriculum, Instruction, and Assessment
- Differentiation of Instruction
- Early Childhood Methods Laboratory

Fourth year
- Mathematics: Curriculum, Instruction, and Assessment in Early Childhood
- Observation, Assessment and Documentation
- Basics of Phonics Instruction
- Early Childhood Science: Curriculum, Instruction, and Assessment
- Differentiation of Instruction
- Early Childhood Methods Laboratory
- Early Childhood Social Studies: Curriculum, Instruction, and Assessment
- Early Childhood Science: Curriculum, Instruction, and Assessment
- Differentiation of Instruction
- Early Childhood Methods Laboratory
- Mathematics: Curriculum, Instruction, and Assessment in Early Childhood
School of Education and Professional Studies

Bachelor of Arts in Middle Childhood Education

**Required Professional Education**
- Foundations of Education: 2
- Foundations of Education Laboratory: 2
- Educational Technology: 2
- The Learner and Learning Process: 3
- Education and Cultural Diversity Seminar: 0
- Education and Cultural Diversity: 3
- Advanced Educational Technology: 1
- Student Teaching: 6-9
- Student Teaching: Diversity Location: 3-12
- Student Teaching Seminar: 1

**Required Middle Childhood Education Courses**
- Fundamentals of Planning and Instruction: 3
- Fundamentals of Planning and Instruction Laboratory: 1
- Philosophy of Middle Childhood Education: 2
- Basics of Phonics Instruction: 2
- Basics of Phonics Instruction Laboratory: 1
- Emergent Literacy Laboratory: 1
- Emergent Literacy: 4
- Middle Childhood Methods Laboratory: 3
- Developmental Reading: Curriculum, Instruction and Assessment: 3
- Middle Level Classroom Management: 2
- Differentiation of Instruction: 2
- Inclusion and Exceptional Teaching in Middle Childhood: 2

**Required Cognate Courses**
- General Psychology: 3
- Public Speaking: 3
- Select one of the following American history courses: 3
  - U.S. History to 1865
  - U.S. History since 1865
  - Colonial America
  - U.S. History since 1945

Total: 61 Hours

The student with a middle childhood education major must complete two of the following concentrations:

**Middle Childhood Teaching Concentrations**

**Language Arts**
- Freshman Expository Writing: 3
- Research Writing: 3
- Public Speaking: 3
- Broadcast News: 2
- Select one of the following: 1
  - Acting Practicum
  - Stagecraft Practicum
- Select two of the following: 6
  - World Literature I
  - World Literature II
  - American Literature I
  - American Literature II
  - Special Topics in Literature
- Traditional and Modern Grammars: 3
- Adolescent Literature: 3
- Middle Childhood Language Arts Laboratory: 1
- Middle Childhood Language Arts: Curriculum, Instruction and Assessment: 3
- Basics of Phonics Instruction: 3
- Basics of Phonics Instruction Laboratory: 1
- Emergent Literacy Laboratory: 1
- Emergent Literacy: 4
- Middle Childhood Methods Laboratory: 1
Developmental Reading: Curriculum, Instruction and Assessment 3

Mathematics

Introduction to Mathematical Systems 3
Calculus I 4
Introduction to Statistics 3
Geometry for Educators 3
Middle Level Mathematics Methods
   Laboratory 1
Middle Level Mathematics: Curriculum, Instruction and Assessment 3
Mathematics electives 8-11
   (8-11 hours selected from mathematics courses numbered 1013 or above.)

Science

Select two of the following biology courses: 8
   General Zoology with Laboratory
   General Botany with Laboratory
   Human Anatomy and Physiology I with Laboratory
   Human Anatomy and Physiology II with Laboratory
   Genetics with Laboratory
Select two of the following earth and space science courses: 8
   Earth Science with Laboratory
   Astronomy with Laboratory
   Meteorology with Laboratory
Select two of the following physical sciences courses: 8
   Chemistry and Life
   General Chemistry I and General Chemistry I Laboratory
   General Chemistry II and General Chemistry II Laboratory
   General Physics I with Laboratory
   General Physics II with Laboratory
Conservation of Natural Resources with Laboratory 1
Middle Level Science Methods Laboratory 1
Middle Level Science Methods: Curriculum, Instruction and Assessment 3

Social Studies

Principles of Economics I 3
Western Civilization I: Antiquity to the Reformation 3
Western Civilization II: Reformation to the Present Age 3
American Government 3
Select two of the following American history courses: 6
   U.S. History to 1865
   U.S. History since 1865
   Colonial America
   U.S. History since 1945
World Geography 3
Middle Level Social Studies Methods Laboratory 1
Middle Level Social Studies Methods: Curriculum, Instruction and Assessment 3

Reading Endorsement

Children’s Literature for Early Childhood 3
Adolescent Literature 3
Basics of Phonics Instruction 3
Basics of Phonics Instruction Laboratory 1
Emergent Literacy Laboratory 1
Emergent Literacy 4
Developmental Reading: Curriculum, Instruction and Assessment 3
Reading Practicum 4
Total 22 Hours

Master of Arts in Education in Curriculum and Instruction (Thesis Track)

Required Courses

Educational Research for Today’s Classroom 3
Designing Research to Impact Learning 3
Thesis Research Project 6

Elective Courses

Select six from the following: 18
   Current Trends and Ethical Issues in Education
   Developing Professional Educators
   Curriculum for the Twenty-first Century
   Building the Teacher’s Repertoire
   Classroom Application of Learning Theory and Styles
   Technology for Educational Leaders
   Understanding Today’s Children
Education electives 6
Total 36 hours

Master of Arts in Education in Curriculum and Instruction (Practitioner’s Project Track)

Required Courses

Current Trends and Ethical Issues in Education 3
Educational Research for Today’s Classroom 3
Developing Professional Educators 3
Curriculum for the Twenty-first Century 3
Building the Teacher’s Repertoire 3
Classroom Application of Learning Theory and Styles 3
Technology for Educational Leaders 3
Understanding Today’s Children 3
Designing Research to Impact Learning 3
Practitioner’s Project 3

Elective Courses

Education electives 6
Total 36 hours
## Master of Arts in Education in Curriculum and Instruction (National Certification Track)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Trends and Ethical Issues in Education</td>
<td>3</td>
</tr>
<tr>
<td>Educational Research for Today’s Classroom</td>
<td>3</td>
</tr>
<tr>
<td>Developing Professional Educators</td>
<td>3</td>
</tr>
<tr>
<td>Curriculum for the Twenty-first Century</td>
<td>3</td>
</tr>
<tr>
<td>Building the Teacher’s Repertoire</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Application of Learning Theory and Styles</td>
<td>3</td>
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<tr>
<td>Technology for Educational Leaders</td>
<td>3</td>
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<tr>
<td>Understanding Today’s Children</td>
<td>3</td>
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<tr>
<td>NBPTS Professional Portfolio</td>
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<td>NBPTS Professional Assessment</td>
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### Elective Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education electives</td>
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</table>

**Total** 36 hours

## Master of Arts in Education in Professional Educator’s License

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<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>History and Philosophy of Education</td>
<td>3</td>
</tr>
<tr>
<td>Technology for Educators</td>
<td>3</td>
</tr>
<tr>
<td>Effective Teaching Methods</td>
<td>3</td>
</tr>
<tr>
<td>Educational Research</td>
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<tr>
<td>Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>Field Experience I</td>
<td>2</td>
</tr>
<tr>
<td>Field Experience II</td>
<td>2</td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Management</td>
<td>3</td>
</tr>
<tr>
<td>Educational Trends and Ethical Issues</td>
<td>3</td>
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<td>Student Teaching</td>
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<tr>
<td>Teaching as a Profession</td>
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</table>

**Total** 41 hours*

*Additional hours beyond the professional education sequence may be required in specific content areas to qualify for a teaching license in the State of Ohio. Please check with the program coordinator for those requirements.
Adolescent to Young Adult Education

Programs

Students who wish to teach in senior high school, in multi-age education, or in vocational settings must complete the same general education and professional education courses.

Required Professional Education
- Foundations of Education: 2
- Foundations of Education Laboratory: 2
- Educational Technology: 2
- The Learner and the Learning Process: 3
- Inclusion and Differentiated Instruction: 2
- Fundamentals of Planning and Instruction: 3
- Fundamentals of Planning and Instruction Laboratory: 1
- Teaching Reading in the Content Fields: 3
- Preschool - Grade 12 Classroom Management/Discipline: 2
- Education and Cultural Diversity Seminar: 0
- Education and Cultural Diversity: 3
- Content Area Teaching Methods Laboratory: 2
- General Teaching Methods: 2
- Advanced Educational Technology: 1
- Student Teaching Seminar: 0
- Student Teaching: 6-9
- Student Teaching: Diversity Location: 3-12

Required Cognate Courses
- Select one of the following American history courses: 3
  - U.S. History to 1865
  - U.S. History since 1865
  - Colonial America
  - U.S. History since 1945
- General Psychology: 3
- Public Speaking: 3

Total: 49 Hours

Bachelor of Arts in Integrated Language Arts Education

Required Courses
- Freshman Expository Writing: 3
- Research Writing: 3
- Introduction to Literature: 3
- American Literature I: 3
- American Literature II: 3
- World Literature I: 3
- World Literature II: 3
- English Literature I: 3
- English Literature II: 3
- Adolescent Literature: 3
- Shakespeare: 3
- Literary Criticism and Theory: 3
- Traditional and Modern Grammars: 3
- Advanced Composition: 3
- Content Area Teaching Methods in Language Arts: 2
- Publications Practicum: 3
- Creative Writing: 3
- Introduction to Linguistics: 3
- Play Production: 3

Total: 56 Hours

Recommended Sequence for the Integrated Language Arts Education Major

First year
- Freshman Expository Writing
- Research Writing
- Public Speaking

Second year
- Introduction to Literature
- American Literature I
- American Literature II
- World Literature I

Third year
- Publications Practicum
- Creative Writing
- World Literature II
- English Literature I
- English Literature II
- Adolescent Literature
- Shakespeare
- Traditional and Modern Grammars
- Advanced Composition

Fourth year
- Content Area Teaching Methods in Language Arts
- Literary Criticism and Theory
- Introduction to Linguistics
- Play Production
Bachelor of Science in Integrated Mathematics Education

**Required Courses**
- Calculus I 4
- Calculus II 4
- Calculus III 4
- Elementary Discrete Mathematics 3
- Linear Algebra 3
- Modern Algebra 3
- Number Theory 3
- Geometry for Educators 3
- Introduction to Computing 3
- Introduction to Statistics 3
- Probability and Statistics 3
- History of Mathematics 2
- Content Area Teaching Methods in Mathematics 2

Total 40 Hours

*(Alternate year courses may be swapped between third and fourth years.)*

**Recommended Sequence for the Integrated Mathematics Education Major**

**First year**
- Calculus I
- Introduction to Computing

**Second year**
- Introduction to Statistics
- Calculus II
- Calculus III

**Third year**
- History of Mathematics
- Elementary Discrete Mathematics
- Linear Algebra
- Modern Algebra*

**Fourth year**
- Number Theory
- Geometry for Educators*
- Probability and Statistics*
- Content Area Teaching Methods in Mathematics

*(Alternate year courses may be swapped between third and fourth years.)*

Bachelor of Arts in Integrated Social Studies Education

**Required Courses**
- Western Civilization I: Antiquity to the Reformation 3
- Western Civilization II: Reformation to the Present Age 3
- General Psychology 3
- Introduction to Sociology 3
- Principles of Economics I 3
- Principles of Economics II 3
- Survey of the Far East 3
- United States History to 1865 3
- United States History since 1865 3
- American Government 3
- Lifespan Developmental Psychology 3
- Introduction to Cultural Anthropology 3
- History of World Politics 3
- Content Area Teaching Methods in Social Studies 2
- Seminar in Historical Research 3
- World Geography 3

**Elective Courses**
- Select one of the following American history courses: 3
  - Colonial America
  - Early National America
  - The American Civil War
  - U.S. History since 1945
- Select one of the following history courses: 3-4
  - Emergence of Modern Europe, 1648-1815
  - History of Modern Britain
  - History of Modern Russia
  - Seminar in Foreign Policy
  - Special Topics in History (topic must be non-U.S.)
- Select one of the following psychology courses: 3-4
  - Theories of Learning
  - Cognitive Psychology
  - Psychology of Personality
  - Social Psychology
  - Abnormal Psychology
- Select one of the following sociology courses: 3-4
  - Cultural Diversity
  - Sociology of Community

Total 59-61 Hours

*(Alternate year courses may be swapped between third and fourth years.)*

**Recommended Sequence for the Integrated Social Studies Major**

**First year**
- Western Civilization I: Antiquity to the Reformation
- Western Civilization II: Reformation to the Present Age
- General Psychology
- Introduction to Sociology
- Principles of Economics I
- Principles of Economics II

**Second year**
- Survey of the Far East
- United States History to 1865
- United States History since 1865
- American Government
- Lifespan Developmental Psychology
- Introduction to Cultural Anthropology

**Third year**
- History of World Politics
- Select one of the following American history courses:
  - Colonial America
  - Early National America
  - The American Civil War
  - U.S. History since 1945
- Select one of the following history courses:
  - Emergence of Modern Europe, 1648-1815
  - History of Modern Britain
  - History of Modern Russia
  - Seminar in Foreign Policy
  - Special Topics in History
- Select one of the following psychology courses:
  - Theories of Learning
### Bachelor of Science in Life Science Education

**Required Courses**
- General Zoology with Laboratory 4
- General Botany with Laboratory 4
- Earth Science with Laboratory 4
- Human Anatomy and Physiology I with Laboratory 4
- Human Anatomy and Physiology II with Laboratory 4
- Genetics with Laboratory 4
- Cell Biology 3
- Introduction to Microbiology with Laboratory 4
- Select one of the following courses:
  - Principles of Ecology with Laboratory 4
  - Environmental Science with Laboratory 4
- Select one of the following biology field courses:
  - Invertebrate Zoology with Laboratory 4
  - Ornithology with Laboratory 4
  - Aquatic Biology with Laboratory 4
  - Introduction to Entomology with Laboratory 4
  - Field Botany with Laboratory 4
- Technical Writing in Biology 1
- Biology Seminar 1
- Content Teaching Methods in Life Sciences 2

**Required Cognate Courses**
- General Chemistry I 3
- General Chemistry I Laboratory 1
- General Chemistry II 3
- General Chemistry II Laboratory 1
- Introduction to Statistics 3
- General Physics I 4

Total 58 Hours

---

### Bachelor of Science in Physical Science Education

**Required Courses**
- General Zoology with Laboratory 4
- General Botany with Laboratory 4
- General Chemistry I 3
- General Chemistry I Laboratory 1
- General Chemistry II 3
- General Chemistry II Laboratory 1
- Introduction to Statistics 3
- General Physics I 4
- General Physics II 4
- Modern Physics with Laboratory 4
- Earth Science with Laboratory 4
- Astronomy with Laboratory 4
- Meteorology with Laboratory 4
- Content Teaching Methods in Physical Science 2

**Required Cognate Courses**
- Trigonometry 3
- Precalculus 3
- Calculus I 4
- Introduction to Statistics 3

Total 65 Hours

---

### Recommended Sequence for the Life Science Education Major

<table>
<thead>
<tr>
<th>First year</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Zoology with Laboratory</td>
</tr>
<tr>
<td>General Botany with Laboratory</td>
</tr>
<tr>
<td>General Chemistry I</td>
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<tr>
<td>General Chemistry I Laboratory</td>
</tr>
<tr>
<td>General Chemistry II</td>
</tr>
<tr>
<td>General Chemistry II Laboratory</td>
</tr>
<tr>
<td>Earth Science with Laboratory</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Anatomy and Physiology I with Laboratory</td>
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<tr>
<td>Human Anatomy and Physiology II with Laboratory</td>
</tr>
<tr>
<td>Introduction to Statistics</td>
</tr>
</tbody>
</table>

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### Recommended Sequence for the Physical Science Education Major

<table>
<thead>
<tr>
<th>First year</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Chemistry I</td>
</tr>
<tr>
<td>General Chemistry I Laboratory</td>
</tr>
<tr>
<td>General Chemistry II</td>
</tr>
<tr>
<td>General Chemistry II Laboratory</td>
</tr>
<tr>
<td>General Zoology with Laboratory</td>
</tr>
<tr>
<td>General Botany with Laboratory</td>
</tr>
<tr>
<td>Trigonometry</td>
</tr>
<tr>
<td>Precalculus</td>
</tr>
<tr>
<td>Calculus I</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second year</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Physics I</td>
</tr>
<tr>
<td>General Physics II</td>
</tr>
</tbody>
</table>
School of Education and Professional Studies

<table>
<thead>
<tr>
<th>Earth Science with Laboratory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Astronomy with Laboratory</td>
</tr>
<tr>
<td>Introduction to Statistics</td>
</tr>
</tbody>
</table>

**Third year**

| Meteorology with Laboratory   |
| Introduction to Optics        |
| Organic Chemistry I with Laboratory |
| Quantitative Chemistry with Laboratory |
| Modern Physics with laboratory* |

**Fourth year**

| Content Teaching Methods in Physical Science |
|*(Alternate year courses may be swapped between third and fourth years.)* |
Multi-age Education Programs

Students who wish to teach in senior high school, in multi-age education, or in vocational settings must complete the same general education and professional education courses.

**Required Professional Education**

- Foundations of Education 2
- Foundations of Education Laboratory 2
- Educational Technology 2
- The Learner and the Learning Process 3
- Inclusion and Differentiated Instruction 2
- Fundamentals of Planning and Instruction 3
- Fundamentals of Planning and Instruction Laboratory 1
- Teaching Reading in the Content Fields 3
- Preschool - Grade 12 Classroom Management/Discipline 2
- Education and Cultural Diversity Seminar 0
- Education and Cultural Diversity 3
- Content Area Teaching Methods Laboratory 2
- General Teaching Methods 2
- Advanced Educational Technology 1
- Student Teaching Seminar 0
- Student Teaching 6-9
- Student Teaching: Diversity Location 3-12

**Required Cognate Courses**

Select one of the following American history courses:

- U.S. History to 1865 3
- U.S. History since 1865
- Colonial America
- U.S. History since 1945

- General Psychology 3
- Public Speaking 3

**Total** 49 Hours

**Fourth Year**

- Content Area Teaching Methods Laboratory
- General Teaching Methods
- Advanced Educational Technology
- Student Teaching Seminar
- Student Teaching
- Student Teaching: Diversity Location

**Bachelor of Arts in Music (Multi-age Education Track)**

**Required Courses**

- Basic Structures of Music Theory I 3
- Basic Structures of Music Theory II 3
- Basic Structures of Music Theory III 3
- Basic Structures of Music Theory IV 3
- Choral Arranging/Orchestrating 3
- Sight Singing and Ear Training I 1
- Sight Singing and Ear Training II 1
- Music in the Western World 2
- Music History I 3
- Music History II 3
- Piano Class I 1
- Piano Class II 1
- Piano Proficiency Level 1 0
- Piano Proficiency Level 2 0
- Ensembles 7
- Applied Music I and II 2
- Applied Music III and IV 2
- Applied Music V and VI 2
- Applied Music VII and VIII 2
- Student Recital Laboratory 0
- Senior Recital 0
- Introduction to Conducting 2
- Instrumental Methods - Percussion 2
- Instrumental Methods - Woodwinds 2
- Instrumental Methods - Brass 2
- Instrumental Methods - Strings 2
- Music in Childhood: Preschool through Elementary Years 3
- Content Area Teaching Methods in Music 2

**Elective Courses**

Select one of the following:

- Private Keyboard I (secondary applied music for vocal emphasis)
- Beginning Voice Class (secondary applied music for instrumental emphasis)

Select one of the following:

- Diction for Singers
- Marching Band Methods I
- Applied Music Literature
- Applied Music Pedagogy
- Advanced Choral Conducting
- Advanced Instrumental Conducting

Select one of the following:

- Advanced Choral Conducting (required for vocal emphasis)
### School of Education and Professional Studies

#### Advanced Instrumental Conducting (required for instrumental emphasis)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>62</td>
</tr>
</tbody>
</table>

#### Bachelor of Arts in Physical Education/Health Education

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Principles of Health and Fitness</td>
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<tr>
<td>First Aid and CPR</td>
<td>2</td>
</tr>
<tr>
<td>Foundations of Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Movement and Physical Education for Early Childhood</td>
<td>2</td>
</tr>
<tr>
<td>Introduction to Human Anatomy and Physiology</td>
<td>3</td>
</tr>
<tr>
<td>Athletic Training</td>
<td>3</td>
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<tr>
<td>Kinesiology</td>
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<td>Physiology of Exercise</td>
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<tr>
<td>Nutrition</td>
<td>4</td>
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<tr>
<td>Personal Health</td>
<td>3</td>
</tr>
<tr>
<td>Community Health</td>
<td>3</td>
</tr>
<tr>
<td>Individual and Team Sports</td>
<td>3</td>
</tr>
<tr>
<td>Administration of Athletics, Physical Education and School Health Programs</td>
<td>3</td>
</tr>
<tr>
<td>Recreation and Lifetime Sports</td>
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</tr>
<tr>
<td>Content Area Teaching Methods in Physical Education and Health</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>Educational Tests and Measurements</td>
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</table>

| Total                                                | 49    |

#### Recommended Sequence for the Physical Education/Health Education Major

##### First year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Principles of Health and Fitness</td>
<td>2</td>
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<tr>
<td>First Aid and CPR</td>
<td>2</td>
</tr>
<tr>
<td>Foundations of Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Movement and Physical Education for Early Childhood</td>
<td>2</td>
</tr>
<tr>
<td>Introduction to Human Anatomy and Physiology</td>
<td>3</td>
</tr>
<tr>
<td>Athletic Training</td>
<td>3</td>
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<tr>
<td>Kinesiology</td>
<td>3</td>
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<tr>
<td>Physiology of Exercise</td>
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<tr>
<td>Nutrition</td>
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<tr>
<td>Personal Health</td>
<td>3</td>
</tr>
<tr>
<td>Community Health</td>
<td>3</td>
</tr>
<tr>
<td>Individual and Team Sports</td>
<td>3</td>
</tr>
<tr>
<td>Administration of Athletics, Physical Education and School Health Programs</td>
<td>3</td>
</tr>
<tr>
<td>Recreation and Lifetime Sports</td>
<td>3</td>
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<tr>
<td>Content Area Teaching Methods in Physical Education and Health</td>
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<tr>
<td>Physical Education in the Elementary School</td>
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<tr>
<td>Educational Tests and Measurements</td>
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##### Second year

<table>
<thead>
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<tbody>
<tr>
<td>Content Area Teaching Methods in Physical Education and Health</td>
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<tr>
<td>Physical Education in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>Educational Tests and Measurements</td>
<td>3</td>
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| Total                                                | 49    |

##### First year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Private Keyboard I (secondary applied music for vocal emphasis)</td>
<td></td>
</tr>
<tr>
<td>Beginning Voice Class (secondary applied music for instrumental emphasis)</td>
<td></td>
</tr>
<tr>
<td>Diction for Singers</td>
<td></td>
</tr>
<tr>
<td>Marching Band Methods I</td>
<td></td>
</tr>
<tr>
<td>Applied Music Literature</td>
<td></td>
</tr>
<tr>
<td>Applied Music Pedagogy</td>
<td></td>
</tr>
<tr>
<td>Advanced Choral Conducting</td>
<td></td>
</tr>
<tr>
<td>Advanced Instrumental Conducting</td>
<td></td>
</tr>
<tr>
<td>Music in Childhood: Preschool through Elementary Years</td>
<td></td>
</tr>
<tr>
<td>Student Recital Laboratory*</td>
<td></td>
</tr>
</tbody>
</table>

| Total                                                | 49    |

##### Second year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Choral Conducting (required for vocal emphasis)</td>
<td></td>
</tr>
<tr>
<td>Advanced Instrumental Conducting (required for instrumental emphasis)</td>
<td></td>
</tr>
<tr>
<td>Content Area Teaching Methods in Music</td>
<td></td>
</tr>
<tr>
<td>Choral Arranging/Ochestration</td>
<td></td>
</tr>
<tr>
<td>Ensemble</td>
<td></td>
</tr>
<tr>
<td>Applied Music VII and VII</td>
<td></td>
</tr>
<tr>
<td>Senior Recital</td>
<td></td>
</tr>
<tr>
<td>Student Recital Laboratory*</td>
<td></td>
</tr>
<tr>
<td>*(Students enroll each semester.)</td>
<td></td>
</tr>
<tr>
<td>***(Alternate between second and third years.)</td>
<td></td>
</tr>
</tbody>
</table>

### Bachelor of Arts in Physical Education/Health Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Health and Fitness</td>
<td>2</td>
</tr>
<tr>
<td>First Aid and CPR</td>
<td>2</td>
</tr>
<tr>
<td>Foundations of Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Movement and Physical Education for Early Childhood</td>
<td>2</td>
</tr>
<tr>
<td>Introduction to Human Anatomy and Physiology</td>
<td>3</td>
</tr>
<tr>
<td>Athletic Training</td>
<td>3</td>
</tr>
<tr>
<td>Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>Physiology of Exercise</td>
<td>3</td>
</tr>
<tr>
<td>Nutrition</td>
<td>4</td>
</tr>
<tr>
<td>Personal Health</td>
<td>3</td>
</tr>
<tr>
<td>Community Health</td>
<td>3</td>
</tr>
<tr>
<td>Individual and Team Sports</td>
<td>3</td>
</tr>
<tr>
<td>Administration of Athletics, Physical Education and School Health Programs</td>
<td>3</td>
</tr>
<tr>
<td>Recreation and Lifetime Sports</td>
<td>3</td>
</tr>
<tr>
<td>Content Area Teaching Methods in Physical Education and Health</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>Educational Tests and Measurements</td>
<td>3</td>
</tr>
</tbody>
</table>

| Total                                                | 49    |

##### Second year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Area Teaching Methods in Physical Education and Health</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>Educational Tests and Measurements</td>
<td>3</td>
</tr>
</tbody>
</table>

| Total                                                | 49    |

##### Fourth year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Area Teaching Methods in Physical Education and Health</td>
<td>3</td>
</tr>
<tr>
<td>Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>Physiology of Exercise*</td>
<td></td>
</tr>
<tr>
<td>Physical Education in the Elementary School</td>
<td></td>
</tr>
<tr>
<td>School</td>
<td></td>
</tr>
<tr>
<td>Educational Tests and Measurements*</td>
<td></td>
</tr>
</tbody>
</table>

| Total                                                |       |

* (Alternate year courses may be swapped between third and fourth years.)
## Multi-age Education

### Bachelor of Arts in Spanish (Multi-age Education Track)

**Required Courses**
- Elementary Spanish I 4
- Elementary Spanish II 4
- Intermediate Spanish 4
- Conversational Spanish 3
- Spanish and Spanish American Literature of Social Protest 3
- Introduction to Linguistics 3
- Spanish Composition 3
- Content Area Teaching Methods in Spanish 2

**Elective Courses**
- Spanish electives* 24

Total 50 Hours

*(See the Modern Language section for options and policies regarding Spanish electives.)

### Recommended Sequence for the Spanish Multi-age Education Track

<table>
<thead>
<tr>
<th>First year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Spanish I</td>
</tr>
<tr>
<td>Elementary Spanish II</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate Spanish</td>
</tr>
<tr>
<td>Conversational Spanish*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Linguistics*</td>
</tr>
<tr>
<td>Spanish Composition*</td>
</tr>
<tr>
<td>Spanish electives</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Area Teaching Methods in Spanish</td>
</tr>
<tr>
<td><em>(Alternate year courses may be swapped between second and third years.)</em></td>
</tr>
</tbody>
</table>

### Bachelor of Arts in Visual Arts Education Major

**Required Courses**
- Design Fundamentals 3
- Drawing I 3
- Studio Crafts I 4
- Painting I 3
- Printmaking I 3
- Ceramics I 3
- Photography I 3
- Digital Illustration 3
- Sculpture 3
- Art in the Western World 2
- History of Art I 3
- History of Art II 3
- Art Materials and Teaching 2
- Content Area Teaching Methods in Art 2
- Aesthetics 3

**Elective Courses**
- Art electives 6

Total 49 Hours

### Recommended Sequence for the Visual Arts Education Major

<table>
<thead>
<tr>
<th>First year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art in the Western World</td>
</tr>
<tr>
<td>Design Fundamentals</td>
</tr>
<tr>
<td>Drawing I</td>
</tr>
<tr>
<td>Studio Crafts I</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Painting I</td>
</tr>
<tr>
<td>Printmaking I</td>
</tr>
<tr>
<td>Ceramics I</td>
</tr>
<tr>
<td>Photography I</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Materials and Teaching</td>
</tr>
<tr>
<td>History of Art I*</td>
</tr>
<tr>
<td>History of Art II**</td>
</tr>
<tr>
<td>Sculpture*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Area Teaching Methods in Art</td>
</tr>
<tr>
<td>Aesthetics**</td>
</tr>
<tr>
<td>Digital Illustration**</td>
</tr>
<tr>
<td>Art electives</td>
</tr>
<tr>
<td><em>(Alternate year courses may be swapped between second and third years.)</em></td>
</tr>
<tr>
<td>*<em>(Alternate year courses may be swapped between third and fourth years.)</em></td>
</tr>
</tbody>
</table>
School of Education and Professional Studies

Vocational Education Programs

Students who wish to teach in senior high school, in multi-age education, or in vocational settings must complete the same general education and professional education courses.

**Required Professional Education**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations of Education</td>
<td>2</td>
</tr>
<tr>
<td>Foundations of Education Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>Educational Technology</td>
<td>2</td>
</tr>
<tr>
<td>The Learner and the Learning Process</td>
<td>3</td>
</tr>
<tr>
<td>Inclusion and Differentiated Instruction</td>
<td>2</td>
</tr>
<tr>
<td>Fundamentals of Planning and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Planning and Instruction Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>Teaching Reading in the Content Fields</td>
<td>3</td>
</tr>
<tr>
<td>Preschool - Grade 12 Classroom Management/ Discipline</td>
<td>2</td>
</tr>
<tr>
<td>Education and Cultural Diversity Seminar</td>
<td>0</td>
</tr>
<tr>
<td>Education and Cultural Diversity</td>
<td>3</td>
</tr>
<tr>
<td>Content Area Teaching Methods Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>General Teaching Methods</td>
<td>2</td>
</tr>
<tr>
<td>Advanced Educational Technology</td>
<td>1</td>
</tr>
<tr>
<td>Student Teaching Seminar</td>
<td>0</td>
</tr>
<tr>
<td>Student Teaching</td>
<td>6-9</td>
</tr>
<tr>
<td>Student Teaching: Diversity Location</td>
<td>3-12</td>
</tr>
</tbody>
</table>

**Required Cognate Courses**

Select one of the following American history courses: 3
- U.S. History to 1865
- U.S. History since 1865
- Colonial America
- U.S. History since 1945

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Public Speaking</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total** 49 Hours

**Recommended Sequence for Professional Education**

<table>
<thead>
<tr>
<th>Year</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First year</strong></td>
<td>Foundations of Education</td>
</tr>
<tr>
<td></td>
<td>Foundations of Education Laboratory</td>
</tr>
<tr>
<td></td>
<td>Educational Technology</td>
</tr>
<tr>
<td></td>
<td>General Psychology</td>
</tr>
<tr>
<td></td>
<td>Public Speaking</td>
</tr>
<tr>
<td><strong>Second year</strong></td>
<td>The Learner and the Learning Process</td>
</tr>
<tr>
<td></td>
<td>Inclusion and Differentiated Instruction</td>
</tr>
<tr>
<td></td>
<td>Fundamentals of Planning and Instruction</td>
</tr>
<tr>
<td></td>
<td>Fundamentals of Planning and Instruction Laboratory</td>
</tr>
<tr>
<td></td>
<td>Select one of the following American history courses: 3</td>
</tr>
<tr>
<td></td>
<td>U.S. History to 1865</td>
</tr>
<tr>
<td></td>
<td>U.S. History since 1865</td>
</tr>
<tr>
<td></td>
<td>Colonial America</td>
</tr>
<tr>
<td></td>
<td>U.S. History since 1945</td>
</tr>
<tr>
<td></td>
<td>General Psychology</td>
</tr>
<tr>
<td></td>
<td>Public Speaking</td>
</tr>
<tr>
<td><strong>Third year</strong></td>
<td>Teaching Reading in the Content Fields</td>
</tr>
<tr>
<td></td>
<td>Preschool - Grade 12 Classroom Management/Discipline</td>
</tr>
<tr>
<td></td>
<td>Education and Cultural Diversity Seminar</td>
</tr>
<tr>
<td></td>
<td>Education and Cultural Diversity</td>
</tr>
</tbody>
</table>

**Bachelor of Arts in Family and Consumer Sciences (Vocational Education Track)**

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation to Family and Consumer Sciences</td>
<td>2</td>
</tr>
<tr>
<td>Professional Issues and Actions</td>
<td>2</td>
</tr>
<tr>
<td>Food Preparation</td>
<td>3</td>
</tr>
<tr>
<td>Nutrition</td>
<td>4</td>
</tr>
<tr>
<td>Meal Management</td>
<td>3</td>
</tr>
<tr>
<td>Lifespan Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Curriculum in Early Childhood Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>Curriculum in Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>Marriage and the Family</td>
<td>3</td>
</tr>
<tr>
<td>Parenting and Family Decisions</td>
<td>3</td>
</tr>
<tr>
<td>Family Life Management</td>
<td>3</td>
</tr>
<tr>
<td>Interior Decorating</td>
<td>3</td>
</tr>
<tr>
<td>Equipment and the Home</td>
<td>3</td>
</tr>
<tr>
<td>Clothing Selection and Construction</td>
<td>3</td>
</tr>
<tr>
<td>Textiles</td>
<td>3</td>
</tr>
<tr>
<td>Consumer Finance</td>
<td>3</td>
</tr>
<tr>
<td>Housing, Society and Consumers</td>
<td>3</td>
</tr>
<tr>
<td>Content Area Teaching Methods in Family</td>
<td>2</td>
</tr>
<tr>
<td>and Consumer Sciences</td>
<td></td>
</tr>
</tbody>
</table>

**Total** 50 Hours

**Recommended Sequence for the Family and Consumer Science (Vocational Education) Track**

<table>
<thead>
<tr>
<th>Year</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First year</strong></td>
<td>Orientation to Family and Consumer Sciences</td>
</tr>
<tr>
<td></td>
<td>Food Preparation</td>
</tr>
<tr>
<td></td>
<td>Clothing Selection and Construction</td>
</tr>
<tr>
<td><strong>Second year</strong></td>
<td>Nutrition</td>
</tr>
<tr>
<td></td>
<td>Lifespan Developmental Psychology</td>
</tr>
<tr>
<td></td>
<td>Curriculum in Early Childhood Laboratory</td>
</tr>
<tr>
<td></td>
<td>Curriculum in Early Childhood</td>
</tr>
<tr>
<td></td>
<td>Interior Decorating</td>
</tr>
<tr>
<td><strong>Third year</strong></td>
<td>Equipment and the Home</td>
</tr>
<tr>
<td></td>
<td>Meal Management</td>
</tr>
<tr>
<td></td>
<td>Marriage and the Family</td>
</tr>
<tr>
<td></td>
<td>Parenting and Family Decisions</td>
</tr>
<tr>
<td></td>
<td>Consumer Finance</td>
</tr>
<tr>
<td></td>
<td>Housing, Society and Consumers</td>
</tr>
<tr>
<td><strong>Fourth year</strong></td>
<td>Content Area Teaching Methods in Family and Consumer Sciences</td>
</tr>
</tbody>
</table>

**Total** 50 Hours
Bachelor of Arts in Integrated Business Education

**Required Courses**

- Keyboarding II: 1
- Document Processing: 3
- Electronic Calculators: 1
- Machine Transcription: 2
- Notetaking: 2
- Business Communications: 3
- Advanced Word Processing: 3
- Administrative Office Management: 3
- Office Procedures: 3
- Office Production: 1
- Principles of Economics I: 3
- Principles of Economics II: 3
- Consumer Finance: 3
- Principles of Management: 3
- Principles of Marketing: 3
- Principles of Accounting I: 3
- Principles of Accounting II: 3
- Introduction to Statistics: 3
- Computer Applications in Business I: 3
- Computer Applications in Business II: 3
- Business Law I: 3
- Content Area Teaching Methods in Business: 2
- Business Internship: 3

**Total Hours: 60**

---

**Recommended Sequence for the Integrated Business Education Major**

<table>
<thead>
<tr>
<th>Year</th>
<th>Courses</th>
</tr>
</thead>
</table>
| **First year** | Keyboarding II  
Notetaking  
Principles of Economics I  
Principles of Economics II |
| **Second year** | Computer Applications in Business I  
Business Communications  
Principles of Management  
Principles of Marketing  
Electronic Calculators  
Business Law I  
Advanced Word Processing  
Administrative Office Management  
Office Procedures  
Office Production |
| **Third year** | Computer Applications in Business II  
Consumer Finance  
Introduction to Statistics  
Business Law I  
Advanced Word Processing  
Administrative Office Management  
Office Procedures  
Office Production |
| **Fourth year** | Content Area Teaching Methods in Business  
Business Internship |

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School of Education and Professional Studies

Family and Consumer Sciences Department
Department Chair, Candace K. Fox

Faculty
Candace K. Fox, PhD
A. Caroline Maurer, MEd

Program Objectives

The programs, courses, and curriculum of the Family and Consumer Sciences Department are designed to achieve the following student outcomes:

• demonstrate sensitivity to the need of building strong Christian families and homes;
• evidence the knowledge, skills, attitudes, and values to function effectively as individuals, family members, and citizens;
• exhibit the professional and personal ethical standards appropriate for the work force and facilitating the well-being of families and society;
• participate in internships, work experience, and professional organizational membership that integrate learning with experience;
• demonstrate the essential knowledge and skills appropriate to child development, family relations, housing, clothing and textiles, nutrition and wellness, family life management, and career participation;
• demonstrate the knowledge and skills necessary to function effectively as a vocational family and consumer sciences teacher; and
• evidence the knowledge and skills to pursue graduate study in specialized areas of family and consumer sciences.

Family and Consumer Sciences (FCS)

FCS1022 Orientation to Family and Consumer Sciences [2]. An introduction to the profession of family and consumer sciences, its history, philosophy, and development. Special emphasis is given to the well-being of individuals and families, and how personal and social values relate to career decisions.

FCS1033 Food Preparation [3]. A study and laboratory practice of fundamental techniques used to prepare and serve Food Preparation a nutritious manner, safely and attractively. Special emphasis is given to timesaving techniques for the career person, present-day methods of preserving food, and basic food science principles.

FCS1043 Clothing Selection and Construction [3]. An introductory study of the roles and functions of clothing, the selection of clothing and its fit, and construction principles. A laboratory is included.

FCS/PSY2013 Life Span Developmental Psychology [3]. A study of human development from conception to death. Special emphasis is given to cultural differences, developmental issues, theories, and their contemporary significance. Prerequisite: PSY1013G.

FCS2014 Nutrition [4]. An in-depth study designed to foster the basic understanding of facts and principles of nutrition, and to promote making healthy life choices.

FCS2023 Fashion: From Concept to Consumer [3]. A study of fashion design, its elements and their effects on fashion development. Special emphasis is given to apparel construction and fashion marketing strategies.
FCS/EDU2061 Curriculum in Early Childhood Education Laboratory [1]. Observation and supervised laboratory experience in a preschool or private home for two hours per week for the entire semester that complements and extends the course EDU263. An emphasis will be placed on planning and participating in emergent curriculum. Prerequisites: Admission to Teacher Education or special permission. Co-requisite: EDU2063 and EDU3043.

FCS/EDU2063 Curriculum in Early Childhood Education [3]. An introductory study of the process of curriculum development and instructional design with an emphasis on recent developments in the education of the young child related to motivation, social interaction, and active engagement in learning. It is designed to aid in the selection of curriculum based on theory and research, the writing of behavioral objectives, and the development of appropriate instructional activities, including technology. Prerequisites: Admission to Teacher Education or special permission. Co-requisite: EDU2061 and EDU3043.

FCS2073 Interior Decorating [3]. A study designed to foster the development of good taste in creating beautiful and comfortable homes. Special emphasis is given to the selection, purchase, arrangement of furniture and home furnishings, and exploration of the interior decorating career.

FCS2083 Child Development Center Administration [3]. A study of management strategies for high quality child development centers. Special emphasis is given to principles of child development blended with management principles, skills, knowledge, attitudes, and means to providing service that are culturally responsive to family needs.

FCS3003 Equipment and the Home [3]. An exploration of factors related to the evaluation, selection, care and operation of household and institutional equipment, the home, and its mechanical systems. A technical writing paper for the career field is required.

FCS3013 Pattern Study [3]. A study of dress design principles through flat pattern media. Special emphasis is given to designing, drafting patterns, and constructing garments. Prerequisite: FCS1043 or instructor’s permission.

FCS3023 Meal Management [3]. A study in planning, preparing and serving meals with emphasis on time and money management. Special emphasis is given to problem solving and critical thinking. A laboratory is included. Prerequisite: FCS1033 or instructor’s permission.

FCS/SOC3033 Marriage and the Family [3]. A study of the factors affecting successful adjustments and happiness in marriage. Special emphasis is given to the impact of cultural and societal forces on the nature and structure of family life.

FCS3043 Home Furnishings Practicum [3]. A survey and comparison of methods used in the construction of home furnishings. Various techniques are applied to student-selected furnishing projects. Prerequisite: FCS1043 or instructor’s permission.

FCS3053 Parenting and Family Decisions [3]. A study that examines theoretical approaches to parenting, the social issues and concerns involving parenting, and research related to Christian child rearing orientations. Special emphasis is given to preparation for parenting and functioning in various parenting situations. Prerequisite: FCS/SOC3033 or instructor’s permission.

FCS/FIN3063 Consumer Finance [3]. A practical application of personal and family financial management. Topics include budgets, loans, spending, housing, insurance, investments, and taxes.

FCS3083 Housing, Society and Consumers [3]. A study of the interaction between humans and their dwellings, and the relationship to the total environment. Special emphasis is given to selecting, financing and considering needs for diverse groups, including the elderly, physically challenged and those with limited resources. Critical thinking and practical problem solving are used while examining family and consumer public policies.

FCS3093 History of Fashion, Interiors and Architecture [3]. A study of the history of apparel and housing in terms of cultural, social and economic roles. Special emphasis integrates furniture and architecture with the fashion of the times to gain an understanding of selected periods.

FCS4002 Content Area Teaching Methods in Vocational Family and Consumer Sciences [2]. An experience-based study of the characteristics of the substantive issues related to curriculum and to designing, developing, and executing instruction within vocational family and consumer science programs. Special emphasis is given to integrating FCCLA student organizations, developing school and community partnerships, and exploring factors unique to vocational education. Prerequisite: Admission to Teacher Education or instructor’s permission.
School of Education and Professional Studies

FCS4003 Family Life Management [3]. A study of how to manage family and individual resources to achieve goals, fulfill needs, and improve the quality of life. Special emphasis is given to managing resources, time, and finances, balancing work and family, managing stress and fatigue, communicating and making family decisions.

FCS4013 Textiles [3]. A course designed to develop a knowledge of natural and man-made fibers, including their properties, manufacture, construction and merchandising, as well as their selection and care. A laboratory is included.

FCS4022 Professional Issues and Actions [2]. An examination of current issues and strategies for professional growth and leadership development in the field of family and consumer sciences. Special emphasis is given to career development, life planning, resume writing, interview preparation, and job seeking strategies. Prerequisites: FCS1022 and junior standing.

FCS5019 Independent Study [1-4].

FCS5029 Internship [1-6]. A supervised experience performed in a professional environment representing a student’s major discipline. Prerequisite: Senior standing and departmental application and approval.

FCS5091 Family and Consumer Sciences Honors Research Project [1-2]. A capstone research project within the major for honor students. It is supervised by a faculty mentor and evaluated by a committee of three faculty. The course is repeatable for up to four (4) hours of credit. Prerequisite: Approval of the application of Intent for Honors Research Project by the Honors Program Director.

Departmental Programs

Associate in Applied Science in Child Development Center Administration

**Required Courses**
- Foundations of Education 2
- Foundations of Education Laboratory 2
- Educational Technology 2
- Nutrition 4
- First Aid and CPR 2
- The Learner and the Learning Process in Early Childhood 3
- Marriage and the Family 3
- Parenting and Family Decisions 3
- Art Materials and Teaching 2
- Music for the Classroom Teacher 2
- Movement and Physical Education for Early Childhood 2
- Curriculum in Early Childhood Education 3
- Curriculum in Early Childhood Education Laboratory 1
- Child Development Center Administration 3

Total 34 Hours

**Recommended General Education Courses**
- General Psychology
- Principles of Economics I

Nutrition
- First Aid and CPR
- The Learner and the Learning Process in Early Childhood

Second year
- Marriage and the Family
- Parenting and Family Decisions
- Art Materials and Teaching
- Movement and Physical Education for Early Childhood
- Curriculum in Early Childhood Education
- Curriculum in Early Childhood Education Laboratory
- Child Development Center Administration

Associate in Applied Science in Family Life Management

**Required Courses**
- Food Preparation 3
- Clothing Selection and Construction 3
- Life Span Developmental Psychology 3
- Consumer Finance 3
- Meal Management 3
- Nutrition 4
- Marriage and the Family 3
- Interior Decorating 3
- Select one of the following: 3
  - Pattern Study
  - Textiles
- Select one of the following: 3
  - Family Life Management
  - Equipment and the Home

**Required Cognates**
- General Psychology 3

Total 34 Hours

Recommended Sequence for the Child Development Administration (AAS) Major

**First year**
- Foundations of Education
- Foundations of Education Laboratory
- Educational Technology
Family and Consumer Sciences

Recommended Sequence for the Family Life Management (AAS) Major

**First year**
- Food Preparation
- Clothing Selection and Construction
- General Psychology
- Life Span Developmental Psychology
- Interior Decorating

**Second year**
- Consumer Finance
- Meal Management*
- Nutrition
- Marriage and the Family
- Select one of the following:
  - Pattern Study*
  - Textiles*
- Select one of the following:
  - Family Life Management*
  - Equipment and the Home*

*(Alternate year courses may be swapped between years.)*

Bachelor of Arts in Family and Consumer Sciences (Fashion Merchandising Track)

**Required Courses**
- Orientation to Family and Consumer Sciences 2
- Clothing Selection and Construction 3
- Food Preparation 3
- Nutrition 4
- Interior Decorating 3
- Life Span Developmental Psychology 3
- Fashion: From Concept to Consumer 3
- Equipment and the Home 3
- Pattern Study 3
- Marriage and the Family 3
- History of Fashion, Interiors, and Architecture 3
- Consumer Finance 3
- Family Life Management 3
- Textiles 3
- Professional Issues and Actions 2
- Quantitative Business Applications 0-3
- Principles of Economics I 3
- Principles of Accounting I 3
- Principles of Management 3
- Principles of Marketing 3
- Business electives 3

**Required Cognates**
- Design Fundamentals 3
- Drawing I 3
- General Psychology 3

Total 68-71 Hours

The student with a major in family and consumer sciences (fashion merchandising track) must complete the general business minor that is included above.

Recommended Sequence for the Fashion Merchandising Track

**First year**
- Orientation to Family and Consumer Sciences*
- Clothing Selection and Construction
- Food Preparation
- General Psychology
- Design Fundamentals
- Quantitative Business Applications
- Principles of Economics I

**Second year**
- Nutrition
- Interior Decorating
- Life Span Developmental Psychology
- Fashion: From Concept to Consumer*
- Drawing I
- Principles of Accounting I
- Principles of Management
- Principles of Marketing

**Third year**
- Equipment and the Home*
- Pattern Study*
- Marriage and the Family
- History of Fashion, Interiors, and Architecture*
- Consumer Finance

**Fourth year**
- Family Life Management*
- Textiles*
- Professional Issues and Actions*
- Business electives

*(Alternate year courses may be swapped between years.)*

Bachelor of Arts in Family and Consumer Sciences (General Track)

**Required Courses**
- Orientation to Family and Consumer Sciences 2
- Food Preparation 3
- Clothing Selection and Construction 3
- Life Span Developmental Psychology 3
- Interior Decorating 3
- Nutrition 4
- Consumer Finance 3
- Meal Management 3
- Equipment and the Home 3
- Pattern Study 3
- Marriage and the Family 3
- Parenting and Family Decisions 3
- Family Life Management 3
- Textiles 3
- Professional Issues and Actions 2

**Required Cognate**
- General Psychology 3

Total 47 Hours

The student with a major in family and consumer sciences (general track) must complete a minor in another discipline.

Recommended Support Courses
- Home Furnishings Practicum
History of Fashion, Interiors and Architecture
Introduction to Chemistry
Design Fundamentals

Recommended Sequence for the General Track

<table>
<thead>
<tr>
<th>First year</th>
<th>Orientation to Family and Consumer Sciences*</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Food Preparation</td>
</tr>
<tr>
<td></td>
<td>Clothing Selection and Construction</td>
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<tr>
<td></td>
<td>General Psychology</td>
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<tr>
<td>Second year</td>
<td>Life Span Developmental Psychology</td>
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<td></td>
<td>Interior Decorating</td>
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<td></td>
<td>Nutrition</td>
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<tr>
<td>Third year</td>
<td>Consumer Finance</td>
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<td>Meal Management</td>
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<td></td>
<td>Equipment and the Home*</td>
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<td>Pattern Study*</td>
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<td></td>
<td>Marriage and the Family</td>
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<td></td>
<td>Parenting and Family Decisions</td>
</tr>
<tr>
<td>Fourth year</td>
<td>Family Life Management*</td>
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<td></td>
<td>Textiles*</td>
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<td></td>
<td>Professional Issues and Actions*</td>
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</tbody>
</table>
|*(Alternate year courses may be swapped between years.)*

Bachelor of Family and Consumer Sciences (Interior Decorating Track)

**Required Courses**

- Orientation to Family and Consumer Sciences 2
- Food Preparation 3
- Clothing Selection and Construction 3
- Life Span Developmental Psychology 3
- Nutrition 4
- Interior Decorating 3
- Equipment and the Home 3
- Marriage and the Family 3
- Home Furnishings Practicum 3
- Housing, Society and Consumers 3
- History of Fashion, Interiors, and Architecture 3
- Family Life Management 3
- Textiles 3
- Professional Issues and Actions 2
- Quantitative Business Applications 0-3
- Principles of Economics I 3
- Principles of Accounting I 3
- Principles of Management 3
- Principles of Marketing 3
- Consumer Finance 3
- Business electives 3

**Required Cognates**

- Drawing I 3
- Design Fundamentals 3
- General Psychology 3

Total 68-71 Hours

The student with a major in family and consumer sciences (interior decorating track) must complete the general business minor that is included above.

Recommended Sequence for the Interior Decorating Track

<table>
<thead>
<tr>
<th>First year</th>
<th>Orientation to Family and Consumer Sciences*</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Food Preparation</td>
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<tr>
<td></td>
<td>Clothing Selection and Construction</td>
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<tr>
<td></td>
<td>Design Fundamentals</td>
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<tr>
<td></td>
<td>Quantitative Business Applications</td>
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<tr>
<td></td>
<td>Principles of Economics I</td>
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<tr>
<td></td>
<td>General Psychology</td>
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<tr>
<td>Second year</td>
<td>Life Span Developmental Psychology</td>
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<tr>
<td></td>
<td>Nutrition</td>
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<tr>
<td></td>
<td>Drawing I</td>
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<tr>
<td></td>
<td>Interior Decorating</td>
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<tr>
<td></td>
<td>Principles of Accounting I</td>
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<tr>
<td></td>
<td>Principles of Management</td>
</tr>
<tr>
<td></td>
<td>Principles of Marketing</td>
</tr>
<tr>
<td>Third year</td>
<td>Equipment and the Home*</td>
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<tr>
<td></td>
<td>Marriage and the Family</td>
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<tr>
<td></td>
<td>Home Furnishings Practicum*</td>
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<td></td>
<td>Housing, Society and Consumers*</td>
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<tr>
<td></td>
<td>History of Fashion, Interiors, and Architecture*</td>
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<td></td>
<td>Consumer Finance</td>
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<tr>
<td>Fourth year</td>
<td>Family Life Management*</td>
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<tr>
<td></td>
<td>Textiles*</td>
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<tr>
<td></td>
<td>Professional Issues and Actions*</td>
</tr>
<tr>
<td></td>
<td>Business electives</td>
</tr>
</tbody>
</table>
|*(Alternate year courses may be swapped between years.)*

Bachelor of Arts in Family and Consumer Sciences (Vocational Education Track)

Students can pursue a multi-age license in vocational family and consumer sciences education. Requirements are listed with the vocational education programs.

**Family Life Minor**

- Nutrition 4
- Marriage and the Family 3
- Parenting and Family Decisions 3
- Family Life Management* 3

Select two courses from the following: 6
(at least 3 hours selected from courses numbered 3000 or above.)

- Food Preparation
- Clothing Selection and Construction
- Life Span Developmental Psychology
- Interior Decorating
- Consumer Finance
- Equipment and the Home
- Meal Management

Total 19 Hours
Physical Education Department

Department Chair, Jeana L. Howald

Faculty
Scott W. Flemming, MSS
Paul A. Furey, MSS
Jeana L. Howald, MEd
Paul P. Swanson, MA
Dean C. Taylor, MA
Keith D. Veale, MA

Program Objectives

The programs, courses, and curriculum of the Physical Education Department are designed to achieve the following student outcomes:

- demonstrate the knowledge and skills to meet the physical, mental, social, and spiritual needs of individuals through physical activity;
- exhibit the ability to promote physical fitness and a wholesome attitude toward positive dynamic health and recreation;
- demonstrate the knowledge and skills to meet State of Ohio licensure requirements for teaching physical education and health in preschool through secondary schools settings; and
- master the knowledge and skills to work in community, camp, fitness, and recreational programs and in exercise studies and sports management settings.

Physical Education (PED)

All activity courses are graded on the satisfactory/unsatisfactory basis.

PED1002G Principles of Health and Fitness [2]. A study of basic knowledge and values of physical activity as it relates to optimal healthful living. Special emphasis is given to drug abuse and drug education.

PED1022 First Aid and CPR [2]. A basic course in first aid and cardio-pulmonary resuscitation.

PED1061 Self Defense [1]. A beginning level activity course.

PED1071 Karate [1]. A beginning level activity course. The course is repeatable for up to four (4) credits.

PED1093 Foundations of Physical Education [3]. An introductory study of the foundations of physical education, its historical background, the role of play, its educational objectives and the evolution of athletics. Special emphasis is given to exploring the field of physical education as it relates to preparation for potential careers.

PED2002 Movement and Physical Education for Early Childhood [2]. A study of activities educators use to foster motor development in children, including gross motor skills, fine motor skills, and a positive attitude toward active movement experiences. Special emphasis is given to modifications related to developmental levels of individual children and each child’s unique set of abilities or disabilities.


PED2011 Sports Skill: Baseball [1]. Participation in intercollegiate baseball. Credit must be applied during the term of participation. A maximum of one (1) credit can be earned.
PED2013 Sports Information Services [3]. An investigation of how information about sports is used by the media, sports organizations and institutions. Special emphasis is given to practical experience in sport specific statistics, game management, and organizational techniques.

PED2021 Sports Skill: Basketball [1]. Participation in intercollegiate basketball. Credit must be applied during the term of participation. A maximum of one (1) credit can be earned.

PED2023 Athletic Training [3]. A study in the recognition, immediate care and prevention of athletic injuries. Special emphasis is given to taping and wrapping techniques. Prerequisite: PED2003 or instructor’s permission.

PED2029 Sports Information Practicum [1-2]. A study of the field of sports information and the role of a sports information director. Special emphasis is given to news writing, office management, statistics, programs, publicity, preparing brochures/media guides, and game management. Practical experience is included. The course is repeatable up to a maximum of six (6) hours. Prerequisite: PED2013.

PED2041 Sports Skill: Golf [1]. Participation in intercollegiate golf. Credit must be applied during the term of participation. A maximum of one (1) credit can be earned.

PED2051 Sports Skill: Soccer [1]. Participation in intercollegiate soccer. Credit must be applied during the term of participation. A maximum of one (1) credit can be earned.

PED2071 Advanced Bicycling [1]. An intermediate level activity course.

PED2081 Sports Skill: Volleyball [1]. Participation in intercollegiate volleyball. Credit must be applied during the term of participation. A maximum of one (1) credit can be earned.

PED2091 Sports Skill: Softball [1]. Participation in intercollegiate softball. Credit must be applied during the term of participation. A maximum of one (1) credit can be earned.

PED2093 Sports and Society [3]. An analysis of the interaction between sports and society. Special emphasis is given to how institutions such as education, religion, politics, economy, and mass media affect or are affected by sports.

PED3003 Sports Psychology [3]. A study of the basic concepts of sports psychology (personality, anxiety, anxiety management, motivation, cohesion, etc.) and how they affect individual and team performance.

PED3013 Fitness Testing [3]. A study of fitness assessment techniques, including flexibility, cardio-respiratory and body composition tests. Special emphasis is given to hands-on experience in administering and analyzing tests.

PED3033 Personal Health [3]. A study of recognizing wellness and preventing illness. Special emphasis is given to concepts of nutrition, medical care, health products and services, common diseases, and environmental factors.

PED3043 Community Health [3]. A study of issues, trends and concepts related to public health, health facilities, and community support.

PED3053 Individual and Team Sports [3]. A study of skills, rules, terminology, history, evaluation and pedagogy. Special emphasis is given to basketball, bowling, golf, soccer, softball, tennis, and volleyball. (Prerequisite: PED1093).

PED3063 Administration of Athletics, Physical Education and School Health Programs [3]. A study of administrative operations of public school physical education instructional and health education programs. Special emphasis is given to interschool athletics, school recreation, fiscal management, tournaments, legal issues, public relations, and program evaluation.

PED3073 Sports Management I [3]. An investigation of means to comprehend and interpret what constitutes management and what constitutes an organization. Special emphasis is given to ways to administer the planning, organizing, leading, and evaluating of goals for a variety of sports organizations. Topics also include ethics, fundraising, legal aspects, budgeting, history of sports management, and handicapped individuals in sports.

PED3083 Recreation and Lifetime Sports [3]. A study of recreation and leisure related to individuals, special populations, and society. Special emphasis is given to the impact and knowledge of contemporary, non-competitive activities for participation through life.
PED4003 Kinesiology [3]. A study of the anatomical, physiological and mechanical principles applicable to human motion. Special emphasis is given to kinesiological analysis of skill performance.

PED4013 Physiology of Exercise [3]. A study of types of muscular activity and their effects upon the body systems. Special emphasis is given to factors that affect performance including training, endurance, and fatigue.

PED4023 Content Area Teaching Methods in Physical Education and Health [3]. An experience-based study of the different characteristics of physical education and health issues related to curriculum and to designing, developing, and executing instruction within the preschool through twelfth grade curriculum. Prerequisite: Admission to the Teacher Education Program or instructor’s permission.

PED4053 Sports Management II [3]. An in-depth analysis of issues related to facilities, event management, sport and gender, advertising, mass communication, computer applications, marketing, and the governance structures in sport. Prerequisite: PED3073.

PED4063 Educational Tests and Measurements [3]. An introduction to the theory, types, methods and uses of tests. Special emphasis is given to the properties of ideal measurement, criteria for selecting tests, and principles, methods and techniques of evaluation of student learning and instructional programs.

PED4073 Advanced Exercise Studies [3]. An in-depth analysis of issues in exercise science, physiology of exercise, and fitness testing. Special emphasis is given to writing and presenting a major research project.

PED5019 Independent Study [1-4].

PED5029 Internship [1-6]. A supervised experience performed in a professional environment representing a student’s major discipline. Prerequisite: Senior standing and departmental application and approval.

PED5091 Physical Education Honors Research Project [1-2]. A capstone research project within the major for honor students. It is supervised by a faculty mentor and evaluated by a committee of three faculty. The course is repeatable for up to four (4) hours of credit. Prerequisite: Approval of the application of Intent for Honors Research Project by the Honors Program Director.

Departmental Programs

Associate in Applied Science in Fitness Management

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>First Aid and CPR</td>
<td>2</td>
</tr>
<tr>
<td>Foundations of Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Human Anatomy and Physiology</td>
<td>3</td>
</tr>
<tr>
<td>Athletic Training</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>Personal Health</td>
<td>3</td>
</tr>
<tr>
<td>Fitness Testing</td>
<td>3</td>
</tr>
<tr>
<td>Administration of Athletics, Physical Education and School Health Programs</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical education electives (3 hours selected from courses numbered 3000 and below.)</td>
<td>9</td>
</tr>
</tbody>
</table>

Total 32 Hours

Recommended Sequence for the Fitness Management (AAS) Major

First year
- First Aid and CPR
- Foundations of Physical Education
- Introduction to Human Anatomy and Physiology
- Athletic Training

Second year
- Principles of Management
- Personal Health
- Fitness Testing
- Administration of Athletics, Physical Education and School Health Programs
- Physical education electives

Bachelor of Arts in Exercise Studies

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Health and Fitness</td>
<td>2</td>
</tr>
<tr>
<td>First Aid and CPR</td>
<td>2</td>
</tr>
<tr>
<td>Foundations of Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Human Anatomy and Physiology</td>
<td>3</td>
</tr>
<tr>
<td>Athletic Training</td>
<td>3</td>
</tr>
<tr>
<td>Sports Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>
School of Education and Professional Studies

Nutrition 4  
Personal Health 3  
Community Health 3  
Fitness Testing 3  
Kinesiology 3  
Physiology of Exercise 3  
Educational Tests and Measurement 3  
Advanced Exercise Studies 3  

Total 41 Hours

The student with a major in exercise studies must complete a minor in another discipline.

Recommended Sequence for the Exercise Studies Major

| First year | Principles of Health and Fitness  |
| First year | First Aid and CPR  |
| Second year | Foundations of Physical Education  |
| Second year | Introduction to Human Anatomy and Physiology  |
| Third year | Nutrition  |
| Third year | Athletic Training  |
| Fourth year | Sports Psychology  |
| Fourth year | Fitness Testing  |
| Fourth year | Personal Health  |
| Fourth year | Community Health  |
| Fourth year | Kinesiology*  |
| Fourth year | Physiology of Exercise*  |
| Fourth year | Educational Tests and Measurement*  |
| Fourth year | Advanced Exercise Studies*  |

(*Alternate year courses may be swapped between third and fourth years.)

Bachelor of Arts in Physical Education/Health Education

Students can pursue a multi-age license in physical education and health education. Requirements are listed with the multi-age education programs.

Bachelor of Arts in Sports Management

Required Courses

- Principles of Health and Fitness 2  
- First Aid and CPR 2  
- Foundations of Physical Education 3  
- Introduction to Human Anatomy and Physiology 3  
- Principles of Management 3  
- Sports Information Services 3  
- Principles of Marketing 3  
- Sports and Society 3  
- Sports Psychology 3  
- Human Resource Management 3  
- Recreation and Lifetime Sports 3  
- Sports Management I 3  
- Sports Management II 3  

Administration of Athletics, Physical Education and School Health Programs 3  

Total 40 Hours

The student with a major in sports management must complete a minor in another discipline.

Recommended Sequence for the Sports Management Major

| First year | Principles of Health and Fitness  |
| First year | First Aid and CPR  |
| Second year | Foundations of Physical Education  |
| Second year | Introduction to Human Anatomy and Physiology  |
| Third year | Principles of Management  |
| Third year | Sports Information Services  |
| Third year | Principles of Marketing  |
| Third year | Sports and Society  |
| Third year | Sports Psychology  |
| Third year | Human Resource Management  |
| Third year | Recreation and Lifetime Sports  |
| Fourth year | Administration of Athletics, Physical Education and School Health Programs  |
| Fourth year | Sports Management I  |
| Fourth year | Sports Management II  |

Exercise Studies Minor

- First Aid and CPR 2  
- Foundations of Physical Education 3  
- Introduction to Human Anatomy and Physiology 3  
- Athletic Training 3  
- Fitness Testing 3  
- Kinesiology 3  
- Physiology of Exercise 3  

Total 20 Hours

Sports Management Minor

- First Aid and CPR 2  
- Foundations of Physical Education 3  
- Introduction to Human Anatomy and Physiology 3  
- Athletic Training 3  
- Administration of Athletics, Physical Education and School Health Programs 3  
- Select one of the following: 3  
  - Sports and Society  
  - Sports Psychology  
  - Recreation and Lifetime Sports  
- Select one of the following: 3  
  - Principles of Management  
  - Principles of Marketing  
  - Human Resource Management  

Total 20 Hours
Program Objectives

The programs, courses, and curriculum of the Social Work Department are designed to achieve the following student outcomes:

- demonstrate an understanding of the profession of social work, including its history and contemporary structure and issues;
- identify with, adopt, and utilize the ethics and values of social work;
- demonstrate a positive regard for cultural and human diversity through nondiscriminatory practice at all system levels;
- apply the problem solving process and critical thinking skills to generalist social work practice at all systems levels;
- evidence acquired empirically based knowledge of the variables that influence human development and behavior across the life span in diverse social systems and in the larger socio-cultural environments;
- demonstrate an understanding of the dynamics and consequences of social and economic injustice;
- apply strategies, including the social policy process, to promote and advocate for social and economic justice at all system levels;
- utilize supervision and consultation to function within the purpose, organizational structure, policies, and programs of agencies and to seek necessary organizational change;
- utilize research content and analytic skills to link research to generalist practice, evaluate programs and practice effectiveness, and increase social work knowledge;
- demonstrate oral and written communication skills required for generalist social work practice;
- demonstrate the professional use of self through the integration of personal and professional values; and
- adopt the need for and demonstrate a commitment to life-long professional development.

Social Work (SWK)

SWK1012 Social Work Field Observation I [2]. A supervised field observation experience in a community social service agency for a minimum of 35 volunteer hours. A weekly class meeting to discuss observation experiences, professional issues, and to integrate learning is included. Corequisite: SWK1013.

SWK1013 Introduction to Social Work [3]. An introduction to the profession and practice of social work. Special emphasis is given to the emergence of social work as a profession, religious and philosophical origins, values and ethics, basic practice roles and settings, and diverse population groups. Corequisite: SWK1012.

SWK2000 Social Work Forum [0]. A discussion and review of current issues in social work. Social work majors are required to participate each semester of enrollment. The course is graded on a satisfactory-unsatisfactory basis.

SWK2012 Social Work Field Observation II [2]. A supervised field observation experience in a community social service agency for a minimum of 35 volunteer hours. A weekly class meeting to review observation experiences, professional issues, and to integrate learning is included. Prerequisite: SWK1012 or instructor’s permission. Corequisite: SWK2073
School of Education and Professional Studies


SWK/SOC3003 Social Science Research Methods [3]. A study of the concepts and methods used in sociology and social work for research in community needs, intervention, and program effectiveness. Emphasis is given to both quantitative and qualitative research paradigms. Prerequisites: Admission to Social Work, SOC1013G, and MAT2063G.


SWK3043 Child Welfare [3]. A study of child welfare programs and policies. Special attention is given to generalist practice principles, to multicultural settings, and to the effects of poverty, abuse, neglect and emotional maltreatment on children. Prerequisites: For majors, admission to Social Work and SWK3014, or for non-majors, instructor’s permission and PSY1013G or SOC1013G.

SWK3053 Case Management [3]. A study of the basic principles and skills of case management. Special emphasis is given to identifying and assessing at-risk populations, and understanding pharmacological intervention and diagnoses for the chronically mentally ill population. Prerequisites: For majors, admission to Social Work and SWK3014, or for non-majors, instructor’s permission and PSY1013G or SOC1013G.

SWK3063 Human Behavior and the Social Environment I [3]. A study of a basic framework for creating and organizing empirically based theories and knowledge of human behavior and the social environment. Special emphasis is given to the reciprocal relationships between individual behavior and the larger social environment, social work ethics, and the impact of cultural human diversity, discrimination, and oppression on the individual’s ability to reach or maintain optimal health and well-being. Prerequisite: Admission to Social Work. Corequisite: SWK3014.

SWK3073 Human Behavior and the Social Environment II [3]. A study of a basic framework for creating and organizing empirically based theories and knowledge of human behavior and the social environment in order to understand family, group, organizational, and community systems. Special emphasis is given to social work ethics, and the impact of cultural human diversity, discrimination, and oppression on the family’s ability to reach or maintain optimal health and well-being. Prerequisite: Admission to Social Work. Corequisite: SWK3023.

SWK3083 Crisis Intervention [3]. A study of the basic concepts, theoretical perspectives, and skills of crisis intervention. Techniques and strategies are applied to specific types of crises. Prerequisites: For majors, admission to Social Work and SWK3014, or for non-majors, instructor’s permission and PSY1013G or SOC1013G.

SWK3099 Cross-cultural Service Learning [1-6]. A supervised volunteer, cross-cultural work experience. Service learning activities, readings, and a weekly seminar to process the volunteer experiences is included. Prerequisite: Application to and approval by the Study Abroad Committee.

SWK4013 Social Work Macropractice [3]. A study of the knowledge, values, ethics, and skills of generalist social work practice with organizations and communities. Prerequisites: Admission to Social Work and SWK3023.

SWK4033 Analysis of Social Policy [3]. A study of the integration of federal, state and local social policy and generalist social work practice. Special emphasis is given to frameworks for influencing, formulating, analyzing, and implementing social policy, especially as social policy impacts populations-at-risk. Prerequisites: Admission to Social Work, HIS2053G, SWK2073, and SWK4013.

SWK4041 Social Work Seminar I [1]. A forum to integrate empirically based social work theory and field practice. Special emphasis is given to the professional development of the student as a generalist social work practitioner and the licensure application process. Prerequisites: Admission to Social Work, admission to the practicum experience, SWK3014, and SWK3023. Corequisite: SWK4046.
SWK4046 Social Work Practicum I [6]. A supervised field experience of 200 volunteer hours in a community agency applying the knowledge, skills, values, and ethics of generalist social work practice. Prerequisites: Admission to Social Work, admission to the practicum experience, SWK3014, and SWK3023. Corequisite: SWK4041.

SWK4051 Social Work Seminar II [1]. A forum to integrate empirically based social work knowledge, skills, and values and field practice. Special emphasis is given to processing professional development issues, internalizing a professional identity as a social worker, and job preparation and placement. Prerequisites: Admission to Social Work, admission to the practicum experience, SWK4013, and SWK4041. Corequisite: SWK4056.

SWK4056 Social Work Practicum II [6]. A supervised field experience of 200 volunteer hours in a community agency applying the knowledge, skills, values, and ethics of generalist social work practice. Prerequisites: Admission to Social Work, admission to the practicum experience, SWK4013, and SWK4046. Corequisite: SWK4051.

SWK4089 Special Topics in Social Work [1-3]. Small group discussions of readings in current social work literature. Topics vary from year to year; the course may be repeated. Prerequisites: instructor’s permission and junior standing.

SWK5091 Social Work Honors Research Project [1-2]. A capstone research project within the major field for honor students. It is supervised by a faculty mentor and evaluated by a committee of three faculty. The course is repeatable for up to four (4) hours of credit. Prerequisite: Approval of the application of Intent for Honors Research Project by the Honors Program Director.

Departmental Programs

Bachelor of Arts in Social Work

Required Courses
- Introduction to Social Work 3
- Social Work Field Observation I 2
- Social Work Forum* 0
- Social Work Field Observation II 2
- Social Welfare Systems 3
- Human Behavior and the Social Environment I 3
- Human Behavior and the Social Environment II 3
- Social Work Micropractice 4
- Social Work Mezzopractice 3
- Social Work Macropractice 3
- Social Science Research Methods 3
- Analysis of Social Policy 3
- Social Work Practicum I 6
- Social Work Practicum II 6
- Social Work Seminar I 1
- Social Work Seminar II 1

Required Cognates (Presocial Work Fundamentals)
- Principles of Biology with Laboratory 4
- American Government 3
- General Psychology 3
- Introduction to Sociology 3
- Social Problems 3
- Cultural Diversity 3
- Introduction to Statistics 3
- Principles of Economics I 3

Total 71

*(Students enroll each semester.)

In lieu of a minor, the student with a major in social work must complete the cognate courses included above.

<table>
<thead>
<tr>
<th>Recommended Sequence for the Social Work Major</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First year</strong></td>
</tr>
<tr>
<td>Introduction to Social Work</td>
</tr>
<tr>
<td>Social Work Field Observation I</td>
</tr>
<tr>
<td>Social Work Forum</td>
</tr>
<tr>
<td>Principles of Biology with Laboratory</td>
</tr>
<tr>
<td>American Government</td>
</tr>
<tr>
<td>General Psychology</td>
</tr>
<tr>
<td>Introduction to Sociology</td>
</tr>
<tr>
<td>Social Problems</td>
</tr>
<tr>
<td>Cultural Diversity</td>
</tr>
<tr>
<td>Introduction to Statistics</td>
</tr>
<tr>
<td>Principles of Economics I</td>
</tr>
<tr>
<td>(Submit application for admission to the social work program.)</td>
</tr>
<tr>
<td><strong>Second year</strong></td>
</tr>
<tr>
<td>Social Work Field Observation II</td>
</tr>
<tr>
<td>Social Welfare Systems</td>
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<tr>
<td>Social Work Forum</td>
</tr>
<tr>
<td>Introduction to Statistics</td>
</tr>
<tr>
<td>Cultural Diversity</td>
</tr>
<tr>
<td>Principles of Economics I</td>
</tr>
<tr>
<td>(Submit application for admission to the social work practica.)</td>
</tr>
<tr>
<td><strong>Third year</strong></td>
</tr>
<tr>
<td>Social Work Forum</td>
</tr>
<tr>
<td>Human Behavior and the Social Environment I and II</td>
</tr>
<tr>
<td>Social Work Micropractice</td>
</tr>
<tr>
<td>Social Work Mezzopractice</td>
</tr>
<tr>
<td>Social Science Research Methods</td>
</tr>
<tr>
<td>(Submit application for admission to the social work program.)</td>
</tr>
<tr>
<td><strong>Fourth year</strong></td>
</tr>
<tr>
<td>Social Work Forum</td>
</tr>
<tr>
<td>Analysis of Social Policy</td>
</tr>
<tr>
<td>Social Work Macropractice</td>
</tr>
<tr>
<td>Social Work Practicum I and II</td>
</tr>
</tbody>
</table>

In lieu of a minor, the student with a major in social work must complete the cognate courses included above.
Social Work Program Policies

1. The social work student must complete the required cognates (presocial work fundamentals) prior to admission to the social work program.

2. The social work student who desires admission into the social work program must submit an application and portfolio to the Director of the Social Work Program by March 1 of the second year.

3. The Social Work Department evaluates the application and portfolio after the student has completed the required cognates, and 1000 and 2000-level required social work courses.

4. Admission criteria to the social work program include:
   - a cumulative grade point average of at least 2.00 on all course work attempted at the University or accepted by transfer;
   - no grade below “C” in 1000 and 2000-level social work courses and no grade below “C-” in the required cognates;
   - no grade below “C-” in the required composition sequence (i.e., Freshman Expository Writing, and Research Writing);
   - recommendations from three references as to the student’s fitness and suitability for social work practice;
   - receipt of an acceptable portfolio evaluation;
   - completion of an interview with the Social Work Admissions Committee as to the student’s fitness and suitability for social work practice;
   - status of “student in good standing” with the University’s Student Development Department;
   - receipt of satisfactory evaluations from Social Work Field Observation I and II; and
   - exhibition of behavior congruent with accepted social work practice, such as, but not limited to, acceptance of diversity, non-judgmentalism, good oral and written communication skills, and adherence to the Social Work Code of Ethics.

5. Admission into the social work program is prerequisite for enrolling in any social work course numbered 3000 or above.

6. Retention in the social work program. Once admitted into the social work program, a student will continue to be evaluated for continuation in the program. Students may be placed on probation, suspended, or terminated from the social work program for violations of program policies. The following minimum standards must be met to remain in good standing in the program:
   - maintain at least a cumulative grade point average of 2.00 on all course work attempted at the University or accepted for transfer;
   - earn no grade below “C” in required social work courses;
   - demonstrate ethical behavior in the classroom, field experience, or University community life;
   - adhere to field placement policies and procedures; and
   - adhere to social work policies and procedures.

    Admission to the social work program does not guarantee admission to the practica experiences or completion of the program for graduation.

7. Students desiring admission into the social work practicum experience must submit an application and portfolio by March 1 of the third year to the Director of the Social Work Program. The Social Work Department reviews the application. The criteria for admission to practicum include:
   - completion of the application for admission to practicum;
   - no grade below “C” in the 3000-level social work courses;
   - completion of the 3000-level social work courses;
   - a cumulative grade point average of at least 2.00 on all course work attempted at the University or accepted by transfer;
   - receipt of an acceptable portfolio evaluation;
   - status of “student in good standing” with the University’s Student Development Office;
   - recommendations from three references as to the student’s fitness and suitability for social work practice;
   - completion of an interview with the Social Work Admissions panel and recommendation as to the
student’s fitness and suitability for practicum experience;

- exhibition of behavior congruent with accepted social work practice, such as, but not limited to, acceptance of diversity, non-judgmentalism, good oral and written communication skills, and adherence to the Social Work Code of Ethics; and

- removal of any conditions stipulated by the Social Work Department prior to, upon, or after admission to the social work program.

8. Grievance Appeal Process. Decisions made by the social work faculty or by members of the Social Work Program Advisory Committee may be appealed within 30 days of notification of the decision in writing to the Dean of the School of Education and Professional Studies. The school dean will respond in writing to the appeal within 10 working days. If the student is not satisfied with the decision of the school dean, he or she may appeal the decision in writing to the Vice President for Academic Affairs within 10 days of receipt of the appeal decision from the school dean. Correspondence and evidence related to all previous actions and appeals must be submitted with the appeal to the Vice President, who will resolve the issue. The Vice President for Academic Affairs will notify the student in writing of the decision within 30 days of receipt of the written appeal.

9. Life Experience Policy. The social work program grants no academic credit, either in part or whole for life experience, volunteer experience, and/or work experience. This policy applies to all academic social work credit, including required cognates (presocial work fundamentals) and professional foundations courses, field observations, and field practica.

10. Social Work Ethical Practice. The social work program follows the State of Ohio Code of Ethical Practice and Professional Conduct that applies to students in training or in social work educational programs. Violations of the Code of Ethical Practice and Professional Conduct will be reported to the State of Ohio Counselor, Social Worker, and Marriage and Family Therapist Board. The social work program also follows the standards of the National Association of Social Workers Code of Ethics. Social work students receive written copies of the ethical practice standards and instruction to the meaning, value, and application of the standards.

Disclaimers

Individuals transferring into the program may not complete the program in four years, because the program is tightly structured and sequenced. Students combining social work with another major may find that the program structure and sequence prevent completing the program in four years.

Admission into the social work program will be delayed for students who do not complete the designated liberal arts, presocial work fundamentals and professional foundations courses with satisfactory grades.

The social work curriculum and operating policies strive to be responsive to changing requirements of state social work licensing boards and to changing professional social work expectations. Curricular requirements and program policies are subject to change given the continuing review process with the Council on Social Work Education. Currently the program is in candidacy status with the Council of Social Work Education and is seeking to fulfill the requirements for initial accreditation from the Council on Social Work Education.

However, the University cannot guarantee licensure or employment, because it does not control applicable state legislation, the licensing examinations or requirements, or agency hiring practices of state and local social service agencies.
Dr. Dan Mosher, Professor of Biology, was honored for his masterful instruction as the 2002-2003 recipient for the President’s Award for Excellence in Teaching. It is a common sight for Dr. Mosher and his students to be conducting research in the campus environment.
Program Objectives

The programs, courses, and curriculum of the Biology Department are designed to achieve the following student outcomes:

- know the concepts, theories, and language of biology from historical and contemporary view points;
- actively integrate a knowledge of biology and the Christian faith to clarify the impact of Scripture on the field of biology both morally and ethically;
- give evidence of the knowledge of how to be good stewards of Creation;
- appreciate the diversity and function of life; and
- demonstrate the knowledge and skills to become professional educators, health care providers and environmentalists and serve God within the global community.

Biology (BIO)

BIO1014G Principles of Biology with Laboratory [4]. A study of life processes, organization and structure common to animals, plants, and microbes. Laboratory exercises are included. The course is designed for non-majors and does not count toward the biology major or minor.

BIO1054G General Zoology with Laboratory [4]. A survey of the animal kingdom, its taxonomy, morphology, and physiological processes at the cellular level through the organismic level, and their relationship to the environment. A laboratory includes observation, experimentation, and dissection of invertebrates and vertebrates. Prerequisite: High school biology or instructor’s permission. High school chemistry is recommended.

BIO1074G General Botany with Laboratory [4]. The systematic study of anatomy, physiology, and taxonomy of plants. The laboratory emphasizes morphology, taxonomy, and physiology of plants. Prerequisite: High school biology or instructor’s permission.

BIO1094G Conservation of Natural Resources with Laboratory [4]. A study of the problems of abuse and waste of natural and human resources. Special emphasis is given to potential resources and principles of good stewardship.

BIO2011 Medical Terminology [1]. A self-directed course in medical terminology that uses a body systems approach.

BIO2034 Human Anatomy and Physiology I with Laboratory [4]. A study of the structure and function of the human body at cellular and organ system levels. A laboratory emphasizes anatomy. Prerequisite: BIO1014G or BIO1054G.

BIO2044 Human Anatomy and Physiology II with Laboratory [4]. A study of the structure and function of the human body at cellular and organ system levels. A laboratory emphasizes physiology. Prerequisite: BIO2034.
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BIO2064 Invertebrate Zoology with Laboratory [4]. A study of representative invertebrates of the major and minor phyla and selected aspects of their biology. The laboratory emphasizes dissection of major phyla representatives and requires an invertebrate collection. Prerequisite: BIO1054G.

BIO3004 Introduction to Microbiology with Laboratory [4]. A study of the structure, function, and identification of microorganisms. Special emphasis is given to relations to public health, industry, and agriculture. Prerequisite: CHE1024G, or CHE1043G and CHE1041, and BIO1054G or BIO1014G, or instructor’s permission.

BIO3009 Research Problem [1-6]. A library, laboratory, or field research in biology. Prerequisites: BIO1054G, BIO1074G, and instructor’s permission.

BIO3014 Principles of Ecology with Laboratory [4]. A study of the interrelationships and population dynamics of living organisms with abiotic factors in the environment. A laboratory is included. Prerequisites: BIO1054G or BIO1074G. Both are recommended.

BIO3034 Genetics with Laboratory [4]. A study of the principles of inheritance. Special emphasis is given to the nature and behavior of genetic material in plants, animals, and microbes. A laboratory is included. Prerequisites: BIO1054G, CHE1043, and CHE1041, or instructor’s permission.

BIO3045 Comparative Vertebrate Anatomy with Laboratory [5]. A phylogenetic study of vertebrates based on anatomy and embryology of extinct and extant forms. A laboratory is included. Prerequisites: BIO1054G. BIO2064 is recommended.

BIO3054 Environmental Science with Laboratory [4]. A study of the impact of human culture and activity upon the environment. Special emphasis is given to problems related to overpopulation, pollution, and exploitation of resources. A laboratory is included. Prerequisites: BIO1054G or BIO1074G. Both are recommended.

BIO3064 Vertebrate Physiology with Laboratory [4]. A study of basic physiological processes in vertebrates from cellular through organ systems levels. The laboratory investigates selected aspects of vertebrate physiology. Prerequisite: BIO3045. CHE3034 is recommended.

BIO/CHE3084 Clinical Preceptorship [4]. Observation of health care professionals in a clinical setting, library research, and interviews with practitioners on societal issues that confront health care providers. Prerequisites: (a) junior standing, (b) eligibility and intent to apply to graduate or medical school the summer following completion of the preceptorship, (c) approval by the student’s major department, and (d) if pre-medical, approval by the Pre-Medical Committee. BIO3063 is recommended.

BIO3094 Introduction to Tropical Ecology [4]. An off-campus study in Central America includes tropical flora and fauna at various levels of altitude from the cloud forest to the sea shore. Prerequisite: BIO1054G, BIO1074G, and departmental permission.

BIO4001 Technical Writing in Biology [1]. A study of oral and written communication skills needed by biologists. A research paper is required. Prerequisite: Senior classification in biology.

BIO4002 Content Area Teaching Methods in Life Sciences [2]. An experience-based study of the methods and tools used in teaching life science in secondary schools. Students develop and teach a variety of units, including lecture-demonstration, a laboratory experiment, and assist with a science fair. Prerequisite: Admission to Teacher program or instructor’s permission.

BIO4004 Ornithology with Laboratory [4]. A study of the classification, life history, behavior, morphology, physiology, and ecology of birds. Emphasis is given to identifying birds of eastern North America. A laboratory is included, and field trips may be required. Prerequisite: BIO1054G.

BIO4014 Aquatic Biology with Laboratory [4]. A study of the freshwater environment as a resource and habitat for plants and animals. A laboratory is included. Prerequisite: BIO1054G or BIO1074G. BIO2064 is recommended.

BIO4024 Introduction to Entomology with Laboratory [4]. A study of the morphology, physiology and diversity of insects. A laboratory is included, and an insect collection is required. Prerequisite: BIO2064.

BIO4034 Field Botany with Laboratory [4]. A study of local field plants. Emphasis is given to taxonomy and making an herbarium collection. A laboratory is included. Prerequisite: BIO1074G.
BIO4064 Molecular Biology with Laboratory [4]. A study of the principles of genes, chromosomes, transcription, translation, and regulation. The laboratory focuses on DNA manipulation using plasmids, restriction enzymes, gel electrophoresis, and tools associated with recombinant DNA technology. Prerequisites: BIO3034, and CHE3024. BIO4073 is recommended.

BIO4073 Cell Biology [3]. An introduction to the cellular structure and physiology. Special emphasis is given to the plasma membrane and the transport of molecules into cells, internal membranes and their function, cell nucleus and chromosome structure, energy conversion and mitochondria in chloroplasts, cytoskeleton, cell growth division, and the extracellular matrix. Prerequisites: BIO1054G. CHE3034 and BIO4054 are recommended.

BIO4074 Developmental Biology with Laboratory [4]. A study of development in representative invertebrates and vertebrates from gametogenesis through organogenesis with emphasis given to physical and chemical mechanisms. A laboratory is included. Prerequisite: BIO3045.

BIO4089 Special Topics in Biology [1-4]. A study of specialized topics in biology. The course may be repeated as topics vary. Prerequisite: instructor’s permission.

BIO4091 Biology Seminar [1]. A discussion of current topics in biology from a Christian perspective. The course is graded on a satisfactory-unsatisfactory basis. Prerequisite: Senior classification with a major in biology, or departmental permission.

BIO5019 Independent Study [1-4].

BIO5029 Internship [1-6]. A supervised experience performed in a professional environment representing a student’s major discipline. Prerequisite: Senior standing and departmental application and approval.

BIO5091 Biology Honors Research Project [1-2]. A capstone research project within the major for honor students. It is supervised by a faculty mentor and evaluated by a committee of three faculty. The course is repeatable for up to four (4) hours of credit. Prerequisite: Approval of the application of Intent for Honors Research Project by the Honors Program Director.

Departmental Programs

Bachelor of Science in Biology (Environmental Track)

**Required Courses**

- General Zoology with Laboratory 4
- General Botany with Laboratory 4
- Conservation of Natural Resources with Laboratory 4
- Earth Science with Laboratory 4
- Invertebrate Zoology with Laboratory 4
- Principles of Ecology with Laboratory 4
- Environmental Science with Laboratory 4
- Genetics with Laboratory 4
- Introduction to Microbiology with Laboratory 4
- Technical Writing in Biology 1
- Biology Seminar 1

**Elective Courses**

Select four from the following: 15-16

- Aquatic Biology with Laboratory
- Organic Chemistry I with Laboratory
- Organic Chemistry II with Laboratory
- Field Botany with Laboratory
- Internship
- Introduction to Entomology with Laboratory
- Introduction to Tropical Ecology with Laboratory
- Ornithology with Laboratory
- Special Topics in Biology

**Required Cognate Courses**

- General Chemistry I 3
- General Chemistry I Laboratory 1

Total 70-71 Hours

The student with a major in biology (environmental track) must complete the designated cognate courses in lieu of a minor.

**Recommended Sequence for the Environmental Track**

**First year**

- General Zoology with Laboratory
- Conservation of Natural Resources
- General Chemistry I
- General Chemistry I Laboratory
- General Botany with Laboratory
- General Chemistry II
- General Chemistry II Laboratory

**Second year**

- Introduction to Statistics
- Invertebrate Zoology with Laboratory
- Principles of Ecology with Laboratory
- Principles of Economics I
- Principles of Economics I

**Third year**

- Genetics with Laboratory
- Environmental Science with Laboratory

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Bachelor of Science in Biology (General Track)

Required Courses
- General Zoology with Laboratory 4
- General Botany with Laboratory 4
- Invertebrate Zoology with Laboratory 4
- Comparative Vertebrate Anatomy with Laboratory 5
- Genetics with Laboratory 4
- Technical Writing in Biology 1
- Biology Seminar 1
- Select one from the following:
  - Principles of Ecology with Laboratory 3
  - Environmental Science with Laboratory 3

Elective Courses
- Biology electives 11-12
  (7-8 hours selected from courses numbered 3000 or above.)

Required Cognate Courses
- General Chemistry I 3
- General Chemistry I Laboratory 1
- General Chemistry II 3
- General Chemistry II Laboratory 1

Total 46-47 Hours

The student with a major in biology (general track) must complete a minor in another field. If the natural resources minor is selected, the student must complete 57 hours in biology course work.

Recommended Sequence for the General Biology Track

First year
- General Zoology with Laboratory
- General Chemistry I
- General Chemistry I Laboratory
- General Botany with Laboratory
- General Chemistry II
- General Chemistry II Laboratory

Second year
- Invertebrate Zoology with Laboratory
- Comparative Vertebrate Anatomy with Laboratory

Third year
- Genetics with Laboratory
- Select one of the following:
  - Principles of Ecology with Laboratory
  - Environmental Science with Laboratory

Fourth year
- Technical Writing in Biology
- Biology Seminar
- Biology electives

Bachelor of Science in Biology (Graduate School/Industry Track)

Required Courses
- General Zoology with Laboratory 4
- General Botany with Laboratory 4
- Invertebrate Zoology with Laboratory 4
- Comparative Vertebrate Anatomy with Laboratory 5
- Principles of Ecology with Laboratory 4
- Genetics with Laboratory 4
- Technical Writing in Biology 1
- Biology Seminar 1
- Elective Courses
  - Select one of the following: 3-4
    - Aquatic Biology with Laboratory
    - Field Botany with Laboratory
    - Internship
    - Introduction to Entomology with Laboratory
    - Introduction to Tropical Ecology with Laboratory
    - Ornithology with Laboratory
    - Special Topics in Biology
  - Biology electives 7-8
    (3-4 hours selected from courses numbered 3000 or above. 4 hours selected from courses numbered 4000 or above.)

Required Cognate Courses
- General Chemistry I 3
- General Chemistry I Laboratory 1
- General Chemistry II 3
- General Chemistry II Laboratory 1

Total 45-49 Hours

Recommended Electives
- Calculus I
- Introduction to Computing
- General Physics I with Laboratory
- General Physics II with Laboratory
- Organic Chemistry I with Laboratory
- Organic Chemistry II with Laboratory

The students with a major in biology (graduate school/industry) may complete an approved program of supporting courses in lieu of a minor.

Recommended Sequence for the Graduate School/Industry Track

First year
- General Zoology with Laboratory
- General Chemistry I
- General Chemistry I Laboratory
- General Botany with Laboratory
- General Chemistry II
- General Chemistry II Laboratory

Second year
- Invertebrate Zoology with Laboratory
- Comparative Vertebrate Anatomy with Laboratory

Third year
- Principles of Ecology with Laboratory
- Genetics with Laboratory
## Biology

### Bachelor of Science in Biology (Pre-Medical/Pre-Dental Track)

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>General Zoology with Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>General Botany with Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>Invertebrate Zoology with Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>Comparative Vertebrate Anatomy with Laboratory</td>
<td>5</td>
</tr>
<tr>
<td>Genetics with Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>Technical Writing in Biology</td>
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</tr>
<tr>
<td>Biology Seminar</td>
<td>1</td>
</tr>
<tr>
<td>Select one from the following:</td>
<td>4</td>
</tr>
<tr>
<td>- Principles of Ecology with Laboratory</td>
<td></td>
</tr>
<tr>
<td>- Environmental Science with Laboratory</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology electives</td>
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<tr>
<td>(7-8 hours selected from courses numbered 3000 or above.)</td>
<td></td>
</tr>
<tr>
<td>Biology electives</td>
<td>4</td>
</tr>
<tr>
<td>(4 hours selected from courses numbered 4000 or above.)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Cognate Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>General Chemistry I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>General Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>General Chemistry II Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>Organic Chemistry I with Laboratory</td>
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</tr>
<tr>
<td>Organic Chemistry II with Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>General Physics I with Laboratory</td>
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<td>General Physics II with Laboratory</td>
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<table>
<thead>
<tr>
<th>Total</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>66-67</td>
</tr>
</tbody>
</table>

The student with a major in biology (pre-medical/pre-dental track) must complete the designated cognates in lieu of a minor.

### Additional Recommended Electives

- Calculus II
- Introduction to Statistics
- Physiological Psychology

### Bachelor of Science in Biology (Pre-Occupational Therapy Track)

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Zoology with Laboratory</td>
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</tr>
<tr>
<td>General Botany with Laboratory</td>
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<tr>
<td>Invertebrate Zoology with Laboratory</td>
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<tr>
<td>Genetics with Laboratory</td>
<td>4</td>
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<tr>
<td>Comparative Vertebrate Anatomy with Laboratory</td>
<td>5</td>
</tr>
<tr>
<td>Introduction to Microbiology with Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>Technical Writing in Biology</td>
<td>1</td>
</tr>
<tr>
<td>Biology Seminar</td>
<td>1</td>
</tr>
<tr>
<td>Select one from the following:</td>
<td>4</td>
</tr>
<tr>
<td>- Principles of Ecology with Laboratory</td>
<td></td>
</tr>
<tr>
<td>- Environmental Science with Laboratory</td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following: 4-8

- Human Anatomy and Physiology I with Laboratory, and Human Anatomy and Physiology II with Laboratory
- Vertebrate Physiology with Laboratory

### Recommended Cognate Courses

- Introduction to Chemistry with Laboratory                                       | 4     |
- Chemistry and Life with Laboratory                                              | 4     |
- General Physics I with Laboratory                                               | 4     |
- Introduction to Computing                                                       | 3     |
- Trigonometry or examination proficiency                                         | 0-3   |
- Introduction to Statistics                                                      | 3     |

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### Recommended Sequence for the Pre-Medical/Pre-Dental Track

**First year**
- General Zoology with Laboratory
- General Chemistry I
- General Chemistry I Laboratory
- General Botany with Laboratory
- General Chemistry II
- General Chemistry II Laboratory
- Calculus I

**Second year**
- Invertebrate Zoology with Laboratory
- Comparative Vertebrate Anatomy with Laboratory
- Organic Chemistry I with Laboratory
- Organic Chemistry II with Laboratory
- General Physics I with Laboratory
- General Physics II with Laboratory

**Third year**
- Genetics with Laboratory
- Elective courses
- Fourth year
- Technical Writing in Biology
- Biology electives
- Fourth year
- Executive courses
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General Psychology 3
Experimental Psychology Laboratory 1
Life Span Developmental Psychology 3
Research Design in Psychology 4
Abnormal Psychology 3
Introduction to Sociology 3
Select two of the following: 6-7
   Social Psychology
   Organizational Behavior
   Theories of Learning
   Psychology of Personality
   Psychology of Health and Wellness
   Introduction to Cultural Anthropology
   Sociology of Community

Total 76-84 Hours

The student with a major in biology (pre-occupational therapy track) must complete the designated cognates in lieu of a minor.

Recommended Electives
Clinical Preceptorship
Independent study in human anatomy
Nutrition

Bachelor of Science in Biology (Pre-Physician Assistant Track)

Required Courses
General Zoology with Laboratory 4
General Botany with Laboratory 4
Invertebrate Zoology with Laboratory 4
Comparative Vertebrate Anatomy with Laboratory 5
Genetics with Laboratory 4
Introduction to Microbiology with Laboratory 4
Technical Writing in Biology 1
Biology Seminar 1
Select one from the following: 4
   Principles of Ecology with Laboratory
   Environmental Science with Laboratory
Select from the following: 4-8
   Human Anatomy and Physiology I with Laboratory,
   and Human Anatomy and Physiology II with Laboratory
   Vertebrate Physiology with Laboratory
Select two of the following (three hours must be numbered 4000 or above): 7-8
   Clinical Preceptorship
   Special Topics in Biology
   Cell Biology
   Molecular Biology with Laboratory
   Developmental Biology with Laboratory

Required Cognate Courses
General Chemistry I 3
General Chemistry I Laboratory 1
General Chemistry II 3
General Chemistry II Laboratory 1
Organic Chemistry I with Laboratory 4
Introduction to Statistics 3
Introduction to Computing 3
General Psychology 3
Experimental Psychology Laboratory 1
Research Design in Psychology 4
Life Span Developmental Psychology 3
Introduction to Sociology 3

Total 74-80 Hours

The student with a major in biology (pre-physician assistant track) must complete the designated cognates in lieu of a minor.

Recommended Electives
Abnormal Psychology
Psychology of Health and Wellness
Calculus I
Nutrition
Independent study in human anatomy

Recommended Sequence for the Pre-Occupational Therapy Track

First year
General Zoology with Laboratory
Introduction to Chemistry with Laboratory
General Psychology
General Botany with Laboratory
Chemistry and Life with Laboratory
Life Span Developmental Psychology

Second year
Invertebrate Zoology with Laboratory
Comparative Vertebrate Anatomy with Laboratory
Genetics with Laboratory
Trigonometry
Experimental Psychology Laboratory
Abnormal Psychology

Third year
Vertebrate Physiology with Laboratory
General Physics I with Laboratory
Introduction to Statistics
Research Design in Statistics
Introduction to Sociology
Introduction to Computing
Psychology elective

Fourth year
Technical Writing in Biology
Biology Seminar
Select one of the following:
   Principles of Ecology with Laboratory
   Environmental Science with Laboratory
   Psychology or sociology elective
   Introduction to Microbiology with Laboratory
Independent study in human anatomy

Recommended Sequence for the Pre-Physician Assistant Track

First year
General Zoology with Laboratory
General Chemistry I
**Biology**

| Required Courses | | | |
|------------------|------------------|---|
| General Zoology with Laboratory | 4 | |
| General Botany with Laboratory | 4 | |
| Invertebrate Zoology with Laboratory | 4 | |
| Comparative Vertebrate Anatomy with Laboratory | 5 | |
| Genetics with Laboratory | 4 | |
| Vertebrate Physiology with Laboratory | 4 | |
| Technical Writing in Biology | 1 | |
| Biology Seminar | 1 | |
| Select one from the following: | | |
| Principles of Ecology with Laboratory | 4 | |
| Environmental Science with Laboratory | | |
| | | |
| Select two of the following: | | |
| Introduction to Microbiology with Laboratory | 7-8 | |
| Special Topics in Biology | | |
| Cell Biology | | |
| Molecular Biology with Laboratory | | |
| Developmental Biology with Laboratory | | |

| Required Cognate Courses | | | |
|--------------------------|----------------------|---|
| General Chemistry I | 3 | |
| General Chemistry I Laboratory | 1 | |
| General Chemistry II | 3 | |
| General Chemistry II Laboratory | 1 | |
| General Physics I with Laboratory | 4 | |
| General Physics II with Laboratory | 4 | |
| Introduction to Statistics | 3 | |
| Principles of Health and Fitness | 2 | |
| First Aid and CPR | 2 | |
| Kinesiology | 3 | |
| Physiology of Exercise | 3 | |

**Total** 75-76 Hours

The student with a major in biology (pre-physical therapy track) must complete the designated cognates in lieu of a minor.

**Recommended Electives**
- Abnormal Psychology
- Athletic Training
- Calculus I
- Clinical Preceptorship
- Nutrition

**Recommended Sequence for the Pre-Physical Therapy Track**

| First year | | | |
|-------------|------------------|---|
| General Zoology with Laboratory | 4 | |
| General Chemistry I | 3 | |
| General Chemistry I Laboratory | 1 | |
| General Botany with Laboratory | 3 | |
| General Chemistry II | 1 | |
| General Chemistry II Laboratory | 4 | |
| General Physics I with Laboratory | 4 | |
| General Physics II with Laboratory | 4 | |
| Technical Writing in Biology | 1 | |
| Biology Seminar | 1 | |
| Select one from the following: | | |
| Principles of Ecology with Laboratory | 4 | |
| Environmental Science with Laboratory | | |

| Second year | | | |
|-------------|------------------|---|
| Invertebrate Zoology with Laboratory | 4 | |
| Comparative Vertebrate Anatomy with Laboratory | 5 | |
| Introduction to Statistics | 1 | |
| General Psychology | 1 | |
| Introduction to Sociology | 1 | |
| Life Span Developmental Psychology | 1 | |

| Third year | | | |
|-------------|------------------|---|
| Genetics with Laboratory | 4 | |
| Vertebrate Physiology with Laboratory | 4 | |
| General Physics I with Laboratory | 4 | |
| General Physics II with Laboratory | 4 | |
| General Physics II Laboratory | 4 | |
| Principles of Health and Fitness | 2 | |
| First Aid and CPR | 2 | |
| Kinesiology | 3 | |
| Physiology of Exercise | 3 | |

**Bachelor of Science in Life Science Education**

Students can pursue an adolescent to young adult license in life science education. Requirements are listed with the adolescent to young adult education programs.
# School of Natural and Social Sciences

## Biology Minor

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Zoology with Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>General Botany with Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>Genetics with Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>Select one of the following</td>
<td>3-4</td>
</tr>
<tr>
<td>Aquatic Biology with Laboratory</td>
<td></td>
</tr>
<tr>
<td>Field Botany with Laboratory</td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td></td>
</tr>
<tr>
<td>Introduction to Entomology with Laboratory</td>
<td></td>
</tr>
<tr>
<td>Introduction to Tropical Ecology with Laboratory</td>
<td></td>
</tr>
<tr>
<td>Ornithology with Laboratory</td>
<td></td>
</tr>
<tr>
<td>Special Topics in Biology</td>
<td></td>
</tr>
<tr>
<td><strong>Biology electives</strong></td>
<td>3-4</td>
</tr>
<tr>
<td>(3-4 hours selected from courses numbered 3000 or above.)</td>
<td></td>
</tr>
</tbody>
</table>

Total 18-20 Hours

## Environmental Science Minor*

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one of the following:</td>
<td>4</td>
</tr>
<tr>
<td>General Zoology with Laboratory</td>
<td></td>
</tr>
<tr>
<td>General Botany with Laboratory</td>
<td></td>
</tr>
<tr>
<td>Conservation of Natural Resources with Laboratory</td>
<td></td>
</tr>
<tr>
<td>Principles of Ecology with Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>Environmental Science with Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>3-4</td>
</tr>
<tr>
<td>General Zoology with Laboratory**</td>
<td></td>
</tr>
<tr>
<td>General Botany with Laboratory**</td>
<td></td>
</tr>
<tr>
<td>Ornithology with Laboratory</td>
<td></td>
</tr>
<tr>
<td>Aquatic Biology with Laboratory</td>
<td></td>
</tr>
</tbody>
</table>

Total 19-20 Hours

*(The environmental science minor is not available to biology majors.)*

**(If used in the first category, this course cannot be used as an elective.)*

****(Chemistry majors cannot select this course, since it is required in the major and its cognates.)*

******(This course is not open to chemistry majors.)*

## Natural Resources Minor

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Zoology with Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>General Botany with Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>Conservation of Natural Resources with Laboratory</td>
<td></td>
</tr>
<tr>
<td>Principles of Ecology with Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>Select two of the following:</td>
<td>7-8</td>
</tr>
<tr>
<td>Aquatic Biology with Laboratory</td>
<td></td>
</tr>
<tr>
<td>Field Botany with Laboratory</td>
<td></td>
</tr>
<tr>
<td>Introduction to Entomology with Laboratory</td>
<td></td>
</tr>
<tr>
<td>Introduction to Tropical Ecology with Laboratory</td>
<td></td>
</tr>
<tr>
<td>Ornithology with Laboratory</td>
<td></td>
</tr>
<tr>
<td>Special Topics in Biology</td>
<td></td>
</tr>
</tbody>
</table>

Total 23-24 Hours
Program Objectives

The programs, courses, and curriculum of the Chemistry Department are designed to achieve the following student outcomes:

- explain the roles of observations, laws, hypotheses, and experiments in the scientific method of investigation;
- appreciate the strengths and the limitations of science;
- describe currently held views of the structure of matter and explain evidence for them;
- interpret the symbolic nomenclature of chemistry, and use it to describe substances and reactions;
- represent accurately the structure of molecules, on paper, using models, and using computer software;
- account for the physical properties and chemical reactivity of substances based on their structures;
- predict the outcome of a reaction, given the identities of the reactants;
- describe properties, uses, sources, and methods of obtaining important chemical substances used in household, laboratory, industrial, and medical applications;
- reach logical solutions to problems by evaluating information, applying principles, performing calculations, and interpreting results;
- demonstrate the skills of observation, measurement, record keeping, time management, and teamwork in the laboratory;
- perform laboratory work in accordance with accepted safety regulations;
- correctly operate common laboratory instruments and equipment;
- design and execute procedures for identifying, synthesizing or purifying chemical substances;
- evaluate the outcome of an experiment by converting raw data to final results, including analysis of error and uncertainty;
- describe substances and reactions that occur in living organisms;
- communicate effectively the results of a scientific investigation orally and in writing;
- access information about chemical substances and reactions in the professional literature; and
- appreciate the harmony between scientific knowledge and biblical teachings.

Chemistry (CHE)

CHE1014G Introduction to Chemistry with Laboratory [4]. An introduction to basic chemistry, including atomic structure, chemical bonding and intermolecular interactions. Laboratory exercises include metric measurement, properties of representative elements and compounds, and factors that affect chemical reactions. The course is designed as a general education laboratory science for non-majors, and to provide sufficient background to enter CHE1024G or CHE1033G. Prerequisite: A grade of C- or better in MAT0083, or an ACT mathematics score of 17 or higher, or an SAT mathematics score of 460 or higher. Not open to any student who has completed CHE1033G or CHE1043 with a grade of C or higher.
### School of Natural and Social Sciences

**CHE1024G Chemistry and Life with Laboratory [4]**. A survey of organic chemistry and biochemistry for students in pre-nursing, pre-occupational therapy, and middle childhood education science concentration. Laboratory exercises include properties and reactions of hydrocarbons, alcohols, aldehydes, ketones, carboxylic acids, esters and amines, and simple enzyme-catalyzed reactions. Prerequisite: CHE1014G or instructor’s permission. Not open to any student who has completed college work in both organic chemistry and biochemistry.

**CHE1031G General Chemistry I Laboratory [1]**. Laboratory experiments in chemical reactions and beginning quantitative analysis. Co-requisite: CHE1033G.

**CHE1033G General Chemistry I [3]**. A study of chemical principles with emphasis upon conceptual foundations. Topics include atomic structure, chemical nomenclature, stoichiometry, chemical bonding, gases, heat, and the properties of the elements. Prerequisite: A grade of C- or better in MAT0093, or an ACT mathematics score of 19 or higher, or an SAT mathematics score of 500 or higher. Previous study in chemistry is recommended. Co-requisite: CHE1031G.

**CHE1041 General Chemistry II Laboratory [1]**. Laboratory experiments in chemical reactions and beginning quantitative analysis. Co-requisite: CHE1043.

**CHE1043 General Chemistry II [3]**. A study of the properties and reactions of matter. Special emphasis is given to the structure of solids and liquids, solutions, equilibrium, thermodynamics, kinetics, electrochemistry, acid-base reactions, coordination chemistry, and nuclear chemistry. Prerequisite: CHE1033G; and MAT1023G is recommended. Co-requisite: CHE1041.

**CHE3014 Quantitative Chemistry with Laboratory [4]**. A study of the theories, techniques, and calculations of chemical analysis. Laboratory exercises include representative titrimetric, gravimetric, potentiometric, and spectrophotometric determinations, and chemical and chromatographic separations. Prerequisite: CHE1043.

**CHE3024 Organic Chemistry I with Laboratory [4]**. A study of carbon compounds including their molecular structures, physical properties, bonding, stereochemistry, chemical reactions, and reaction mechanisms. A laboratory includes techniques of separating and identifying organic compounds. Prerequisite: CHE1043.

**CHE3034 Organic Chemistry II with Laboratory [4]**. A study of aromatic hydrocarbons and organic compounds containing oxygen, nitrogen, phosphorus, sulfur and the halogens. Special emphasis is given to instrumental techniques for structural determination. A laboratory includes syntheses and identification of unknown organic substances. Prerequisite: CHE3024.

**CHE/BIO3084 Clinical Preceptorship [4]**. Observation of health care professionals in a clinical setting, library research, and interviews with practitioners on societal issues that confront health care providers. Prerequisites: (a) junior standing, (b) eligibility and intent to apply to graduate or medical school the summer following completion of the preceptorship, (c) approval by the student’s major department, and (d) if pre-medical, approval by the Pre-Medical Committee.

**CHE4001 Technical Writing in Chemistry [1]**. Practice in written communication skills needed by scientists in higher education, industry and research. Projects include a literature search, a scientific review, abstracting an article, writing a report of original experimental work for publication in American Chemical Society format, and interpreting a scientific discovery to the public. Prerequisite: chemistry major and senior classification.

**CHE4014 Biochemistry I with Laboratory [4]**. A study of the structure and function of biological compounds. Topics include water, amino acids, proteins, enzymes, carbohydrates, lipids and nucleic acids. A laboratory emphasizes techniques for isolating and characterizing biological compounds, including chromatography and electrophoresis. Prerequisites: BIO1054G and CHE3034.

**CHE4024 Biochemistry II with Laboratory [4]**. A study of the metabolic reactions of living systems. Topics include bioenergetics, biosynthesis, digestion/transport, regulation of metabolism, and medical conditions that are caused by the lack of a specific enzyme. A laboratory includes studies of protein structure and enzyme kinetics. Prerequisite: CHE4014.

**CHE4034 Inorganic Chemistry with Laboratory [4]**. A study of modern concepts of chemical structure and bonding, with descriptive chemistry of selected elements. A laboratory includes inorganic syntheses, characterizations, and analyses. Prerequisite: CHE3014.

CHE4074 Instrumental Analysis with Laboratory [4]. A study of advanced analytical techniques and electronic instrumentation used in measurement. Prerequisites: CHE3014 and instructor’s permission.

CHE5019 Independent Study [1-4].

CHE5029 Internship [1-6]. A supervised experience performed in a professional environment representing a student’s major discipline. Prerequisite: Senior standing and departmental application and approval.

CHE5091 Chemistry Honors Research Project [1-2]. A capstone research project within the major for honor students. It is supervised by a faculty mentor and evaluated by a committee of three faculty. The course is repeatable for up to four (4) hours of credit. Prerequisite: Approval of the application of Intent for Honors Research Project by the Honors Program Director.

Departmental Programs

Bachelor of Science in Chemistry (Biochemistry/Molecular Biology/Pre-Medical Track)

**Required Courses**
- General Chemistry I 3
- General Chemistry I Laboratory 1
- General Chemistry II 3
- General Chemistry II Laboratory 1
- Quantitative Chemistry with Laboratory 4
- Organic Chemistry I with Laboratory 4
- Organic Chemistry II with Laboratory 4
- Biochemistry I with Laboratory 4
- Biochemistry II with Laboratory 4
- Physical Chemistry with Laboratory 4
- Technical Writing in Chemistry 1

**Required Cognate Courses**
- Introduction to Statistics 3
- Calculus I 4
- General Physics I with Laboratory 4
- General Physics II with Laboratory 4
- General Zoology with Laboratory 4
- Comparative Vertebrate Anatomy with Laboratory 5
- Genetics with Laboratory 4
- Cell Biology 3
- Molecular Biology with Laboratory 4
- Vertebrate Physiology with Laboratory 4

Total 72 Hours

No minor is required.

Recommended Sequence for the Biochemistry/Molecular Biology/Pre-Medical Track

**First year**
- General Chemistry I
- General Chemistry I Laboratory

**Second year**
- Organic Chemistry I with Laboratory
- Organic Chemistry II with Laboratory
- General Physics I with Laboratory
- General Physics II with Laboratory
- Comparative Vertebrate Anatomy with Laboratory
- Genetics with Laboratory
- Vertebrate Physiology with Laboratory

**Third year**
- Quantitative Chemistry with Laboratory*
- Biochemistry I with Laboratory
- Biochemistry II with Laboratory
- Genetics with Laboratory
- Vertebrate Physiology with Laboratory
- Introduction to Statistics

**Fourth year**
- Physical Chemistry with Laboratory**
- Technical Writing in Chemistry
- Cell Biology
- Molecular Biology with Laboratory

*(Alternate year courses may be swapped between second and third years.)*

**(Alternate year courses may be swapped between third and fourth years.)*

Bachelor of Science in Chemistry (Graduate School/Industry Track)

**Required Courses**
- General Chemistry I 3
- General Chemistry I Laboratory 1
- General Chemistry II 3
- General Chemistry II Laboratory 1
- Quantitative Chemistry with Laboratory 4
- Organic Chemistry I with Laboratory 4
- Organic Chemistry II with Laboratory 4
- Biochemistry I with Laboratory 4
- Biochemistry II with Laboratory 4
- Physical Chemistry with Laboratory 4
- Introduction to Modern Physics with Laboratory 4
- Technical Writing in Chemistry 1
Elective Courses
Chemistry electives 4
(4 hours selected from courses numbered 4000 or above.)

Required Cognate Courses
General Physics I with Laboratory 4
General Physics II with Laboratory 4
General Zoology with Laboratory 4
Calculus I 4
Introduction to Computing 3
Introduction to Statistics 3

Total 60 Hours

Recommended Support Courses
Calculus II
Calculus III
Differential Equations
Linear Algebra

The student with a major in chemistry (graduate school/industry track) must complete an approved program of supporting courses in lieu of a minor.

Bachelor of Science in Physical Science Education

Students can pursue an adolescent to young adult license in physical science education. Requirements are listed with the adolescent to young adult education programs.

Chemistry Minor

General Chemistry I 3
General Chemistry I Laboratory 1
General Chemistry II 3
General Chemistry II Laboratory 1
Organic Chemistry I with Laboratory 4
Organic Chemistry II with Laboratory 4
Select one of the following: 4
  Quantitative Chemistry with Laboratory
  Biochemistry I with Laboratory

Total 20 Hours
Program Objectives

The programs, courses, and curriculum of the criminal justice program are designed to achieve the following student outcomes:

- demonstrate an understanding of human society through mastery of skills in theory, research methods, organizational behavior, community dynamics, intercultural and group relations informed by a Christian worldview;
- demonstrate a comprehension of worldwide trends of social and cultural change as well as the ability to participate effectively in a multi-cultural world;
- embrace the opportunity to seek advocacy measures of restorative justice in specific, while examining major assumptions about crime and justice in general;
- perform competently at the entry level in criminal justice and related careers;
- perform competently in graduate studies in sociology, law, and other related disciplines; and
- transition into any number of related programs (e.g., police academy, security training, national security programs, etc.).

Criminal Justice (CJU)


CJU1003 Introduction to Criminal Justice [3]. An overview of the criminal justice system in the United States with specific focus on its three major components: police, corrections, and courts. The nature and relationships of the various criminal justice agencies are explored as well as violent, property, white collar, organized, and public order crime. The extent and measurement of crime, delinquency, and victimization are address. Corequisite: CJU1002.

CJU2000 Criminal Justice Seminar [0]. A discussion and review of current issues in criminal justice. Criminal justice majors are required to participate each term of enrollment. The course is graded on a satisfactory-unsatisfactory basis.

CJU2003 Introduction to Policing [3]. An examination of the philosophy, history, and agencies of law enforcement at the local, state, and federal levels. Special emphasis is given to analyzing the roles and responsibilities of law enforcement in a democratic society as well as contemporary issues of corruption, brutality, use of deadly force, and community-oriented policing. Prerequisite: CJU1003.

CJU2013 Criminal Law and Procedures [3]. A course in basis principles of criminal law and analysis of criminal offenses. Special emphasis is given to the constitutional aspects of criminal procedure related to investigations, arrests, search and seizures, pretrial processes, trial rights, sentencing and appeals. Prerequisite: CJU1003.

CJU2023 Basic Investigations [3]. An overview of investigations by examining the role of the investigator and how one proceeds through an investigatory process. The course includes the study of basic concepts of the investigatory process, policies, standards, and techniques. Prerequisite: CJU1003.

CJU3013 Juvenile Justice [3]. A study of social deviance among youth including an examination of the manner in which society responds to youth deviance. Prerequisite: CJU1003.
School of Natural and Social Sciences

CJU3023 Criminology and Victimology [3]. A study of social deviance in society as well as an analysis of methods to cope with these problems. Prerequisite: CJU1003.

CJU3034 Introduction to Forensic Science with [3]. A survey of forensic science and crime scene investigations through the use of a systematic theory that follows scientific principles. A laboratory is included on basis steps of crime scene analysis and techniques with reference to forensic entomology, botany, pathology, blood chemistry, anthropology, physical and trace evidence, and ballistics. Prerequisite: Any general education science course with laboratory.

CJU3043 Chemical Dependence and Abuse [3]. A survey of drug and alcohol use, abuse, and their relationships to the criminal justice system and society. The use of alcohol, tobacco, caffeine, prescription drugs, and illicit drugs are explored, including explanations for misuse and dependence with emphasis on the economic and social costs to society. The role of the criminal justice system as an agent of social control in the containment of chemical dependent and abuse are also considered. Prerequisite: CJU1003.

CJU4014 Restorative Justice: Theory and Practice [4]. A study of the major systems of thought about criminal justice. Special emphasis is given to the historical context and philosophical background of the field of criminal justice, particularly as related to embracing and advocating for a restorative process of application to the field of criminal justice. Prerequisite: 9 hours of criminal justice including CJU1003; CJU1002 is recommended.

CJU4023 Crisis Intervention [3]. A study of emotionally charged situations that agents in the criminal justice system might experience. Special emphasis is given to basic safety and security measures, mediation tactics, strategies for resolving crises, and best practices in hostage negotiations. Prerequisite: CJU1003.

CJU4033 Corrections [3]. A study of the adult corrections system, its history, the criminal offender, correctional facilities, and correctional programs. Prerequisites: CJU1003 and CJU3023.

CJU5019 Independent Study [1-4].

CJU5029 Criminal Justice Internship [1-6]. A supervised experience performed in a professional environment representing a student’s major discipline. Prerequisite: Senior standing and departmental application and approval.

CJU5091 Criminal Justice Honors Research Project [1-2]. A capstone research project within the major for honor students. It is supervised by a faculty mentor and evaluated by a committee of three faculty. The course is repeatable for up to four (4) hours of credit. Prerequisite: Approval of the application of Intent for Honors Research Project by the Honors Program Director.
Departmental Programs

Bachelor of Arts in Criminal Justice

Required Social Foundations Courses
- Introduction to Sociology 3
- Social Problems 3
- General Psychology 3
- Abnormal Psychology 3

Required Criminal Justice Courses
- Field Observation in Criminal Justice 2
- Introduction to Criminal Justice 3
- Criminal Justice Seminar* 0
- Introduction to Policing 3
- Criminal Law and Procedures 3
- Introduction to Statistics 3
- Juvenile Justice 3
- Criminology and Victimology 3
- Social Sciences Research Methods 3
- Restorative Justice: Theory and Practice 4
- Corrections 3

Criminal Justice Elective Courses 12
Select at least 12 hours from the following. A minimum of 3 hours must be courses numbered 3000 or above.
- Basic Investigations
- Cultural Diversity
- Introduction to Forensic Science with Laboratory
- Chemical Dependence and Abuse
- Social Psychology
- Crisis Intervention
- Independent Study
- Criminal Justice Internship
- American Government
- Morality in the Contemporary World

Total 54 Hours

*(Students enroll each term.)

The student with a major in criminal justice must complete a minor in another field.

Recommenced Sequence for the Criminal Justice Major

First year
- Field Observation in Criminal Justice
- Introduction to Criminal Justice
- Criminal Justice Seminar
- Introduction to Sociology
- Social Problems
- Introduction to Psychology

Second year
- Introduction to Policing
- Criminal Law and Procedures
- Introduction to Statistics
- Criminal Justice Seminar
- Criminal justice elective*

Third year
- Juvenile Justice
- Criminology and Victimology
- Social Science Research Methods
- Criminal Justice Seminar
- Criminal justice elective*

Fourth year
- Restorative Justice: Theory and Practice
- Corrections
- Criminal Justice Seminar
- Criminal justice elective*

*(Criminal justice electives may taken at any time that the student meets the prerequisites.)

Criminal Justice Minor

Introduction to Criminal Justice 3
Criminal Law and Procedures 3
Select one of the following: 3
- Introduction to Policing
- Basic Investigations
Select one of the following: 3
- Juvenile Justice
- Criminology and Victimology
- Restorative Justice: Theory and Practice
- Criminal justice electives

Total 19 Hours
School of Natural and Social Sciences

Computer Science Department
Department Chair, Robert T. Kasper

Faculty
Thomas E. Beutel, PhD
Robert T. Kasper, PhD
James P. Skon, PhD

Program Objectives

The programs, courses, and curriculum of the Computer Science Department are designed to achieve the following student outcomes:

- exhibit a fundamental knowledge of the origins of computing, the capabilities and limitations of computing, and the use of computer technology as a tool for problem solving;
- demonstrate problem solving and communication skills fundamental to a liberal arts education and the computing profession;
- demonstrate an awareness of computer technology’s impact on society, and engage in responsible actions when developing and using computing systems;
- develop practical, usable skills for employment in computer related professions as well as a foundation in computer science concepts as a basis for professional growth and further academic studies; and
- transition effectively into computing professions, exhibiting a Christian world view and a commitment to life-long learning and service.

Computer Science (CSC)

CSC1013G Introduction to Computing [3]. An introduction to computer science, including history and terminology, common computer applications such as spreadsheet and database management systems, the role and impact of computing in society, and simple programming. Prerequisite: A grade of C- or better in MAT0093, or an ACT mathematics score of 19 or higher, or an SAT mathematics score of 500 or higher.

CSC1024 Computer Science I [4]. An introduction to computer science and programming using the C programming language. Topics include elementary data and control structures and fundamental concepts for good programming habits. A laboratory is included. Prerequisite: A grade of C- or better in MAT0093, or an ACT mathematics score of 19 or higher, or an SAT mathematics score of 500 or higher.

CSC1034 Computer Science II [4]. A continuation of CSC124, including advanced C++ features and an introduction to data structures. Special emphasis is given to structured, modular programming. Extensive programming projects are required. A laboratory is included. Prerequisite: CSC1024 and a grade of C- or better in MAT1013, or a passing score on the Trigonometry Proficiency Examination.

CSC/MAT1053 Elementary Discrete Mathematics [3]. An elementary study of discrete mathematics as it relates to computer science. Topics include functions, proof techniques, sets, algebra, summation, number systems, logic, boolean algebra, probability, combinatorics, and graph theory. Prerequisite: A grade of C- or better in MAT1013, or a passing score on the Trigonometry Proficiency Examination.

CSC2013 COBOL Programming [3]. A study of the syntax of COBOL including divisions, control structures, input/output and file processing techniques. Prerequisite: CSC1013G or CSC1024.

CSC/MAN2023 Management Information Systems [3]. An introduction to the use and application of information systems technology in the business environment. Concepts include the components of management information systems, the systems development process, and use of information systems to support the organization’s goals and objectives. Prerequisite: CSC1013G or CSC1024.
CSC2033 Data Structures and Algorithm Design [3]. A study of advanced data structures and algorithm design. Prerequisites: CSC1024, CSC1034, and CSC1053.

CSC3004 Introduction to Software Development [3]. An introductory course in software development. Concepts include software specifications and design, methodologies for software organization and development, user interfaces, file processing techniques, and software debugging, testing, and documentation. Prerequisite: CSC2033.

CSC3024 Software Engineering [4]. A study of the planning, design, implementation, validation, and management of computer software. Participation in a major group project is required. Prerequisite: CSC3004.

CSC3033 Database Management Systems [3]. A study of database models, designs, organization, normalization, integrity, and distributed database systems. Laboratory work using a database system is required. Prerequisite: CSC3004.

CSC3044 Operating Systems and Systems Programming [4]. A study of memory management, processor scheduling, concurrency, process communication, security, and other system software. Laboratory work in modifying an existent operating system is required. Prerequisite: CSC2033.

CSC3053 Network and Database Systems [3]. An overview of the values, concepts, principles, skills and techniques of modern database management and of data-driven business application development. Special emphasis is given to strategic telecommunications and network planning, network analysis, network maintenance, and network applications. Prerequisite: CSC2023.

CSC3054 Computer Organization and Architecture [4]. A study of computer system components, hardwired and micro-programmed control units, memory organization, and RISC architecture. Assembly language is covered. A laboratory is included. Prerequisite: CSC2033.

CSC3083 Technology and Society [3]. A study of technology’s impact on individuals, groups, and institutions. Special emphasis is given to worker displacement, computer illiteracy, environmental and health issues, depersonalization, computer crime, intellectual property, invasion of privacy and other ethical/legal issues. Prerequisite: junior standing.

CSC3093 Computer Networking [3]. A study of the fundamentals of data communications and computer networking. Special emphasis is given to data encoding and transmission methods, network architecture and protocols, network routing and internetworking, and new technologies. The OSI reference model is the basis of study. Prerequisite: CSC2033.

CSC4023 Survey and Organization of Programming Languages [3]. A study of language concepts including grammar, parse trees, binding, abstraction, semantics, scope rules, data types and control structures. Several languages are used in laboratory exercises. Prerequisite: CSC2033.

CSC4081 Computer Applications Practicum I [1]. The first part of an independent software development project selected in conjunction with the instructor. This portion includes the project planning, requirements specification, and design phases of a significant software system. Prerequisite: CSC3004 and senior standing, or instructor’s permission.

CSC4082 Computer Applications Practicum II [2]. The second part of an independent software development project selected in conjunction with the instructor. This portion includes the project implementation, project test plan and testing, user management and programming documentation, and final presentation of the system. Prerequisite: CSC4081.

CSC4089 Special Topics in Computer Science [3]. Selected topics in computer science. The course may be repeated for credit as topics vary. Prerequisite: instructor’s permission.

CSC5019 Independent Study [1-4].

CSC5029 Internship [1-6]. A supervised experience performed in a professional environment representing a student’s major discipline. Prerequisite: Senior standing and departmental application and approval.

CSC5091 Computer Science Honors Research Project [1-2]. A capstone research project within the major for honor students. It is supervised by a faculty mentor and evaluated by a committee of three faculty. The course is repeatable for up to four (4) hours of credit. Prerequisite: Approval of the application of Intent for Honors Research Project by the Honors Program Director.
Departmental Programs

Associate in Applied Science in Business Data Processing

Required Courses
- Introduction to Computing 3
- Computer Science I 4
- Computer Science II 4
- Data Structures and Algorithm Design 4
- COBOL Programming 3
- Computer Applications in Business I 3
- Management Information Systems 3
- Principles of Economics I 3
- Principles of Accounting I 3
- Principles of Accounting II 3

Total 33 Hours

Recommended Sequence for the Business Data Processing Major

First year
- Introduction to Computing
- Computer Science I
- Principles of Economics I

Second year
- Computer Applications in Business I
- Computer Science II
- COBOL Programming
- Data Structures and Algorithm Design
- Management Information Systems
- Principles of Accounting I
- Principles of Accounting II

Bachelor of Science in Computer Science

(This program is based on the Association for Computing Machinery curriculum recommendations.)

Required Computer Science Courses
- Computer Science I 4
- Computer Science II 4
- Data Structures and Algorithm Design 4
- Introduction to Software Development 3
- Software Engineering 4
- Operating Systems and Systems Programming 4
- Survey and Organization of Programming Languages 3
- Technology and Society 3
- Computer Networking 3
- Computer Applications Practicum I 1
- Computer Applications Practicum II 2
- Computer Organization and Architecture 4
- Database Management Systems 3

Required Mathematics Courses
- Elementary Discrete Mathematics 3
- Introduction to Statistics 3
- Calculus I 4
- Calculus II 4
- Linear Algebra 3

Advanced Discrete Mathematics 3

Total 62 Hours

The student with a major in computer science (Bachelor of Science degree) must complete the mathematics minor that is included above.

Recommended Sequence for the Bachelor of Science Major in Computer Science

First year
- Computer Science I
- Elementary Discrete Mathematics
- Computer Science II

Second year
- Data Structures and Algorithm Design
- Introduction to Software Development*
- Introduction to Statistics
- Calculus I
- Calculus II

Third year
- Operating Systems and Systems Programming*
- Survey and Organization of Programming Languages*
- Computer Organization and Architecture*
- Technology and Society*
- Linear Algebra
- Advanced Discrete Mathematics

Fourth year
- Computer Applications Practicum I
- Computer Applications Practicum II
- Database Management Systems*
- Software Engineering*
- Computer Networking*

*(Alternate year courses may be swapped between third and fourth years.)

Bachelor of Arts in Computer Science

Required Courses
- Computer Science I 4
- Elementary Discrete Mathematics 3
- Computer Science II 4
- Precalculus Mathematics 3
- Data Structures and Algorithm Design 4
- Introduction to Software Development 3
- Introduction to Statistics 3
- Software Engineering 4
- Technology and Society 3
- Computer Organization and Architecture 4
- Computer Applications Practicum I 1
- Computer Applications Practicum II 2
- Database Management Systems 3

Elective Courses
- Select two of the following: 6
  - COBOL Programming
  - Special Topics in Computer Science
  - Internship
  - Computer Networking
  - Operating Systems and Systems Programming
  - Survey and Organization of Programming Languages

Total 47 Hours
The student with a major in computer science (Bachelor of Arts degree) must complete a minor in another discipline.

### Recommended Sequence for the Bachelor of Arts Major in Computer Science

**First year**
- Computer Science I
- Elementary Discrete Mathematics
- Computer Science II
- Precalculus Mathematics

**Second year**
- Data Structures and Algorithm Design
- Introduction to Software Development*
- Introduction to Statistics

**Third year**
- Software Engineering*
- Technology and Society*
- Computer Organization and Architecture*

**Fourth year**
- Computer science electives*
  *(Alternate year courses may be swapped between third and fourth years.)*

### Computer Science Minor

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science I</td>
<td>4</td>
</tr>
<tr>
<td>Computer Science II</td>
<td>4</td>
</tr>
<tr>
<td>Select 10 or more hours from the following:</td>
<td>10-12</td>
</tr>
<tr>
<td>Elementary Discrete Mathematics</td>
<td></td>
</tr>
<tr>
<td>COBOL Programming</td>
<td></td>
</tr>
<tr>
<td>Data Structures and Algorithm Design</td>
<td></td>
</tr>
<tr>
<td>Database Management Systems</td>
<td></td>
</tr>
<tr>
<td>Software Engineering</td>
<td></td>
</tr>
<tr>
<td>Technology and Society</td>
<td></td>
</tr>
</tbody>
</table>

Total: 18-20 Hours
Earth Science Program

Faculty
Joyce C. Miller, PhD
Daniel D. Mosher, EdD

Program Objectives

The courses of the earth science curriculum are designed to achieve the following student outcomes:

• appreciate the complexity and diversity of the natural world;
• explain the roles of observations, laws, hypotheses, and experiments in the scientific method of investigation;
• appreciate the strengths and the limitations of science;
• appreciate the contributions of leading scientists to the fields of astronomy, cosmology, geology, oceanography, and meteorology;
• reach logical solutions to problems by evaluating information, applying principles, performing calculations, and interpreting results;
• demonstrate the skills of observation, measurement, record keeping, time management, and teamwork in the laboratory;
• perform laboratory work in accordance with accepted safety regulations;
• correctly operate common laboratory instruments and equipment;
• design and execute a scientific investigation, and evaluate the outcome of an experiment by converting raw data to final results, including analysis of error and uncertainty;
• effectively communicate the results of a scientific investigation orally and in writing;
• demonstrate responsible stewardship of natural resources and the environment; and
• appreciate the harmony between scientific knowledge and biblical teachings.

Earth Science (ESS)

ESS1034G Earth Science with Laboratory [4]. A survey of geology and oceanography. Special emphasis is given to the natural environment, its forces, and physical phenomena seen on the planet. A laboratory is included. Prerequisite: A grade of C- or better in MAT0083, or an ACT mathematics score of 17 or higher, or an SAT mathematics score of 460 or higher.

ESS1044G Astronomy with Laboratory [4]. A study of the structure, composition, organization and history of the universe. Special emphasis is given to the solar system, the structure and function of stars, the structure of galaxies, the organization of matter, and theories about the history and origin of the universe. Prerequisite: A grade of C- or better in MAT0083, or an ACT mathematics score of 17 or higher, or an SAT mathematics score of 460 or higher.

ESS1054G Meteorology with Laboratory [4]. A study of the earth’s atmosphere, physical factors that affect weather, weather systems and patterns, and scientific methods used to collect data, analyze trends, and forecast weather. Prerequisite: A grade of C- or better in MAT0083, or an ACT mathematics score of 17 or higher, or an SAT mathematics score of 460 or higher.

Departmental Programs

Bachelor of Science in Physical Science Education

Students can pursue an adolescent to young adult license in physical science education. Requirements are listed with the adolescent to young adult education programs.
Mathematics

Mathematics Department
Department Chair, John Noonan

Faculty
Karen G. Doenges, PhD
John Noonan, PhD
Denise S. Parks, BA
Jeremy F. Strayer, MAEd

Program Objectives
The programs, courses, and curriculum of the Mathematics Department are designed to achieve the following student outcomes:

• demonstrate a problem-solving approach to investigate and understand mathematical content;
• use mathematics to describe patterns, relations and functions, and to model and solve problems;
• formulate and solve problems from mathematical and everyday situations, thus connecting mathematics to other disciplines and real-world problems;
• demonstrate a mastery of fundamental mathematical and quantitative skills;
• make and evaluate mathematical conjectures and arguments, and validate mathematical thinking;
• communicate mathematical ideas in oral and written form using everyday language, mathematical language, and mathematical symbols;
• demonstrate an understanding of axiomatic systems in the branches of mathematics and the inter-relationships within mathematics;
• evidence an appreciation of the historical development in mathematics that includes the contributions of groups and cultures; and
• evidence the knowledge and skills necessary for entry level positions in mathematical professions, for teaching mathematics, and for graduate study in mathematics.

Mathematics (MAT)

MAT0083 Basic Algebra [3]. A study of basic algebra for students with no college preparatory mathematics, or for students with deficiencies in basic algebra skills. Topics include basic arithmetic, basic algebra, and geometric formulas. This remedial course is not open to students in the post-secondary enrollment options program.

MAT0093 Algebra [3]. An intermediate algebra course for students with some high school background to develop additional algebraic skills required for higher level mathematics courses. This remedial course is not open to students in the post-secondary enrollment options program. Prerequisite: A grade of C- or better in MAT0083, or an ACT mathematics score of 17 or higher, or an SAT mathematics score of 460 or higher.

MAT1013G Trigonometry [3]. A study in trigonometry. Topics include circular functions, identities, equations, and graphing. Prerequisite: A grade of C- or better in MAT0093, or an ACT mathematics score of 19 or higher, or an SAT mathematics score of 500 or higher.

MAT1023G Precalculus Mathematics [3]. A study in precalculus concepts of the properties of elementary functions including the polynomial, trigonometric, logarithmic and exponential functions. Special emphasis is given to analytic geometry of the line and cone. Prerequisite: A grade of C- or better in MAT0093, or an ACT mathematics score of 19 or higher, or an SAT mathematics score of 500 or higher.
School of Natural and Social Sciences

MAT1033G Introduction to Mathematical Systems [3]. A study of number systems. Special emphasis is given to logic, axioms and applications from groups and non-Euclidean geometry. Prerequisite: A grade of C- or better in MAT0093, or an ACT mathematics score of 19 or higher, or an SAT mathematics score of 500 or higher.

MAT1034G Calculus I [4]. An introduction of differentiation and integration of elementary functions. Prerequisite: A grade of C- or better in MAT1023, or an ACT mathematics score of 25 or higher, or an SAT mathematics score of 620 or higher.

MAT/CSC1053 Elementary Discrete Mathematics [3]. A study of discrete mathematics as it relates to computer science. Topics include functions, proof techniques, sets, algebra, summation, number systems, logic, Boolean algebra, probability, combinatorics and graph theory. Prerequisite: A grade of C- or better in MAT1013, or a passing score on the Trigonometry Proficiency Examination.

MAT2034 Calculus II [4]. A study of limits, differentiation and integration of transcendental functions, methods of integration, polar coordinates, L’Hopital’s rule, power series, and applications. Prerequisite: MAT1034G, or either a grade of C- or better in MAT1013, or a passing score on the Trigonometry Proficiency Examination.

MAT2041 Matrix Algebra [1]. A study of matrix algebra operation. A student may not earn credit for both MAT2041 and MAT3013. Prerequisite: MAT1034.

MAT2063G Introduction to Statistics [3]. A study of basic descriptive and inferential statistics with emphasis on applications in business, biology, and social sciences. Prerequisite: A grade of C- or better in MAT0093, or an ACT mathematics score of 19 or higher, or an SAT mathematics score of 500 or higher.

MAT3002 History of Mathematics [2]. A study of the development of mathematics from pre-Greek to recent times. Special emphasis is given to classic work, pivotal theorems, and significant mathematicians in the context of historical problems and periods.

MAT3013 Linear Algebra [3]. A study in matrix and vector algebra, vector space, determinants, and linear transformations. A student may not earn credit for both MAT2041 and MAT3013. Prerequisite: MAT2034.

MAT3023 Advanced Discrete Mathematics [3]. A study of discrete mathematics including set theory, Boolean algebra, graph theory, combinatorial analysis, formal languages, and Turing machines. Prerequisite: MAT1053.

MAT3034 Calculus III [4]. A study of parametric equations, three dimensional space and vector functions, partial differentiation, multiple integrals, and differential equations. Prerequisite: MAT2034.

MAT3043 Differential Equations [3]. A study in solutions of elementary forms, linear equations and constant coefficients, series solutions, Euler’s method and systems of equation. Prerequisites: MAT2034 and MAT3013.

MAT3053 Modern Algebra [3]. An introduction to the algebraic structures of groups, rings and fields with topics from number theory. Prerequisite: MAT3013.


MAT3073 Geometry for Educators [3]. A study of concepts generally taught in high school geometry courses, with discussion of non-Euclidean geometries. Methods appropriate for teaching geometry at middle childhood and high school levels are modeled and discussed with emphasis on appropriate manipulatives and technology. The course is not appropriate for non-education majors, except as an elective. Prerequisite: instructor’s permission.

MAT3083 Number Theory [3]. A study of the properties, relations, and extensions of the natural numbers, integers, and rational numbers. Special emphasis is given to the divisibility property of integers, prime numbers, and congruences. Prerequisite: MAT3013 or instructor’s permission.

MAT4001 Technical Writing in Mathematics [1]. An applied study in writing skills and style appropriate for mathematicians.
Mathematics

MAT4002 Content Area Teaching Methods in Mathematics [2]. An experience-based study of the characteristics of mathematics and issues related to curriculum. Special emphasis is given to designing, developing and executing instruction in secondary mathematics. Prerequisite: Admission to the Teacher Education program or instructor’s permission.


MAT4073 Numerical Methods [3]. A study of systems of equations, quadrature, and approximation of solutions of non-linear equations. Special emphasis is given to error analysis and machine computation. Prerequisite: MAT2034.

MAT4089 Special Topics in Mathematics [1-3]. A study of selected topics as complex variables and topology. The course may be repeated for credit in different topics. Prerequisite: instructor’s permission.

MAT5019 Independent Study [1-4].

MAT5029 Mathematics Internship [1-6]. A supervised experience performed in a professional environment representing a student’s major discipline. Prerequisite: Senior standing and departmental application and approval.

MAT5091 Mathematics Honors Research Project [1-2]. A capstone research project within the major for honor students. It is supervised by a faculty mentor and evaluated by a committee of three faculty. The course is repeatable for up to four (4) hours of credit. Prerequisite: Approval of the application of Intent for Honors Research Project by the Honors Program Director.

Departmental Programs

Bachelor of Science in Mathematics

Required Courses
Calculus I 4
Calculus II 4
Calculus III 4
Elementary Discrete Mathematics 3
Computer Science I 4
Introduction to Statistics 3
Linear Algebra 3
Modern Algebra 3
Technical Writing in Mathematics 1

Elective Courses
Select 4 courses from the following: 12
- Differential Equations
- Probability and Statistics
- Number Theory
- Advanced Discrete Mathematics
- Advanced Calculus
- Numerical Methods
- Advanced Topics in Mathematics
- Independent Study
- Mathematics Internship

Total 41 Hours

The student with a major in mathematics must complete a minor in another discipline.

Recommended Sequence for the Mathematics Major

First year
Calculus I
Calculus II

Bachelor of Science in Integrated Mathematics Education

Students can pursue an adolescent to young adult license in integrated mathematics education. Requirements are listed with the adolescent to young adult education programs.

Mathematics Minor

Calculus I 4
Calculus II 4
Linear Algebra 3
Select one of the following: 3
- Introduction to Computing
- Introduction to Statistics
- Probability and Statistics
- Mathematics electives

Total 17-18 Hours
Program Objectives

The courses of the physics curriculum are designed to achieve the following student outcomes:

- explain the roles of observations, laws, hypotheses, and experiments in the scientific method of investigation;
- appreciate the strengths and the limitations of science;
- appreciate the contributions of great scientists in the fields of classical mechanics, electricity and magnetism, nuclear/particle physics, optics, relativity, thermodynamics, and wave mechanics;
- reach logical solutions to problems by evaluating information, applying principles, performing calculations, and interpreting results;
- demonstrate the skills of observation, measurement, record keeping, time management, and teamwork in the laboratory;
- perform laboratory work in accordance with accepted safety regulations;
- correctly operate common laboratory instruments and equipment;
- design and execute a scientific investigation, and evaluate the outcome of an experiment by converting raw data to final results, including analysis of error and uncertainty;
- effectively communicate the results of a scientific investigation orally and in writing; and
- appreciate the harmony between scientific knowledge and biblical teachings.

Physics (PHY)

PHY2011 Calculus Applications in Physics I [1]. The methods of calculus applied to forces, vectors, linear and rotational motion, potential and kinetic energy, work, linear and angular momentum. Prerequisite: MAT1034G. Co-requisite: PHY2014.

PHY2014G General Physics I with Laboratory [4]. A study of classical mechanics. Topics include forces, motion, work, energy, momentum, harmonic motion and fluid dynamics. A laboratory is included. Prerequisite: A grade of C- or better in MAT1013, or a passing score on the Trigonometry Proficiency Examination.

PHY2021 Calculus Applications in Physics II [1]. The methods of calculus applied to thermodynamics, wave phenomena, electricity and magnetism, and optics. Prerequisites: MAT1034G and PHY2011, or instructor’s permission. Co-requisite: PHY2024.

PHY2024 General Physics II with Laboratory [4]. A study of thermodynamics, electricity, magnetism, and optics. A laboratory is included. Prerequisites: PHY2014G and CHE1033G.

PHY2032 Introduction to Optics with Laboratory [2]. An introduction to classical and diffractive optics. A laboratory is included. Prerequisite: A grade of C- or better in MAT1013, or a passing score on the Trigonometry Proficiency Examination.

PHY2054 Electronics with Laboratory [4]. An introduction to DC, AC and digital circuit theory, electronic measurements, components, circuitry and applications. Ohm’s Law, Kirchoff’s Laws, Thevenin and Norton equivalents are described. A laboratory is included. Prerequisite: A grade of C- or better in MAT0093, or an ACT mathematics score of 19 or higher, or an SAT mathematics score of 500 or higher.

PHY3014 Introduction to Modern Physics with Laboratory [4]. An introduction to special relativity, atomic and nuclear structure, elementary particles, and solid state physics. Prerequisites: PHY2014G, PHY2024, and MAT1034G.
PHY4002 Content Area Teaching Methods in Physical Science [2]. An experience-based study of the methods and tools used in teaching chemistry and physics in secondary schools. Students develop and teach a variety of units, including a lecture-demonstration and a laboratory experiment, and assist with a science fair. Prerequisite: Admission to the Teacher Education program or instructor’s permission.

Departmental Programs

Bachelor of Science in Physical Science Education

Students can pursue an adolescent to young adult license in physical science education. Requirements are listed with the adolescent to young adult education programs.

Physical Science Minor

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>General Chemistry I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>General Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>General Chemistry II Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>General Physics I with Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>General Physics II with Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
</tr>
<tr>
<td>Earth Science with Laboratory</td>
<td></td>
</tr>
<tr>
<td>Astronomy with Laboratory</td>
<td></td>
</tr>
<tr>
<td>Metereology with Laboratory</td>
<td></td>
</tr>
</tbody>
</table>

Total 20 Hours

Pre-Engineering Program

Mount Vernon Nazarene University offers a pre-engineering curriculum. After satisfactorily completing the courses listed below, a student may transfer to an engineering program at another university. Please consult the catalog from the program to which you expect to transfer. Typical pre-engineering requirements include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Expository Writing</td>
<td>3</td>
</tr>
<tr>
<td>Research Writing</td>
<td>3</td>
</tr>
<tr>
<td>General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>General Chemistry I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>General Chemistry I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>Differential Equations</td>
<td>4</td>
</tr>
<tr>
<td>General Physics I with Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>General Physics II with Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>3</td>
</tr>
</tbody>
</table>
Pre-Health Professions Programs

Bachelor of Science in Medical Technology

Medical technology careers require three years (92 semester hours) of university work and 12 months of training in a medical technology school approved by the American Medical Association. This training transfers into the University as 32 semester hours. The following 92 hours meet the Registry of Medical Technologists of the American Society of Clinical Pathologists requirements:

**Biology** 16
- General Zoology with Laboratory and Introduction to Microbiology are required. Others may include Invertebrate Zoology, General Botany, Genetics, Comparative Vertebrate Anatomy and Developmental Biology.

**Chemistry** 16
- General Chemistry I and II and Organic Chemistry I and II are required. Quantitative Analysis and Biochemistry I are recommended.

**Mathematics** 3
- Introduction to Statistics

**Electives**
- Broad exposure to the liberal arts, including English, humanities, social sciences and fine arts is recommended.

If the student completes the general education curriculum, the general education assessment, 92 semester hours of university work, and 12 months of medical technology training at an approved school, the student is awarded the Bachelor of Science degree in Medical Technology.

Pre-Medicine/Pre-Dentistry Programs

Mount Vernon Nazarene University offers educational programs designed to prepare the student for admission to a variety of health professional schools. The term medical is used to include all the clinical professions in which doctoral degrees are awarded; most comments about medical school also apply to schools of dentistry, optometry, podiatry, osteopathic medicine, veterinary medicine, and chiropractic medicine.

Medical schools recognize the value of a liberal arts education. They seek students with diverse interests and backgrounds. While no single pattern is required, a strong foundation in natural sciences, broad exposure to humanities, and well-developed communication skills are essential. Although the minimum college requirement for most medical schools is three years, nearly all prefer a four-year program. Standard medical school entrance requirements include:

**English/Communication**
- Freshman Expository Writing and Research Writing are required. Communication courses are strongly recommended.

**Biology**
- General Zoology and Comparative Vertebrate Anatomy are required. Genetics, Invertebrate Zoology, and Vertebrate Physiology are recommended.

**Chemistry**
- General Chemistry I and II with their laboratories, and Organic Chemistry I and II are required. Quantitative Chemistry and Biochemistry are recommended.

**Mathematics**
- Intermediate Algebra and Trigonometry are prerequisites for required laboratory science courses. Precalculus and Calculus I are recommended.

Physics  
- General Physics I and II are required.

Although it is possible to complete these minimum entrance requirements while majoring in any academic discipline, most successful medical school applicants choose a major in science. The University offers degree programs in biology and chemistry that meet all medical school entrance requirements.

Many factors besides formal course work are essential for successful entrance to medical school. Mount Vernon Nazarene University has a Pre-Medical Committee consisting of six faculty members who advise and assist students to plan clinical experiences, prepare for entrance examinations, secure medical school application materials, and obtain a committee recommendation letter.

Pre-Nursing Program

Two years of a Bachelor of Science in Nursing degree can be completed at Mount Vernon Nazarene University. The two year pre-nursing program is designed to: [1] broadly educate the student in the liberal arts, [2] provide foundational science and introductory nursing courses, and [3] prepare one to enter Capital University’s School of Nursing after completing the second year. Note: Students may apply to other schools.

Upon admission to Mount Vernon Nazarene University, the pre-nursing student has a place reserved in the Capital University program. Capital University, located in Columbus, Ohio, is affiliated with the Evangelical Lutheran Church in America. After completing two years of pre-clinical courses at Mount Vernon Nazarene University, the student transfers to Capital University to complete two years of clinical and specialized courses. Capital University awards the BSN degree. Interested students should contact the University’s pre-nursing advisor about the articulation program.
### Allied Health Programs

#### Recommended Sequence for the Pre-Nursing Program

**First year**
- General Zoology with Laboratory
- Introduction to Chemistry with Laboratory
- Nutrition
- General Psychology
- Introduction to Sociology or Social Problems
- Freshman Expository Writing
- Microcomputer Word-processing
- Research Writing
- History and Faith of the Biblical Communities

**Second year**
- Human Anatomy and Physiology I with Laboratory
- Human Anatomy and Physiology II with Laboratory
- Introductory Microbiology with Laboratory
- Lifespan Developmental Psychology
- Nursing Survey I
- Nursing Survey II
- Introduction to Professional Nursing
- Medical Terminology
- Cultural Diversity
- Public Speaking
- Principles of Health and Fitness
- Introduction to Statistics

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### Pre-Pharmacy Program

A two-year program is offered, after which the student transfers to a school of pharmacy to complete a four-year Pharm.D. program. Requirements vary from school to school; the student should obtain the school’s catalog to which transfer is intended, and plan accordingly. The typical program includes:

**English/Communication**
- Freshman Expository Writing and Research Writing are required. Communication courses are strongly recommended.

**Biology**
- A minimum of four courses is recommended. General Zoology is required. Additional courses may be selected from General Botany, Genetics, Invertebrate Zoology, Comparative Vertebrate Anatomy.

**Chemistry**
- General Chemistry I and II are required. Quantitative Chemistry is recommended.

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### Nursing (NUR)

**NUR2001 Nursing Survey I [1]**. An entry-level course that introduces students to the discipline of nursing. Special emphasis is given to the dynamics of the evolving role of nursing, professional ethics, and selected historical events and figures.

**NUR2011 Nursing Survey II [1]**. An entry-level course that continues the introduction to the discipline of nursing. Special emphasis is given to critical thinking and the nursing process for the practice of professional nursing. Prerequisite: NUR2001.

**NUR2014 Introduction to Professional Nursing [4]**. An introduction to nursing as a profession, the nursing process, and the nurse’s role in assisting individuals and families to achieve or maintain an optimum level of health and well being. Four major concepts are emphasized: systems, nursing process, developmental life span, and wellness-illness. Prerequisites: NUR2011, and BIO2034.

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### Mathematics

Intermediate Algebra and Trigonometry are prerequisites for required laboratory science courses. Most pharmacy schools require precalculus and Calculus I, II, and III.

### Physics

General Physics I and II are required.

### Psychology

General Psychology is recommended.

### Business

Most schools of pharmacy require accounting or economics.

### Pre-Physical Therapy

Because most states require a master’s degree to become licensed, Mount Vernon Nazarene University offers a four-year course of study designed to prepare the student for entry-level master’s degree programs in physical therapy. Since specific entry requirements vary slightly from school to school, the student is encouraged to obtain catalogs from physical therapy programs of interest as early as possible and then plan accordingly with the academic advisor. A typical program includes:

**English/Communication**
- Freshman Expository Writing and Research Writing are required. Communication courses are strongly recommended.

**Biology**
- General Zoology, Invertebrate Zoology, and Comparative Vertebrate Anatomy are usually required.

**Chemistry**
- General Chemistry I and II are required.

**Mathematics**
- Intermediate Algebra and Trigonometry are prerequisites for required laboratory courses. Introduction to Statistics is required.

**Physics**
- General Physics I and II are required.

**Social Sciences**
- General Psychology, Human Growth and Development, and Introduction to Sociology are required. Additional courses in psychology are often required.

**Humanities**
- Courses in fine arts, history and literature are usually required.
Program Objectives

The programs, courses, and curriculum of the Psychology Department are designed to achieve the following student outcomes:

**Cognitive Outcomes**
- know and value the purpose of theory;
- understand psychological theories and principles;
- understand how psychology and biblical principles relate;
- articulate what one thinks and state one’s worldview;
- think critically about psychological issues;
- think critically about how psychology relates to and integrates with other disciplines;
- understand and critique research methods and research design strategies; and
- understand the career and service options open to psychology students.

**Identity Outcomes**
- sense one’s value as a child of God;
- embrace a concept of total psychological wellness (physical, spiritual, emotional, intellectual) in one’s life;
- live in harmony with God’s creation, including the physical world, others, and self; and
- integrate personal faith and biblical principles with psychological theory and practice.

**Affective Outcomes**
- appreciate how psychological principles apply to self and others in the daily habits of life;
- value others as God does;
- hold the highest ethical regard consistent with biblical principles and APA ethical standards;
- empathize deeply with individuals experiencing tragedy and suffering;
- exhibit a heart-felt understanding of how God can effect change through applying psychological principles and techniques; and
- exhibit a sense of confidence in one’s skills and training.

**Performance Outcomes**
- demonstrate basic attending skills;
- demonstrate effective interpersonal and group communication skills;
- monitor one’s own behavior and its implication in the environment;
- write competently in APA publication style;
- demonstrate the highest ethical standards consistent with biblical principles and APA guidelines;
- transition effectively into graduate school in psychology or related disciplines;
- transition effectively into entry level psychological positions;
- perform competently in graduate school in psychology or related disciplines; and
- perform competently in entry level psychological positions.
Psychology (PSY)

PSY1001 Psychology and the Christian Liberal Arts Experience [1]. An introduction to the Christian college experience. Special emphasis is given to fundamental academic and college success skills, the Christian liberal arts experience, and the integration of psychology and the Christian faith.

PSY1013G General Psychology [3]. An introduction to psychology with emphasis on the biological and social perspectives. Special emphasis is given to the scientific method, psychological terminology, and prominent theories.

PSY1041 Professional and Career Issues in Psychology [1]. An overview of the profession of psychology and its specialty areas. Special emphasis is given to the educational requirements, career tasks, and professional ethics associated with specialty areas. Students complete a strategic career plan.

PSY2000 Psychology Seminar [0]. A discussion and review of current issues in psychology. Psychology majors are required to participate each term of enrollment. The course is graded on a satisfactory-unsatisfactory basis.

PSY2011 Experimental Psychology Laboratory [1]. An experimental laboratory in sensation, perception, learning, memory, and social psychology. Special emphasis is given to APA publication style. Prerequisite: PSY1013G.

PSY/FCS2013 Life Span Developmental Psychology [3]. A study of human development from conception to death. Special emphasis is given to cultural differences, developmental issues, theories, and their contemporary significance. Prerequisite: PSY1013G.

PSY2044 Theories of Learning [4]. An introduction to classical conditioning, instrumental learning, social learning, and behavior modification. Special attention is given to major theories and principles of animal and human learning. Prerequisite: PSY1013G.

PSY2063 Cognitive Psychology [3]. A study of how humans process information. Topics include the memory system, problem solving, decision-making, and the encoding, storage, and retrieval of information. Prerequisite: PSY1013G.

PSY/SOC2083 Group Behavior and Processes [3]. A study of small groups, their development, behavior and processes within the social environment. Topics include social structure, decision making, communication, morale, leadership, interdependency, conflict resolution, goal establishment, and membership resources.

PSY3024 Research Design in Psychology [4]. An introduction to basic principles of research in psychology with emphasis on the experimental method, including hypothesis formation, research ethics, research designs, and data evaluation. Special emphasis is given to APA publication style. Prerequisites: PSY2011 and MAT2063G.

PSY3032 Psychology of Childhood and Adolescence [2]. An in-depth study of childhood and adolescent development. Topics include developmental issues, theories, and biopsychosocial factors impacting these age groups. Special emphasis is given to applying this knowledge to specific disciplines interfacing with these populations. Prerequisite: PSY1013G.

PSY3042 Psychology of Adulthood and Aging [2]. An in-depth study of adult development and the aging process. Topics include diversity, health, economic, psychosocial and developmental issues. Special emphasis is given to applying this knowledge to specific disciplines interfacing with adult and geriatric populations. Prerequisite: PSY1013G.

PSY3043 Psychology of Personality [3]. A study of major theories and research in personality with emphasis upon factors affecting personality development. Special emphasis is given to the roles of religion and society in personality. Prerequisite: PSY1013G.

PSY/SOC3053 Social Psychology [3]. A study of the person as a social individual, with special emphasis given to how people conceptualize, influence, and relate to one another. Prerequisite: PSY1013G.

PSY3063 Abnormal Psychology [3]. A study of the major psychiatric and adjustment disorders. Special emphasis is given to DSM-IV classification systems and biomedical, psychoanalytic, and behavioral theories of causation and treatment. Prerequisite: PSY1013G.
School of Natural and Social Sciences

PSY/MAN/SOC3083 Organizational Behavior [3]. A study of behavior in organizational settings as affected by individual, group and organizational processes. Special emphasis is given to learning, motivation, attitudes, stress, organizational culture, group processes, and decision making. Prerequisite: PSY1013G.

PSY3093 Psychology of Health and Wellness [3]. A comprehensive and integrative study of the biological, psychological, and social aspects of health and wellness. Prerequisite: PSY1013G.

PSY4023 Physiological Psychology [3]. A study of the physiology of human sensory, nervous and motor systems. Emphasis is given to neurological and neurochemical processes of the peripheral and central nervous systems. Prerequisite: at least nine hours in psychology including PSY1013G.

PSY4034 Principles of Counseling [4]. A study of various theories, techniques and factors in counseling. The course includes laboratory exercises in basic attending skills, critical observation, treatment planning, etc. Prerequisite: PSY3043.

PSY4043 Psychological Tests and Measurements [3]. A study of the principles and procedures for construction, use and evaluation of personality, ability and interest tests. Special emphasis is given to statistical methods for determining reliability and validity. Prerequisites: PSY1013G and MAT2063G.

PSY4044 History and Systems of Psychology [4]. A study of the major systems of thought within psychology from historical and philosophical perspectives. Prerequisite: at least nine hours of psychology including PSY1013G.

PSY4089 Special Topics in Psychology [1-3]. Small group discussions of readings in current research literature. Topics vary from year to year; the course may be repeated. Prerequisites: instructor’s permission and junior standing.

PSY5019 Independent Study [1-4]. Students who elect to conduct an independent study project are required to present the project in the departmental seminar, PSY2000.

PSY5029 Psychology Internship [1-6]. A supervised experience performed in a professional environment representing a student’s major discipline. Students who elect to participate in an internship are required to present the internship in the departmental seminar, PSY2000. Prerequisite: senior standing and departmental application and approval.

PSY5091 Psychology Honors Research Project [1-2]. A capstone research project within the major for honor students. It is supervised by a faculty mentor and evaluated by a committee of three faculty. The course is repeatable for up to four (4) hours of credit. Prerequisite: Approval of the application of Intent for Honors Research Project by the Honors Program Director.

Departmental Programs

Bachelor of Arts in Psychology

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Psychology and the Christian Liberal Arts Experience</td>
<td>1</td>
</tr>
<tr>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Professional and Career Issues in Psychology</td>
<td>1</td>
</tr>
<tr>
<td>Psychology Seminar*</td>
<td>0</td>
</tr>
<tr>
<td>Experimental Psychology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>Theories of Learning</td>
<td>4</td>
</tr>
<tr>
<td>Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Research Design in Psychology</td>
<td>4</td>
</tr>
<tr>
<td>Psychology of Personality</td>
<td>3</td>
</tr>
<tr>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Physiological Psychology</td>
<td>3</td>
</tr>
<tr>
<td>History and Systems of Psychology</td>
<td>4</td>
</tr>
</tbody>
</table>

Elective Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology electives</td>
<td>9</td>
</tr>
</tbody>
</table>

Total 42 Hours

*(Students enroll each term.)*

The student with a major in psychology is required to complete a minor in another discipline.

Recommended Support Courses

Principles of Biology with Laboratory or General Zoology with Laboratory is recommended to fulfill the natural science requirement in the general education core.

Recommended Sequence for the Psychology Major

First year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Psychology and the Christian Liberal Arts Experience</td>
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<td>General Psychology</td>
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<tr>
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<td>Theories of Learning</td>
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<tr>
<td>Introduction to Statistics</td>
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</tbody>
</table>

Second year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology Seminar</td>
<td></td>
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<tr>
<td>Experimental Psychology Laboratory</td>
<td></td>
</tr>
<tr>
<td>Theories of Learning</td>
<td></td>
</tr>
<tr>
<td>Introduction to Statistics</td>
<td></td>
</tr>
</tbody>
</table>

*Psychology electives*
### Third year
- Psychology Seminar
- Research Design in Psychology
- Psychology of Personality
- Social Psychology
- Abnormal Psychology
- Psychology electives*

### Fourth year
- Psychology Seminar
- Physiological Psychology
- History and Systems of Psychology
- Psychology electives*

*(Psychology electives may be taken at any time that the student meets the prerequisites.)*

### Psychology Minor
- General Psychology 3
- Select one of the following experimental courses: 3-4
  - Theories of Learning
- Select one of the following theoretical courses: 3-4
  - Cognitive Psychology
  - Research Design in Psychology
  - Physiological Psychology
  - History and Systems of Psychology
  - Psychology of Personality
- Select one of the following social courses: 3
  - Group Behavior and Processes
  - Social Psychology
  - Organizational Behavior
- Select one of the following health/developmental courses: 3-4
  - Life Span Developmental Psychology
  - Abnormal Psychology
  - Psychology of Health and Wellness
  - Principles of Counseling
- Psychology electives (numbered 3000 or above) 3

**Total 18-21 Hours**
Program Objectives

The programs, courses, and curriculum of the Sociology Department are designed to achieve the following student outcomes.

- perform competently in open-minded, empirical inquiry into the social dimensions of human life;
- demonstrate an understanding of human society through mastery of skills in theory, research methods, organizational behavior community dynamics, intercultural and group relations informed by a Christian worldview;
- demonstrate a comprehension of worldwide trends of social and cultural change as well as the ability to participate effectively in a multi-cultural world;
- demonstrate a service life-style through field and laboratory assignments that illustrate the application of theory and research;
- perform competently at the entry level in applied sociology and related careers;
- perform competently in graduate studies in sociology, law, and other related disciplines;
- demonstrate the ability to perceive and to respond to the world as an apprenticed sociologist; and
- articulate an applied and theoretical integration between tasks in sociology and Christian faith as a Christian entering sociology.

Sociology (SOC)

SOC1013G Introduction to Sociology [3]. An introduction to the sociological perspective of humans in social relationships, social groups and in society with emphasis on basic concepts, terms, and sociological theory.


SOC2003G Introduction to Cultural Anthropology [3]. A study of the role of culture in human societies, including cultural development and change.

SOC2043 Cultural Diversity [3]. A study of inter-group relationships including the dynamics of race, class and ethnicity. Prerequisite: SOC1013G or SOC1023G.

SOC/SWK2073 Social Welfare Systems [3]. A study of the social welfare system as it responds in social responsibility and justice to disadvantaged segments of society from historical, philosophical, and institutional perspectives. Prerequisite: SOC1013G.

SOC/PSY2083 Group Behavior and Processes [3]. A study of small groups, their development, behavior and processes within the social environment. Topics include social structure, decision-making, communication, morale, leadership, interdependency, conflict resolution, goal establishment and membership resources.

SOC/SWK3003 Social Science Research Methods [3]. A study of the concepts and methods used in sociology and social work for research in community needs, intervention, and program effectiveness. Emphasis is given to both quantitative and qualitative research paradigms. Prerequisites: SOC1013G, and MAT2063G.
Sociology

SOC/FCS3033 Marriage and the Family [3]. A study of the factors affecting successful adjustments and happiness in marriage. Special emphasis is given to the impact of cultural and societal forces on the nature and structure of family life.

SOC/PSY3053 Social Psychology [3]. A study of the person as a social individual, with special emphasis given to how people conceptualize, influence, and relate to one another. Prerequisite: SOC1013G or SOC1023G.

SOC3073 Sociology of Community [3]. A sociological analysis of human life in urban, suburban, and rural society. Prerequisite: SOC1013G.

SOC/MAN/PSY3083 Organizational Behavior [3]. A study of motivation, communication and performance in organizational settings. Special emphasis is given to organizational structure and dynamics, evaluation procedures and leadership patterns. Prerequisite: SOC1013G or SOC1023G.

SOC4003 Sociology of Religion [3]. A study of the sociological approach to the role of religion in society, religious behavior and religious organizations. Prerequisite: SOC1013G or SOC1023G.

SOC4044 Sociological Theory [4]. A study of the major systems of thought about society. Special emphasis is given to historical context and philosophical background as they relate to the development of sociological theories. Prerequisite: at least nine hours in sociology including SOC1013G.

SOC4073 Community Development [3]. An analysis of needs in various communities and methods of implementing solutions to meet those needs. Special emphasis is given to applying a distinctively Christian focus to urban or rural community. Prerequisite: SOC3073.

SOC5019 Independent Study [1-4].

SOC5029 Sociology Internship [1-6]. A supervised experience performed in a professional environment representing a student’s major discipline. Prerequisite: Senior standing and departmental application and approval.

SOC5091 Sociology Honors Research Project [1-2]. A capstone research project within the major for honor students. It is supervised by a faculty mentor and evaluated by a committee of three faculty. The course is repeatable for up to four (4) hours of credit. Prerequisite: Approval of the application of Intent for Honors Research Project by the Honors Program Director.

Departmental Programs

Associate in Applied Science in Human Services

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>Social Welfare Systems</td>
<td>3</td>
</tr>
<tr>
<td>Marriage and the Family</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>3</td>
</tr>
<tr>
<td>Cultural Diversity</td>
<td></td>
</tr>
<tr>
<td>Introduction to Cultural Anthropology</td>
<td></td>
</tr>
<tr>
<td>Social Psychology</td>
<td></td>
</tr>
<tr>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Community Health</td>
<td>3</td>
</tr>
<tr>
<td>Consumer Finance</td>
<td>3</td>
</tr>
<tr>
<td>Nutrition</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>28 Hours</strong></td>
</tr>
</tbody>
</table>

Recommenced Sequence for the Human Services (AAS) Major

First year

General Psychology
Introduction to Sociology
Social Problems
Second year
Social Welfare Systems
Select one of the following:
  Cultural Diversity
  Introduction to Cultural Anthropology
  Social Psychology
Community Health
Marriage and the Family
Consumer Finance
Nutrition

Bachelor of Arts in Sociology (Community Development Track)

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>
### School of Natural and Social Sciences

- Social Problems 3
- Social Welfare Systems 3
- Cultural Diversity 3
- Principles of Management 3
- Social Science Research Methods 3
- Sociological Theory 4
- Sociology of Community 3
- Community Development 3
- Housing, Society and Consumers 3
- Select one of the following: 3
  - Community Health
  - Human Resource Management
- Select one of the following: 4
  - Ministry in its Social Context
  - Seminar in International Development

**Required Cognate**
- Introduction to Statistics 3

Total 41 Hours

The student with a major in sociology (community development track) must complete a minor in another field. Recommended minors include Christian education, general business, or missions.

**Recommended Support Courses**

Art in the Western World, Conservation of Natural Resources, and Conservation of Natural Resources Laboratory are recommended in the General Education core. Although an internship is not required, it is strongly recommended in the senior year.

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### Bachelor of Arts in Sociology (General Track)

**Required Courses**
- Introduction to Sociology 3
- Social Problems 3
- Social Science Research Methods 3
- Sociological Theory 4

**Elective Courses**
- Sociology electives 23
  (at least 12 hours of the sociology electives must be courses numbered 3000 or above, and may include the criminal justice courses: Juvenile Justice, Criminology and Victimology, and Corrections.)

**Required Cognate**
- Introduction to Statistics 3

Total 39 Hours

The student with a major in sociology (general track) must complete a minor in another field.

**Recommended Support Courses**

Art in the Western World, Principles of Biology with Laboratory, and Western Civilization II: Reformation to the Present Age are recommended in the general education core. Although an internship is not required, it is strongly recommended in the senior year.

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### Recommended Sequence for the
Sociology Major

<table>
<thead>
<tr>
<th>First year</th>
<th>Introduction to Sociology</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Social Problems</td>
</tr>
<tr>
<td>Second year</td>
<td>Social Welfare Systems</td>
</tr>
<tr>
<td></td>
<td>Cultural Diversity</td>
</tr>
<tr>
<td></td>
<td>Principles of Management</td>
</tr>
<tr>
<td>Third year</td>
<td>Social Science Research Methods</td>
</tr>
<tr>
<td></td>
<td>Sociology of Community</td>
</tr>
<tr>
<td></td>
<td>Housing, Society and Consumers</td>
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<tr>
<td></td>
<td>Select one of the following:</td>
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<tr>
<td></td>
<td>Community Health</td>
</tr>
<tr>
<td></td>
<td>Human Resource Management</td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
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<tr>
<td></td>
<td>Ministry in its Social Context</td>
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<td></td>
<td>Seminar in International Development</td>
</tr>
<tr>
<td>Fourth year</td>
<td>Sociological Theory</td>
</tr>
<tr>
<td></td>
<td>Community Development</td>
</tr>
</tbody>
</table>

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### Sociology Minor

- Introduction to Sociology 3
- Social Problems 3
- Select one of the following: 3
  - Social Psychology
  - Organizational Behavior
- Sociology electives 9
  (6 hours selected from courses numbered 3000 or above.)

Total 18 Hours
Christian Education

School of Theology and Philosophy
Dean, C. Jeanne Serrão

Christian Education Department
Department Chair, Bruce E. Oldham

Faculty
Bruce E. Oldham, MA
L. Jane Kennard, PhD
Gary M. Sivewright, EdD

Program Objectives

The programs, courses, and curriculum of the Christian Education Department are designed to achieve the following student outcomes:

- think clearly about the claims of philosophical and theological systems;
- demonstrate a knowledge of and an ability to study and teach the Bible;
- identify and appreciate the doctrine, tradition and mission of the Church of the Nazarene, or the denomination one is called to serve;
- show growth in grace and deepening of one’s love for Jesus Christ as Savior and Lord;
- evidence a healthy understanding of one’s self as a person;
- think and work as a Christian educator with people of all ages;
- develop a personal perspective of the “world as one’s parish;”
- understand and experience the church as a redemptive community;
- live as a servant-leader who believes in, hears, involves, and empowers the laity to do the work of ministry;
- practice the skills of effective teaching;
- nurture an intimate acquaintance with the spiritual disciplines, and the skills and sensitivity to serve as a spiritual friend; and
- articulate a philosophy of ministry.

Christian Education (CED)

CED1002 Christian Life and Ministry [2]. An exploration of Christian spiritual formation, the call to ministry, and various forms and approaches to ministry, from which students will develop an initial philosophy of ministry. This course is the introductory course for Christian education department majors and is open to other students interested in fundamental principles of discipleship and ministry.

CED2010 Christian Education Seminar I [0]. First in a sequence of three courses, focusing on enriching the personal growth and development as “ministers-in-the-making.” Topics include devotional life, spiritual disciplines/maturity, self-understanding, character development, and personal integrity in ministry. This course is graded on a satisfactory/unsatisfactory basis.

CED2013 Foundations of Christian Education [3]. An introduction to the teaching ministry of the church from the perspective of historical, theological, theoretical, philosophical, and sociological foundations, with a special emphasis on key contributions that shape the educational ministry of the church today. Prerequisite: sophomore standing.

CED2020 Christian Education Seminar II [0]. Second in a sequence of three courses, focusing on nurturing calling and commitment to ministry. Topics include examining one’s call to ministry, nurturing gifts and graces for ministry, intellectual development, stewardship of time/talents/resources, and academic goal setting. This course is graded on a satisfactory/unsatisfactory basis. Prerequisite: CED2010.
CED2023 Curriculum Design and Instructional Strategies [3]. An introduction to the principles of curriculum design and the development of skills needed to teach effectively. Special emphasis is given to creating and facilitating learning experiences, presenting theologically and educationally sound teaching plans, and effectively evaluating curriculum materials available for the local church. Prerequisite or corequisite: CED2013 or CED2033.

CED2030 Christian Education Seminar III [0]. Third in a sequence of three courses, focusing on exploring vocational service within the church. Topics include understanding the church as a redemptive community, intercessory prayer and spiritual direction, cultivating a servant’s heart, and responding to the expectations and demands of ministry. This course is graded on a satisfactory-unsatisfactory basis. Prerequisite: CED2020.

CED2033 Educational Ministries in the Local Church [3]. A course designed for religion majors as a study of the role of the pastor in the educational ministries of the church, providing an overview of foundational principles of Christian education, as well as leadership functions and implementation strategies for Sunday School, discipleship, and age-level ministries.

CED2043 Life Span Ministries [3]. A study of human development and its relationship to spiritual development and ministries at each stage of life. Special emphasis is given to the development of whole persons in Christ. Prerequisite: CED2013 or CED2033.

CED3001 Children’s Ministries Workshop [1]. Participation in a national children’s ministries conference, with pre-conference reading required prior to and assigned work during and after the event. Prerequisite: CED2043 for Christian education department majors and children’s ministries minors. Open to non-majors.

CED3002 Programming Children’s Ministries [2]. An investigation of the principles of ministry with children, with special emphasis on the creation and implementation of children’s ministry programs in the local church and the development of organizational and leadership strategies with parents and volunteer workers. Prerequisite: CED2043 for Christian Education Department majors and children’s ministries minors. Open to non-majors. Corequisite: CED3001 for educational ministries majors, children’s ministries majors, and children’s ministries minors.

CED3011 Youth Ministries Workshop [1]. Participation in a national youth ministries conference, with pre-conference reading required prior to and assigned work during and after the event. Prerequisite: CED2043 for Christian education departmental majors and youth ministries minors. Open to non-majors.

CED3012 Programming Youth Ministries [2]. An investigation of the principles of ministry with youth, with special emphasis on the creation and implementation of youth ministry programs in the local church and the development of organizational and leadership strategies with parents, volunteer workers, and students themselves. Prerequisite: CED2043 for Christian education department majors and youth ministries minors, or CED2033 for educational ministries majors. Open to non-majors. Corequisite: CED3011 for educational ministries majors, youth ministries majors, and youth ministries minors.

CED3022 Programming Adult Ministries [2]. An investigation of the principles of ministry with adults, with special emphasis on the creation and implementation of adult ministry programs in the local church and the development of organizational and leadership strategies. Prerequisite: CED2043 for Christian education department majors and educational ministries minors, or CED2033 for religion majors. Open to non-majors.

CED3032 Church and Family Recreation [2]. An overview of recreational strategies and activities within a church’s framework, from traditional organized competitive sports to the less structured, noncompetitive recreational opportunities offered within the context of educational ministries. Emphasis is placed on the philosophy of ministry as ministry within the body of Christ to the whole person. Prerequisite: CED2043.

CED3042 Evangelism of Children [2]. A study of the principles and methods used to evangelize children and their families through the various programs and ministries offered in the local church. Prerequisite: CED2043 for Christian education department majors and children’s ministries minors, or CED2033 for religion majors. Open to non-majors.

CED3052 Evangelism of Youth [2]. A study of the principles and methods used to evangelize youth and their families through the various programs and ministries offered in the local church. Prerequisite: CED2043 for Christian education department majors and youth ministries minors, or CED2033 for religion majors. Open to non-majors.
CED3053 Leadership and Administration of Christian Education [3]. A study of Christian leadership integrating leadership/management theory and biblical servant leadership principles into the work of ministry. Special emphasis is given to the application of these principles to the organization and administration of educational ministries of the local church. Prerequisite: CED1002 for Christian education department majors. Open to non-majors.

CED3062 Developmental Missions [3]. A study of the principles and methods for teaching children and youth to effectively communicate Christ and serve the church outside their own cultural context. Special emphasis is given to the history and philosophy of missions, contemporary culture and subsequent strategies for missions, multicultural communication and ministry, programming for missions education, and encouraging the call to full-time missionary service in children and youth. Involvement in a university missions trip provides training in planning and administering youth missions trips.

CED3072 Family Ministries in the Local Church [2]. An in-depth study of ministries to families, exploring the biblical understanding of the family, gaining an awareness of contemporary needs and challenges related to families, and developing responses and strategies for supporting families within the ministry of a local congregation. Prerequisite: CED2043.

CED3082 Pastoral Care of Children [2]. An introduction to the pastoral care of children, including psychological, cultural, and social considerations related to nurturing their personal and spiritual growth. Special emphasis is given to researching issues and problems common to children and their families, and developing a philosophy and practice of relational ministry and pastoral counseling that is biblical, relevant, and practical. Prerequisites: CED2033, CED2043, or PSY3032.

CED3083 Discipleship and Pastoral Care of Youth [3]. An introduction to the pastoral care of youth, including psychological, cultural, and social considerations related to nurturing their personal and spiritual growth. Special emphasis is given to researching issues and problems common to youth and their families, and developing a philosophy and practice of relational ministry and pastoral counseling that is biblical, relevant, and practical. Prerequisites: CED2033, CED2043, and PSY3032.

CED3092 Pastoral Staff Ministry [2]. An expanded study of the biblical, philosophical, and relational basis of effective pastoral staff ministry in the local church. An understanding of the nature of pastoral ministry and the role of pastoral staff within the structure of the church is developed, along with principles of teamwork and collaboration in ministry, church personnel management and policy formulation, administrative methods and employment procedures, and various issues related to the associate ministry in the local church. Prerequisite: CED2033 or CED3053.

CED4033 Lay Ministry and Church Renewal [3]. A capstone, integrative course focusing on an understanding of the nature and mission of the church, developing strategies for church renewal, building a missional community, and equipping laity for effective ministry. A summative evaluation experience for departmental majors is included. The course is also open to non-majors interested in developing their approach to ministry as a layperson. Prerequisite: senior standing.


CED5019 Independent Study in Christian Education (1-4).

CED5029 Christian Education Internship [2]. A supervised experience in organizing and directing educational ministries in a local church. A minimum of 80 supervised hours is required. The application deadline is March 1 for placement during the following summer and academic year. Prerequisites: senior standing, twenty hours of course work in Christian education, and departmental approval.

CED5091 Christian Education Honors Research Project [1-2]. A capstone research project within the major for honor students. It is supervised by a faculty mentor and evaluated by a committee of three faculty. The course is repeatable for up to four (4) hours of credit. Prerequisite: Approval of the application of Intent for Honors Research Project by the Honors Program Director.
School of Theology and Philosophy

Departmental Programs

Bachelor of Arts in Children’s Ministries

(This program combined with the religion support area fulfills the educational requirements for ordination in the Church of the Nazarene as an elder or deacon in Christian education.)

**Required Christian Education Courses**
- Christian Life and Ministry 2
- Christian Education Seminar I 0
- Christian Education Seminar II 0
- Christian Education Seminar III 0
- Foundations of Christian Education 3
- Curriculum Design and Instructional Strategies 3
- Life Span Ministries 3
- Church and Family Recreation 2
- Lay Ministry and Church Renewal 3
- Christian Leadership and Church Administration 3
- Developmental Missions 2
- Family Ministries in the Local Church 2
- Pastoral Staff Ministry 2
- Christian Education Internship 2
- Programming Children’s Ministries 2
- Children’s Programming Workshop 1
- Evangelism of Children 2
- Pastoral Care of Children 2

**Required Religion Courses**
- Old Testament History and Literature 3
- New Testament History and Literature 3
- Biblical Hermeneutics 3
- Biblical Literature (Select from courses numbered 3000 or above.) 3
- Christian Heritage I 3
- Christian Heritage II 3
- Christian Beliefs 3
- Christian Theology I 3
- Christian Theology II 3

**Required Cognate Courses**
- Communication (Public Speaking is recommended.) 3
- Western Civilization I: Antiquity to the Reformation 3
- Western Civilization II: Reformation to the Present Age 3
- General Psychology 3
- Child Development Center Administration 3
- Psychology of Childhood and Adolescence 2
- Select one of the following:
  - Introduction to Sociology 3
  - Introduction to Cultural Anthropology 3
  - Developmental Missions 3
  - Family Ministries in the Local Church 2
  - Pastoral Care of Children 2
  - Lay Ministry and Church Renewal 3
  - Preaching Ministry (religion support area only) 3
  - Christian Education Internship 3
  - Christian Theology I 3
  - Christian Theology II 3
  - History of the Church of the Nazarene (religion support area only) 3
  - Theology elective (religion support area only) 3

Total 81 Hours

The student with a major in children’s ministries must complete a minor in a discipline outside Christian education or religion, or complete the religion supporting area listed below in lieu of a minor.

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**Recommended Sequence for the Children’s Ministries Major**

**First year**
- Old Testament History and Literature
- New Testament History and Literature
- Christian Life and Ministry
- Christian Education Seminar I
- Communication (Public Speaking is recommended.)
- General Psychology
- Select one of the following:
  - Introduction to Sociology
  - Introduction to Cultural Anthropology

**Second year**
- Foundations of Christian Education
- Curriculum Design and Instructional Strategies
- Life Span Ministries
- Christian Education Seminar II
- Christian Education Seminar III
- Biblical Hermeneutics
- Christian Beliefs
- Worship in the Christian Tradition (religion support area only)
- Western Civilization I: Antiquity to the Reformation
- Western Civilization II: Reformation to the Present Age

**Third year**
- Child Development Center Administration
- Leadership and Administration of Christian Education
- Pastoral Staff Ministry
- Church and Family Recreation
- Programming Children’s Ministries
- Children’s Ministries Workshop
- Evangelism of Children
- Christian Heritage I
- Christian Heritage II
- Biblical literature elective
- Psychology of Childhood and Adolescence
- Developmental Missions

**Fourth year**
- Family Ministries in the Local Church
- Pastoral Care of Children
- Lay Ministry and Church Renewal
- Preaching Ministry (religion support area only)
- Christian Education Internship
- Christian Theology I
- Christian Theology II
- History of the Church of the Nazarene (religion support area only)
- Theology elective (religion support area only)
- Biblical literature elective (religion support area only)

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Bachelor of Arts in Educational Ministries

(This program combined with the religion support area fulfills the educational requirements for ordination in the Church of the Nazarene as an elder or deacon in Christian education.)

**Required Christian Education Courses**
- Christian Life and Ministry 2
- Christian Education Seminar I 0
- Christian Education Seminar II 0
- Christian Education Seminar III 0
- Foundation of Christian Education 3
- Curriculum Design and Instructional Strategies 3
- Life Span Ministries 3

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Christian Education

Church and Family Recreation 2
Lay Ministry and Church Renewal 3
Leadership and Administration of Christian Education 3
Developmental Missions 2
Family Ministries in the Local Church 2
Pastoral Staff Ministry 2
Christian Education Internship 2

Elective Christian Education Courses
Select one of the following: 2-3
- Programming Children’s Ministries and Children’s Ministries Workshop
- Programming Youth Ministries and Youth Ministries Workshop
- Programming Adult Ministries
Select one of the following: 2
- Evangelism of Children
- Evangelism of Youth
- Church Growth and Evangelism
Select one of the following: 2-3
- Pastoral Care of Children
- Discipleship and Pastoral Care of Youth

Required Religion Courses
Old Testament History and Literature 3
New Testament History and Literature 3
Biblical Hermeneutics 3
Biblical literature 3
(Select from courses numbered 3000 or above.)
- Christian Heritage I 3
- Christian Heritage II 3
- Christian Beliefs 3
- Christian Theology I 3
- Christian Theology II 3

Required Cognate Courses
Communication (Public Speaking is recommended.) 3
Western Civilization I: Antiquity to the Reformation 3
Western Civilization II: Reformation to the Present Age 3
General Psychology 3
Select one of the following: 2
- Psychology of Childhood and Adolescence
- Psychology of Adulthood and Aging
Select one of the following: 3
- Introduction to Sociology
- Introduction to Cultural Anthropology

Total 78-79 Hours

The student with a major in educational ministries must complete a minor in a discipline outside Christian education or religion, or complete the religion supporting area listed below in lieu of a minor.

<table>
<thead>
<tr>
<th>Bachelor of Arts in Youth Ministries</th>
</tr>
</thead>
<tbody>
<tr>
<td>(This program combined with the religion support area fulfills the educational requirements for ordination in the Church of the Nazarene as an elder or deacon in Christian education.)</td>
</tr>
</tbody>
</table>

Required Christian Education Courses
Christian Life and Ministry 2
Christian Education Seminar I 0
Foundations of Christian Education 3
Curriculum Design and Instructional Strategies 3
Life Span Ministries 3
Church and Family Recreation 2
Lay Ministry and Church Renewal 3
Leadership and Administration of Christian Education 3
Developmental Missions 2
Family Ministries in the Local Church 2
Pastoral Staff Ministry 2
Christian Education Internship 2
Programming Youth Ministries 2
Youth Ministries Workshop 1
Evangelism of Youth 2
## School of Theology and Philosophy

### Required Religion Courses
- Old Testament History and Literature 3
- New Testament History and Literature 3
- Biblical Hermeneutics 3
- Biblical literature 3
  (Select from courses numbered 3000 or above.)
- Christian Heritage I 3
- Christian Heritage II 3
- Christian Beliefs 3
- Christian Theology I 3
- Christian Theology II 3

### Required Cognate Courses
- Communication (Public Speaking is recommended.) 3
- Western Civilization I: Antiquity to the Reformation 3
- Western Civilization II: Reformation to the Present Age 3
- General Psychology 3
- Psychology of Childhood and Adolescence 2
- Select one of the following:
  - Introduction to Sociology
  - Introduction to Cultural Anthropology

Total 83 Hours

The student with a major in youth ministries must complete a minor in a discipline outside Christian education or religion, or complete the religion support area listed below in lieu of a minor.

<table>
<thead>
<tr>
<th>Recommended Sequence for the Youth Ministries Major</th>
</tr>
</thead>
</table>

### First year
- Old Testament History and Literature
- New Testament History and Literature
- Christian Life and Ministry
- Christian Education Seminar I
- Communication (Public Speaking is recommended.)
- General Psychology
- Select one of the following:
  - Introduction to Sociology
  - Introduction to Cultural Anthropology

### Second year
- Foundations of Christian Education
- Curriculum Design and Instructional Strategies
- Life Span Ministries
- Christian Education Seminar II
- Christian Education Seminar III
- Biblical Hermeneutics
- Christian Beliefs
- Worship in the Christian Tradition (religion support area only)
- Western Civilization I: Antiquity to the Reformation
- Western Civilization II: Reformation to the Present Age

### Third year
- Leadership and Administration of Christian Education
- Pastoral Staff Ministry
- Church and Family Recreation
- Programming Youth Ministries
- Youth Ministries Workshop
- Evangelism of Youth
- Discipleship and Pastoral Care of Youth

Developmental Missions
- Christian Heritage I
- Christian Heritage II
- Biblical literature elective
- Psychology of Childhood and Adolescence

**Fourth year**
- Family Ministries in the Local Church
- Lay Ministry and Church Renewal
- Christian Education Internship
- Christian Theology I
- Christian Theology II
- Preaching Ministry (religion support area only)
- History of the Church of the Nazarene (religion support area only)
- Theology elective (religion support area only)
- Biblical literature elective (religion support area only)

### Religion Support Area
(The religion support area may be selected in lieu of a minor for majors in the Christian Education Department to fulfill educational requirements for ordination as a elder or deacon in the Church of the Nazarene.)

### Required Religion Courses
- Worship in the Christian Tradition 3
- Preaching Ministry 4
- History of the Church of the Nazarene 3
- Theology elective 3
  (Select from courses numbered 3000 or above, in addition to those taken within the required religion sequence.)
- Biblical literature elective 3
  (Select from courses numbered 3000 or above, and must include an Old Testament and New Testament elective within the major and supporting area.)

Total 16 Hours

### Children’s Ministries Minor
- Foundations of Christian Education 3
- Curriculum Design and Instructional Strategies 3
- Life Span Ministries 3
- Programming Children’s Ministries 2
- Children’s Ministries Workshop 1
- Pastoral Care of Children 2
- Evangelism of Children 2
- Church and Family Recreation 2
- Developmental Missions 2
- Family Ministries in the Local Church 2

Total 22 Hours

### Educational Ministries Minor
- Foundations of Christian Education 3
- Curriculum Design and Instructional Strategies 3
- Life Span Ministries 3
<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership and Administration of Christian Education</td>
<td>3</td>
</tr>
<tr>
<td>Church and Family Recreation</td>
<td>2</td>
</tr>
<tr>
<td>Family Ministries in the Local Church</td>
<td>2</td>
</tr>
<tr>
<td>Programming Adult Ministries</td>
<td>2</td>
</tr>
<tr>
<td>Lay Ministry and Church Renewal</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21 Hours</strong></td>
</tr>
</tbody>
</table>

**Youth Ministries Minor**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations of Christian Education</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>23 Hours</strong></td>
</tr>
</tbody>
</table>
School of Theology and Philosophy

Philosophy Program
Program Coordinator, Lincoln B. Stevens

Faculty
Lincoln B. Stevens, PhD
John W. Washatka, MA

Program Objectives
The programs, courses, and curriculum of the philosophy program are designed to achieve the following student outcomes:

- demonstrate knowledge of and proficiency in the disciplines of philosophy, including logic, ethics, epistemology, metaphysics, and the philosophy of religion;
- articulate the influential ideas of the historically important philosophers and philosophical movements;
- exhibit a love of philosophical learning and the love of Christian service through philosophical research and writing;
- articulate a Christian philosophical worldview;
- analyze philosophical claims in terms of their meaning and implications;
- critique philosophical theories and beliefs in terms of their justification;
- exhibit proficiency in defending philosophical truth claims and systems of thought;
- integrate knowledge of philosophy with other disciplines; and
- evidence the knowledge and skills necessary to pursue graduate studies in philosophy, religion, and law.

Philosophy (PHI)

PHI2003G Introduction to Philosophy [3]. An introduction to the nature of philosophical thinking, its basic problems, positions, and arguments.


PHI2063 World Religions [3]. A comparative study of major world religions, including Hinduism, Buddhism, Taoism, Islam, Judaism, and Christianity. Special emphasis is given to evaluating the truth claims of each.

PHI3013 Morality in the Contemporary World [3]. An investigation into the nature and foundations of morality. Special emphasis is given to ethical issues involved in hunger, sexuality, euthanasia and animal rights.

PHI3023 Introduction to Logic [3]. A study of correct and incorrect reasoning. Special emphasis is given to methods of stating and evaluating arguments, formal and informal fallacies, and the nature of definition. Prerequisites: PHI2003G, PHI2023G, or instructor’s permission.

PHI3043 Modern Philosophy [3]. A study of major philosophical developments from Descrates to Kant. Special emphasis is given to the Continental Rationalists (Descartes, Spinoza and Leibnitz) and the British Empiricists (Locke, Berkeley and Hume) as they culminate in the philosophy of Reid and Kant. Prerequisites: PHI2003G, PHI2023G or instructor’s permission.

PHI4003 Contemporary Philosophy [3]. A study of major philosophical developments from Hegel to the present, including idealism, Marxism, existentialism, phenomenology, analytic philosophy, and post modernism. Prerequisites: PHI2003G, PHI2023G or instructor’s permission.
PHI/ART4013 Aesthetics [3]. An introductory study of the philosophy of art through analysis of selected writings. Prerequisite: junior standing.

PHI4093 Christian Apologetics [3]. A study of the defense of Christian truth. Special attention is given to the major arguments against the belief in the incarnation of Jesus, miracles, the resurrection of Jesus, the atonement, the doctrine of hell, and the appropriate Christian philosophical response.

PHI5019 Independent Study [1-4].

PHI5029 Internship [1-6]. A supervised experience performed in a professional environment representing a student’s major discipline. Prerequisite: Senior standing and departmental application and approval.

PHI5091 Philosophy Honors Research Project [1-2]. A capstone research project within the major for honor students. It is supervised by a faculty mentor and evaluated by a committee of three faculty. The course is repeatable for up to four (4) hours of credit. Prerequisite: Approval of the application of Intent for Honors Research Project by the Honors Program Director.

Departmental Programs

Bachelor of Arts in Philosophy-Humanities

Required Philosophy Courses
- Introduction to Philosophy 3
- Classical and Christian Philosophy 3
- Morality in the Contemporary World 3
- World Religions 3
- Introduction to Logic 3
- Modern Philosophy 3
- Contemporary Philosophy 3
- Christian Apologetics 3
- Select one of the following options: 3-12
  - Intermediate foreign language option
  - Language studies* option
  - Select two of the following:
    - American Literature II
    - English Literature II
    - World Literature II
  - Select one of the following:
    - Introduction to Linguistics
    - Traditional and Modern Grammars

Required Humanities Courses
- Humanities components 36-38
- Total 60-62 Hours

*(If this option is selected and literature is selected as one of the student’s humanities components, the student must take one additional literature course in consultation with the academic advisor.)

The student with a major in philosophy-humanities must complete two 18-hour components from the humanities disciplines other than philosophy. Additional components and courses must be approved for philosophical content by the School of Theology and Philosophy. Components include:

Communication
- Communication and Society 3
- Interpersonal Communication 3
- Persuasion 3
- Communication Theory 3
- Rhetorical Theory 3
- Seminar in Communication 3
- Total 18 Hours

History
- Western Civilization I: Antiquity to the Reformation 3
- Western Civilization II: Reformation to the Present Age 3
- Select two of the following: 6
  - Survey of the Far East
  - History of Modern Britain
  - History of Modern Russia
- Select two of the following: 6
  - History of World Politics
  - Seminar in Foreign Policy
  - American Government
- Total 18 Hours

Literature
- Introduction to Literature 3
- Select one of the following: 3
  - American Literature I
  - American Literature II
- Select one of the following: 3
  - World Literature I
  - World Literature II
  - English Literature I
  - English Literature II
  - Shakespeare
- Total 18 Hours
School of Theology and Philosophy

Psychology
General Psychology 3
Theories of Learning 4
Psychology of Personality 3
History and Systems of Psychology 4
Physiological Psychology 3
Psychology elective 3
Total 20 Hours

Religion
Upper division biblical literature 3
Church history 3
Theology (two courses) 6
Upper division religion electives 6
(select from Bible, theology, or church history)
Total 18 Hours

Sociology
Introduction to Sociology 3
Social Problems 3
Introduction to Cultural Anthropology 3
Sociology of Religion 3
Sociological Theory 4
Select one of the following:
Social Science Research Methods 3
Sociology of Community

Total 19 Hours

Recommenced Sequence for the Philosophy-Humanities Major

First year
Introduction to Philosophy
Second year
Classical and Christian Philosophy
Morbality in the Contemporary World*
Third year
World Religions*
Introduction to Logic*
Modern Philosophy*
Fourth year
Contemporary Philosophy**
Christian Apologetics**
*(Alternate year courses may be swapped between second and third years.)
**(Alternate year courses may be swapped between third and fourth years.)

Philosophy Minor

Introduction to Philosophy 3
Select one of the following:
Morality in the Contemporary World 3
Introduction to Logic
Select two of the following:
Classical and Christian Philosophy 6
Modern Philosophy
Contemporary Philosophy
Philosophy electives 6
Total 18 Hours

Introduction to Logic is recommended for those planning to attend graduate school.
Religion Department

Department Chair, Larry E. Houck

Faculty
Willie C. Dishon, DMin
Larry E. Houck, DMin
John W. Hall, Jr., PhD
Bruce L. Petersen, DMin
W. Terrell Sanders, PhD
C. Jeanne Serrão, PhD
Alexander Varughese, PhD
Rick L. Williamson, PhD

Program Objectives

The programs, courses, and curriculum of the Religion Department are designed to achieve the following student outcomes:

- nurture and develop a call to Christian service;
- demonstrate an understanding of biblical literature and history;
- study the Scriptures using proper hermeneutical guidelines, leading to biblical scholarship and spiritual formation;
- demonstrate an understanding of the historical development and theological traditions of the Christian church;
- evidence an understanding of and appreciation of the doctrines, tradition, and mission of the Church of the Nazarene;
- master basic skills in various functions of pastoral ministry;
- demonstrate skill in the use and application of theological language and vocabulary;
- evidence critical abilities to evaluate truth claims of different thought systems; and
- grow and mature in the knowledge and experience of Jesus Christ as Redeemer, Sanctifier, and Lord.

Traditional Undergraduate Religion Program

Biblical Literature (BIB)

BIB1003G Old Testament History and Literature [3]. A survey of the books of the Old Testament with emphasis given to the significant historical events, personalities, and theological traditions of Israel.

BIB1004G History and Faith of the Biblical Communities [4]. An introduction to biblical literature. Special emphasis is given to the history of Israel and the early Christian church, the making of the Bible, the nature of revelation and the meaning of the biblical message.


BIB2013 Biblical Hermeneutics [3]. A study of the assumptions and principles underlying the interpretation of various types of literature found in the Bible. Special emphasis is given to exegesis of biblical passages. Prerequisites: BIB1004G, or BIB1003G and BIB1013G.

BIB2084G History and Geography of Biblical Lands [4]. A travel course to significant sites in biblical lands. Special emphasis is given to the geographical, historical and cultural background of the Bible.
BIB3003 Eighth Century Hebrew Prophets [3]. An exegetical study of the books of Amos, Hosea, Micah, and Isaiah in their historical, social and religious contexts with contemporary applications. Prerequisite: BIB1004G or BIB2084G, or BIB1003G and BIB1013G. For religion majors, BIB2013 is recommended for all upper division New and Old Testament courses.

BIB3013 Seventh and Sixth Century Hebrew Prophets [3]. An exegetical study of Jeremiah, Ezekiel, and their contemporaries. Special emphasis is given to the developing theological themes. Prerequisite: BIB1004G or BIB2084G, or BIB1003G and BIB1013G. For religion majors, BIB2013 is recommended for all upper division New and Old Testament courses.

BIB3023 Life and Teachings of Jesus [3]. A study of the life, works and words of Jesus as found in the four Gospels. Prerequisite: BIB1004G or BIB2084G, or BIB1003G and BIB1013G. For religion majors, BIB2013 is recommended for all upper division New and Old Testament courses.

BIB3043 Life and Letters of Paul [3]. A study of the life and teachings of Paul and his insight into the personal and social dimensions of the Christian life. Prerequisite: BIB1004G or BIB2084G, or BIB1003G and BIB1013G. For religion majors, BIB2013 is recommended for all upper division New and Old Testament courses.

BIB3053 Johannine Literature [3]. A study of John’s gospel, the epistles of John, and Revelation in the light of the literature and culture of the first century Mediterranean world. Prerequisite: BIB1004G, or BIB1003G and BIB1013G. For religion majors, BIB2013 is recommended for all upper division New and Old Testament courses.

BIB3063 Psalms and Wisdom Literature [3]. A study of the psalms and their cultic settings in Israel’s worship, the wisdom literature of the Old Testament with particular emphasis on the book of Job. Prerequisite: BIB1004G or BIB2084G, or BIB1003G and BIB1013G. For religion majors, BIB2013 is recommended for all upper division New and Old Testament courses.

BIB3073 Acts and General Epistles [3]. A study of the origins and expansion of the Early Christian Church as recorded in Acts and the General Epistles. Prerequisite: BIB1004G or BIB2084G, or BIB1003G and BIB1013G. For religion majors, BIB2013 is recommended for all upper division New and Old Testament courses.

BIB3083 Pentateuch [3]. A study of the Pentateuch (Genesis through Deuteronomy) and its cultural and literary background. Prerequisite: BIB1004G or BIB2084G, or BIB1003G and BIB1013G. For religion majors, BIB2013 is recommended for all upper division New and Old Testament courses.

Biblical Languages (BLA)


BLA3013 Advanced Greek Reading [3]. Readings from selected New Testament, Septuagint, Koine or classical passages. The course may be repeated for credit as passages vary. Prerequisite: BLA3004.

BLA4004G Beginning Biblical Hebrew [4]. A beginning study of Hebrew grammar and vocabulary with translation of selected Old Testament passages. Prerequisite: instructor’s permission.

Church History (CHH)

CHH3013 Christian Heritage I [3]. A survey of church history from its beginnings through the Reformation. Prerequisite: HIS1003G.
Religion

CHH3053 Christian Heritage II [3]. A study of the development of the Christian church from Puritanism and Pietism (17th century) to the present within its cultural and historical settings. Prerequisites: HIS1013G and CHH3013.

CHH4053 History of the Church of the Nazarene [3]. A historical study of the modern holiness movement and the Church of the Nazarene. Special emphasis is given to research from primary sources and the polity of the Church of the Nazarene. Prerequisite: CHH3013.

CHH4063 Studies in Modern Denominational Histories [3]. A study of the history and polity of a particular denomination in the 19th and 20th centuries. Special emphasis is given to research from primary sources. Prerequisite: CHH3013.

Intercultural Studies (ICS) (These courses will be available in fall 2005).

ICS2003 Introduction to Missions Anthropology [3]. An introduction to the tools anthropologists use to gain insight into individual’s faith and to discover appropriate means of expressing the truth of the Gospel. Special emphasis is given to the dimensions of culture, world view issues, contextualizing the Gospel, and the incarnational paradigm.

ICS2013 Foundations of Missions [3]. An overview of the biblical and theological bases for missions. Topics include the making of a missionary, the biblical mandate for missions, and the theological foundations of missions.

ICS3012 History of Missions [2]. A survey of the history of Christian missions. Special emphasis is given to the history of the missionary work of the Church of the Nazarene.

ICS3013 Gospel and Culture [3]. A study of how the Gospel is lived and expressed within cultural contexts. Special emphasis is given to the process of critical contextualization and the development of indigenous churches within the various societal types.

ICS3022 Practice of Missions [2]. An introduction to the practice of world missions. Special emphasis is given to personal and administrative issues, and problems.

ICS5029 Intercultural Internship [1-6]. A supervised experience performed in a professional environment representing a student’s major discipline. Prerequisite: Senior standing and departmental application and approval.

Pastoral Ministry (PMI)


PMI2010 Religion Seminar I [0]. The first course, in a sequence of three seminars, focuses on God’s call, steps toward ordination, devotional life, academic progress, intellectual development, interpersonal relationship, strategy for academic and vocational survival, conflict management, and stewardship of time, talents, and the mind. This course is graded on a satisfactory/unsatisfactory basis.

PMI2020 Religion Seminar II [0]. The second course, in the sequence of three seminars, focuses on the minister as a person. Special emphasis is given to moral standards, ethical conduct, accountability, gender relations, managing personal finances, and intellectual and spiritual development. This course is graded on a satisfactory/unsatisfactory basis. Prerequisite: PMI2010.

PMI2023 Worship in the Christian Tradition [3]. A foundation course on the knowledge and skills necessary for worship leadership. Prerequisite: BIB1004G, or BIB1003G and BIB1013G.

PMI2030 Religion Seminar III [0]. The third course, in the sequence of three seminars, focuses on issues such as the vocation of ministry, inner identity of the minister, motivation for ministry, minister as teacher and follower, conflict and collaboration, and ministry as God’s work. This course is graded on a satisfactory/unsatisfactory basis. Prerequisites: PMI2010 and PMI2020.

PMI3004 Ministry in its Social Context [4]. A travel course providing an orientation and exposure to forms of Christian ministries in their social context. Special emphasis is given to examining the biblical and theological foundations of ministry, observing ministries in their social and cultural contexts, and reflecting on the relationships between the contextual influences and principles underlying the ministries. Prerequisite: THE3003G.
School of Theology and Philosophy

PMI3012 Church Growth and Evangelism [2]. A study of the practice, policy and methods of church growth in local and worldwide settings. Special emphasis is given to sociological, anthropological, and ethnic factors.

PMI3014 Preaching Ministry [4]. A study of the purposes of the sermon and principles of sermon construction. Prerequisites: BIB1004G (or BIB1003G and BIB1013G), BIB2013, PMI2023, an upper division biblical literature, and any G level communication course, preferably COM1023.

PMI3022 Worship Design and Laboratory [2]. A study of worship paradigms with special emphasis given to the design, flow and blend of worship appropriate for a culturally relevant church. The course helps students comprehend and experience personal and corporate worship, and to prepare students to create and lead meaningful worship in the local church setting. Prerequisite: PMI2023.

PMI3032 Advanced Preaching [2]. An advanced course in sermon preparation and delivery that emphasizes the inductive method. Prerequisite: PMI3014.


PMI4023 Pastoral Care and Counseling [3]. A study of the practical considerations of the minister as pastor and shepherd of the local church. Special emphasis is given to practical experience.

Religion Special Studies (RSS)

RSS2009 Summer Ministries [1-4]. A supervised field experience in church ministries. The course may be repeated for credit.

RSS5019 Independent Study [1-4].

RSS5029 Religion Internship [1-6]. A supervised experience performed in a professional environment representing a student’s major discipline. Prerequisite: Senior standing and departmental application and approval.

RSS5091 Religion Honors Research Project [1-2]. A capstone research project within the major for honor students. It is supervised by a faculty mentor and evaluated by a committee of three faculty. The course is repeatable for up to four (4) hours of credit. Prerequisite: Approval of the application of Intent for Honors Research Project by the Honors Program Director.

Theology (THE)

THE3003G Christian Beliefs [3]. A study of the essential Christian doctrines and their contemporary significance. Prerequisite: BIB1004G or BIB2084G, or BIB1003G and BIB1013G.


THE4003 Christian Theology I [3]. A study of the Christian faith as a systematic structure of thought. Special emphasis is given to the biblical foundations, historical development, philosophical implications and theological presuppositions related to revelation, the nature of God, and the Trinity. Prerequisites: THE3003G and PHI2003G.

THE4013 Christian Theology II [3]. A study of the Christian faith as a systematic structure of thought. Special emphasis is given to the biblical foundations, historical development, philosophical implications and theological presuppositions related to Christ, the Holy Spirit, salvation, the Church, and the future. Prerequisites: THE3003G and THE4003.

THE4083 Wesley’s Life and Thought [3]. A seminar of guided research into the life and thought of John Wesley including the origins of his thought.
Departmental Programs

Bachelor of Arts in Intercultural Studies

(This program is intended for students with interests in working with missions programs in intercultural settings. This program is available in fall 2005.)

Required Religion Courses
Old Testament History and Literature 3
New Testament History and Literature 3
Biblical Hermeneutics 3
Christian Heritage I 3
Christian Life and Ministry 2
Christian Beliefs 3
Doctrine of Christian Holiness 3
World Religions 3

Intercultural Studies Courses
Foundations of Missions 3
History of Missions 2
Gospel and Culture 3
Practice of Missions 2
Select one of the following: 3
  Introduction to Missions Anthropology
  Cultural Diversity
Sociology of Community 3
Community Development 3

Intercultural Experience
Select one of the following: 4
  Ministry in its Social Context
  Seminar in International Development
  Intercultural Internship 3

Required Cognate Courses
Western Civilization I: Antiquity to the Reformation 3
Introduction to Sociology 3
Modern foreign language or biblical language 8

Total 63 Hours

The student with a major in intercultural studies must complete a minor in a discipline other than religion or missions. The student is strongly encouraged to complete a second major in a discipline with utility on the mission field. The student with a major in intercultural studies is strongly encouraged to study abroad for one semester.

Recommended Sequence for the Intercultural Studies Major

First year
Old Testament History and Literature
New Testament History and Literature
Christian Life and Ministry
Western Civilization I: Antiquity to the Reformation
Introduction to Sociology

Second year
Biblical Hermeneutics
Modern foreign language or biblical languages

Bachelor of Arts in Religion (Humanities Track)

(This program prepares students for graduate school or seminary.)

Required Courses
Old Testament History and Literature 3
New Testament History and Literature 3
Christian Heritage I 3
Christian Heritage II 3
Christian Beliefs 3
Doctrine of Christian Holiness 3
Christian Theology I 3
Christian Theology II 3
Wesley’s Life and Thought 3

Elective Courses
Old Testament electives 3
New Testament electives 3
Biblical literature electives 6
Select one of the following: 3
  Classical and Christian Philosophy
  Modern Philosophy
  Contemporary Philosophy

Required Cognate Courses
Western Civilization I: Antiquity to the Reformation 3
Western Civilization II: Antiquity to the Present Age 3
Introduction to Sociology 3
Sociology of Religion 3
Biblical Language(s)* 12
World Religions 3
Christian Apologetics 3

Total 75 Hours
*(Includes one course at the intermediate level. Students may substitute this requirement with a modern language with the department’s approval.)*

The student with a major in religion (humanities track) must complete a minor in another discipline or a supporting area of 18 hours approved by the department.

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**Recommended Sequence for the Humanities Track**

**First year**
- Old Testament History and Literature
- New Testament History and Literature
- Western Civilization I: Antiquity to the Reformation
- Western Civilization II: Reformation to the Present Age
- Introduction to Sociology

**Second year**
- Biblical languages
- Introduction to Philosophy

**Third year**
- Old Testament electives
- New Testament electives
- Christian Beliefs
- Christian Heritage I
- Christian Heritage II
- Doctrine of Christian Holiness
- World Religions*
  - Select one of the following:**
    - Classical and Christian Philosophy
    - Modern Philosophy
    - Contemporary Philosophy

**Fourth year**
- Biblical literature electives
- Christian Apologetics**
- Christian Theology I
- Christian Theology II
- Wesley’s Life and Thought
- Sociology of Religion**

*May be swapped between second and third years.*

**May be swapped between third and fourth years.**

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**Bachelor of Arts in Religion (Music and Worship Track)**

**Required Religion Courses**
- History and Faith of the Biblical Communities 4
- Christian Life and Ministry 2
- Biblical Hermeneutics 3
- Biblical literature (select from courses numbered 3000 and above) 3
- Christian Beliefs 3
- Christian Heritage I 3
- History of the Church the Nazarene 3
- Doctrine of Christian Holiness 3
- Leadership and Administration in Christian Education 3
- Pastoral Staff Ministry 2
- Worship in the Christian Tradition 3
- Worship Design and Laboratory 2
- Church Growth and Evangelism 2
- Pastoral Care and Counseling 3

**Required Music Courses**
- Basic Structures of Music Theory I 3
- Basic Structures of Music Theory II 3
- Sight Singing and Ear Training I 1
- Sight Singing and Ear Training II 1
- Piano Class I 1
- Piano Proficiency Level I 0
- Introduction to Conducting 2
- Introduction to Church Music 2
- Music and Worship 2
- Hymnology 2
- Advanced Choral Conducting 2
- Ensembles 4
- Applied Music I and II 2
- Applied Music III and IV 2
- Religion Internship 2

**Elective Music Courses**
- Elective courses in music 3

**Required Cognate Courses**
- Western Civilization I: Antiquity to the Reformation 3
- Music in the Western World 2
- General Psychology 3
- Select one of the following sociology courses:
  - Introduction to Sociology 3
  - Social Problems
  - Introduction to Cultural Anthropology

Total 82 Hours

The student with a major in religion (music and worship track) is not required to complete a minor.
Bachelor of Arts in Religion (Theological Studies Track)

(This program prepares students for general Christian ministry or seminary.)

**Required Courses**
- Old Testament History and Literature 3
- New Testament History and Literature 3
- Christian Life and Ministry 2
- Religion Seminar I 0
- Religion Seminar II 0
- Religion Seminar III 0
- Biblical Hermeneutics 3
- Worship in the Christian Tradition 3
- Christian Heritage I 3
- Christian Heritage II 3
- Christian Beliefs 3
- Christian Theology I 3
- Christian Theology II 3
- Select one of the following: 3
  - Doctrine of Christian Holiness
  - Wesley’s Life and Thought
- Preaching Ministry 4
- Pastoral Ministry and Leadership 3
- Religion Internship 2

**Elective Courses**
- Old Testament electives 3
  (selected from courses numbered 3000 or above.)
- New Testament electives 3
  (selected from courses numbered 3000 or above.)
- Select one of the following: 3
  - History of the Church of the Nazarene
  - Studies in Modern Denominational Histories
- Select one of the following: 3
  - Classical and Christian Philosophy
  - Modern Philosophy
  - Contemporary Philosophy

**Required Cognate Courses**
- Western Civilization I: Antiquity to the Reformation 3
- Western Civilization II: Reformation to the Present Age 3
- Biblical Language(s)* 12
- Introduction to Philosophy 3
- Communication (Public Speaking is recommended) 3
- Select one of the following: 3
  - General Psychology
  - Introduction to Sociology
  - Social Problems
  - Introduction to Cultural Anthropology

**Total** 83 Hours

*(Students may fulfill this requirement with a combination of Greek and Hebrew courses.)*

The student with a major in religion (theological studies track) must complete a minor in another discipline or a supporting area of 18 hours approved by the department.

**Recommended Sequence for the Theological Studies Track**

<table>
<thead>
<tr>
<th>First year</th>
<th>Old Testament History and Literature</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>New Testament History and Literature</td>
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<tr>
<td></td>
<td>Western Civilization I: Antiquity to the Reformation</td>
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<td></td>
<td>Western Civilization II: Reformation to the Present Age</td>
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<tr>
<td></td>
<td>Communication (Public Speaking is recommended.)</td>
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<tr>
<td></td>
<td>Christian Life and Ministry</td>
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<tr>
<td></td>
<td>Religion Seminar I</td>
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<tr>
<td>Second year</td>
<td>Biblical Hermeneutics</td>
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<tr>
<td></td>
<td>Worship in the Christian Tradition</td>
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<td></td>
<td>Biblical languages</td>
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<td></td>
<td>Select one of the following:</td>
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<tr>
<td></td>
<td>- General Psychology</td>
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<td></td>
<td>- Introduction to Sociology</td>
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<td>- Social Problems</td>
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<td></td>
<td>- Introduction to Cultural Anthropology</td>
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<tr>
<td>Third year</td>
<td>Religion Seminar II</td>
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<tr>
<td></td>
<td>Religion Seminar III</td>
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<td>Old Testament electives</td>
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<td>New Testament electives</td>
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<td>Christian Beliefs</td>
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<td></td>
<td>Christian Heritage I</td>
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<td></td>
<td>Christian Heritage II</td>
</tr>
<tr>
<td></td>
<td>Preaching Ministry</td>
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<td></td>
<td>Select one of the following:*</td>
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<tr>
<td></td>
<td>- Classical and Christian Philosophy</td>
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<td></td>
<td>- Modern Philosophy</td>
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<tr>
<td></td>
<td>- Contemporary Philosophy</td>
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<td></td>
<td>- Doctrine of Christian Holiness</td>
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<td></td>
<td>- Wesley’s Life and Thought</td>
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<tr>
<td>Fourth year</td>
<td>Christian Theology I</td>
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<td></td>
<td>Christian Theology II</td>
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<tr>
<td></td>
<td>Pastoral Ministry and Leadership</td>
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<tr>
<td></td>
<td>Religion Internship</td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
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<tr>
<td></td>
<td>- History of the Church of the Nazarene</td>
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<tr>
<td></td>
<td>- Studies in Modern Denominational Histories</td>
</tr>
<tr>
<td></td>
<td><em>(May be swapped between third and fourth years.)</em></td>
</tr>
</tbody>
</table>
Bachelor of Arts in Religion (Pastoral Ministry Track)

(This program fulfills the educational requirements for ordination as an elder in the Church of the Nazarene.)

**Required Courses**

- Old Testament History and Literature  3
- New Testament History and Literature  3
- Christian Life and Ministry  2
- Religion Seminar I  0
- Religion Seminar II  0
- Religion Seminar III  0
- Biblical Hermeneutics  3
- Worship in the Christian Tradition  3
- Christian Heritage I  3
- Christian Heritage II  3
- Christian Beliefs  3
- Christian Theology I  3
- Christian Theology II  3
- Select one of the following:  3
  - Doctrine of Christian Holiness
  - Wesley’s Life and Thought
- Pastor as Educator  3
- Ministry in its Social Context  4
- Church Growth and Evangelism  2
- Preaching Ministry  4
- Pastoral Care and Counseling  3
- Pastoral Ministry and Leadership  3
- Religion Internship  2

**Elective Courses**

- Old Testament electives  3
  (selected from courses numbered 3000 or above.)
- New Testament electives  3
  (selected from courses numbered 3000 or above.)
- Biblical literature elective  3
- Select one of the following:  3
  - History of the Church of the Nazarene
  - Studies in Modern Denominational Histories
- Select one of the following:  2
  - Foundations of Missions
  - Practice of Missions

**Required Cognate Courses**

- Western Civilization I: Antiquity to the Reformation  3
- Western Civilization II: Reformation to the Present Age  3
- Beginning New Testament Greek I  4
- Beginning New Testament Greek II  4
- General Psychology  3
- Communication (Public Speaking is recommended)  3
- Select one of the following:  3
  - Introduction to Sociology
  - Social Problems
  - Introduction to Cultural Anthropology

**Recommended Sequence for the Pastoral Ministry Track**

**First year**

- Old Testament History and Literature
- New Testament History and Literature
- Western Civilization I: Antiquity to the Reformation
- Communication
- Western Civilization II: Reformation to the Present Age
- Christian Life and Ministry
- Religion Seminar I

**Second year**

- Biblical Hermeneutics
- Pastor as Educator
- Worship in the Christian Tradition
- Beginning New Testament Greek I
- Beginning New Testament Greek II
- Introduction to Philosophy
- General Psychology
- Select one of the following:
  - Introduction to Sociology
  - Social Problems
  - Introduction to Cultural Anthropology
- Religion Seminar II
- Religion Seminar III

**Third year**

- Old Testament electives
- New Testament electives
- Christian Beliefs
- Christian Heritage I
- Christian Heritage II
- Church Growth and Evangelism
- Ministry in its Social Context
- Preaching Ministry
- Select one of the following:
  - Foundations of Missions
  - Practice of Missions
- Select one of the following:*  3
  - Doctrine of Christian Holiness
  - Wesley’s Life and Thought

**Fourth year**

- Biblical literature elective
- Christian Theology I
- Christian Theology II
- Wesley’s Life and Thought
- Pastoral Care and Counseling
- Pastoral Ministry and Leadership
- Religion Internship
- Select one of the following:
  - History of the Church of the Nazarene
  - Studies in Modern Denominational Histories

* (The student enrolls for three semesters.)

**Biblical Languages Minor**

- Beginning New Testament Greek I  4
- Beginning New Testament Greek II  4
<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate New Testament Greek</td>
<td>4</td>
</tr>
<tr>
<td>Advanced Greek Reading</td>
<td>3</td>
</tr>
<tr>
<td>Beginning Biblical Hebrew</td>
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**Biblical Literature Minor**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
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<tr>
<td>Old Testament History and Literature*</td>
<td>3</td>
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<tr>
<td>New Testament History and Literature*</td>
<td>3</td>
</tr>
<tr>
<td>Biblical Hermeneutics</td>
<td>3</td>
</tr>
<tr>
<td>Old Testament elective</td>
<td>3</td>
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<tr>
<td>(selected from courses numbered 3000 or above.)</td>
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<tr>
<td>New Testament elective</td>
<td>3</td>
</tr>
<tr>
<td>(selected from courses numbered 3000 or above.)</td>
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</tr>
<tr>
<td>Old or New Testament elective</td>
<td>3</td>
</tr>
<tr>
<td>(selected from courses numbered 3000 or above.)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>18-19 hours</td>
</tr>
</tbody>
</table>

*(Students who substitute History and Faith of the Biblical Communities for the Old and New Testament History and Literature sequence must complete an additional upper division Old or New Testament elective beyond those listed above.)*

**Missions Minor**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Foundation of Missions*</td>
<td>2</td>
</tr>
<tr>
<td>History of Missions*</td>
<td>2</td>
</tr>
<tr>
<td>Practice of Missions*</td>
<td>2</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Cultural Anthropology</td>
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<td>World Religions</td>
<td></td>
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<td>Select three of the following:</td>
<td>9-12</td>
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<tr>
<td>Church Growth and Evangelism*</td>
<td></td>
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<tr>
<td>Foreign language*</td>
<td></td>
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<tr>
<td>Ministry in its Social Context*</td>
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<tr>
<td>Sociology of Religion</td>
<td></td>
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<tr>
<td>Seminar in International Development</td>
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<tr>
<td>Introduction to Linguistics</td>
<td></td>
</tr>
<tr>
<td>Mission and Ministries</td>
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<tr>
<td>Total</td>
<td>18-21 Hours</td>
</tr>
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</table>

*(Students who use these courses to fulfill requirements for a major in religion or Christian education must complete additional missions electives for the missions minor.)*

**Religion Minor**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Biblical Hermeneutics</td>
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<tr>
<td>Old Testament or New Testament course</td>
<td>3</td>
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<tr>
<td>(selected from courses numbered 3000 or above.)</td>
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<tr>
<td>Christian Heritage I</td>
<td>3</td>
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<tr>
<td>Christian Heritage II</td>
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<td>Christian Theology I</td>
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<td>Christian Theology II</td>
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<tr>
<td>Religion elective</td>
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<tr>
<td>(selected from courses numbered 3000 or above in biblical literature, biblical languages, church history, missions, pastoral ministry, or theology.)</td>
<td></td>
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<tr>
<td>Total</td>
<td>20-21 hours</td>
</tr>
</tbody>
</table>

**Worship Studies Minor**

*(This minor is intended to enhance the preparation of religion (pastoral ministry track) students.)*

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Worship in the Christian Tradition</td>
<td>3</td>
</tr>
<tr>
<td>Worship Design and Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>Preaching Ministry</td>
<td>4</td>
</tr>
<tr>
<td>Advanced Preaching</td>
<td>2</td>
</tr>
<tr>
<td>Introduction to Church Music</td>
<td>2</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>2</td>
</tr>
<tr>
<td>Hymnology</td>
<td></td>
</tr>
<tr>
<td>Music and Worship</td>
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</tr>
<tr>
<td>Art in the Western World</td>
<td>2</td>
</tr>
<tr>
<td>Music in the Western World</td>
<td>2</td>
</tr>
<tr>
<td>Acting Practicum</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
</tr>
</tbody>
</table>

*(Students in the music and worship track are ineligible to take this minor. Students who have a major outside the School of Theology and Philosophy may substitute Biblical Hermeneutics and Doctrine of Holiness for the Preaching Ministry and Advanced Preaching courses.)*

**General Program Note:** Students who transfer into a Religion Department major having already taken BIB1004 History and Faith of the Biblical Communities must complete another biblical literature course to satisfy major requirements. Those with a “B-” grade or above may choose between BIB1003 Old Testament History and Literature, BIB1013 New Testament History and Literature, or an upper division biblical literature course. Those with a “C+” grade or below must complete BIB1003 Old Testament History and Literature or BIB1013 New Testament History.
Certificate of Ministry Preparation Program

Program Coordinator, Alex Varughese

 Shortly after the first Board of Trustees elected Stephen W. Nease as the first president in May 1966, Dr. Nease recognized a need for a program for the number of men and women who were studying for the full-time ministry through the Home Study Program.

At first, only a few courses were taught in response to some expressed needs. Since that time, the program developed to its present status of a fully organized program of ministerial studies meeting all the educational requirements for ordination with elder’s or deacon’s orders within the Church of the Nazarene. Church officials have approved the program for that purpose.

Certificate of Ministry Preparation Program

Bible Literature (ABI)

ABI1001 Survey of the Old Testament [1]. A brief survey of the books of the Old Testament with an emphasis on the divisions, major themes, types of literature, significant historical events, personality, and theological traditions of the Old Testament.

ABI1011 Survey of the New Testament [1]. A brief survey of the books of the New Testament with an emphasis on the divisions, major themes, types of literature, significant historical events, theological traditions, the life and teaching of Jesus, and the life and teaching of Paul.

ABI2001 Old Testament Biblical Exegesis [1]. A study of an Old Testament book or books with emphasis given to the application of the message to one’s personal life and contemporary life situations. The course is repeatable as the books vary. Prerequisite: ABI1001.

ABI2011 New Testament Biblical Exegesis [1]. A study of a New Testament book or books with emphasis given to the application of the message to one’s personal life and contemporary life situations. The course is repeatable as the books vary. Prerequisite: ABI1011.

Church History (ACH)

ACH2001 Survey of Church History I [1]. A survey of the history of the Christian church from its origin during the Apostolic period to 1500 AD.


ACH3001 History of the Church of the Nazarene [1]. A study of the history of the Church of the Nazarene. Special emphasis focuses on the holiness revival of the later nineteenth century as the religious climate that led to the beginning of the Church of the Nazarene. Prerequisites: ACH2001 and ACH2011.

Certificate of Ministry Preparation

General Knowledge

ACO1001 Public Speaking [1]. A study of the preparation and delivery of informative and persuasive speeches. Extensive use is made of video tape recordings in developing oral communication skills.

AEN1001 English Composition [1]. A survey of English grammar with the purpose of developing the writing skill to communicate ideas effectively and appropriately.

APH2001 Analytic Thinking [1]. An introduction to critical problem thinking and problem solving skills.

APH4001 Ethics and the Minister [1]. A study of the minister as a person of integrity and a role model for ethical behavior in the Christian community.

Pastoral Ministry (APM)

ACC4001 Ministry in the Social and Cultural Context [1]. A study of the social and cultural context of ministry. Special emphasis is given to understanding the social and cultural settings in which ministry is located and to developing ministries appropriate to the particular setting.

ACE3001 Christian Education in the Local Church [1]. A survey of the Christian education programming in the local church to develop spiritual maturity and empowering Christians to assume leadership roles in the local church.


APM1001 Personal Development of the Minister [1]. A study of the person of the minister, the minister’s ongoing need for personal development, healthy relationships, management of personal time and resources, and the context of the local church.

APM1011 Spiritual Formation [1]. A study of the discipline of spirituality and spiritual formation, enabling the minister to pursue Christ-likeness in life and to lead others toward developing a disciplined Christian life.

APM3001 Christian Worship [1]. A survey of the history and practice of Christian worship. Special emphasis is given to the biblical pattern of worship and its development in the early church, the complexity of the medieval mass, and the diversity of worship practices resulting from the Protestant Reformation.

APM3011 Evangelism [1]. An introduction to the tasks of personal and congregational evangelism, and discipleship ministry. Special emphasis is given to the issue of evangelism as a part of the global mission of the church.

APM4001 Pastoral Care and Counseling [1]. An introduction to pastoral counseling as the function of the pastor as a pastoral care giver to the congregation. Emphasis is also given to using community resources to meet the psychological and emotional needs of the congregation.

APM4012 Fundamentals of Preaching [2]. A study of sermon construction, delivery of sermons, and approaches to preaching. Special emphasis is given to enabling the minister to be a faithful communicator of God’s word and to promoting preaching as a tool to carry out evangelism in the local church. Prerequisite: one biblical exegesis course.

APM4021 Church Management and Leadership [1]. A study of the management and leadership skills of the minister. Consideration is also given to managing conflict, managing ministry resources, articulating the church’s mission and purpose, strategic planning, team building, and volunteer development.

APM4031 Internship in Pastoral Ministry [1]. A supervised work experience in various functions of pastoral ministry in the local church.

Theology (ATH)

ATH2001 Introduction to Christian Theology [1]. A systematic overview of the basic beliefs of the Christian church from a Wesleyan theological perspective.
School of Theology and Philosophy


ATH3011 Christian Theology II [1]. A survey of basic theological doctrines related to God the Savior (Christology), God the Holy Spirit (pneumatology), sacraments, and eschatology. Prerequisites: ATH2001 and ATH3001.

ATH4001 Doctrine of Holiness [1]. A course on the doctrine of holiness. Special emphasis is given to careful biblical investigation and theological reflection informed by the insights of the Wesleyan revival of the eighteenth century and Pentecostal-holiness revival of the late nineteenth and early twentieth centuries. Prerequisites: ATH2001, ATH3001, and ATH3011.

ATH4011 The History of Holiness [1]. A study of the doctrine of holiness in its historical development and variety through the history of the Christian church. Special emphasis is given to views held in the early church, the medieval church, the Protestant Reformation, the Wesleyan revival, and the holiness revival of the nineteenth century. Prerequisites: ACH2001, ACH2011, and ATH4001.
Master of Ministry Program

Program Coordinator, Bruce L. Petersen

Program Objectives

The Master of Ministry program is designed to meet the ongoing need for the integration of faith and learning with the practice of ministry. The program’s purposes are to deepen one’s spiritual nature, provide for personal growth, enhance practical skills, and prepare students for more effective leadership in the church. The Master of Ministry degree offers an opportunity for persons in active ministry to enlarge their understanding of the classical foundations of ministry and cultivate their skills for ministry in contemporary society. Therefore, the program is designed to assist the student to:

- understand the biblical, theological, and historical foundations for the practice of ministry;
- apply these classical disciplines to pastoral ministry tasks and other forms of service;
- enhance skills for the practice of ministry in leadership, communication, pastoral care, counseling, and education;
- strengthen the art of proclamation, including interpretation of scripture, application to human need, and communication for evangelism, Christian nurture, and moral challenge; and
- identify the purpose and goals of ministry and develop the disciplines of planning, implementing, and assessing progress toward those goals.

The curriculum for the Master of Ministry degree is designed to promote self-understanding and spiritual growth, foster an understanding of the traditional theological foundations of Christian ministry, assess the relevance of these classical disciplines for the needs of contemporary society, and develop skills in the present-day practice of ministry. The major in the Master of Ministry degree is practical theology.

Biblical Literature (BIB)

BIB6003 Biblical Foundations for the Practice of Ministry [3]. A review of critical approaches to Old and New Testament studies, and an assessment of their value for ministry, especially in preaching, worshiping, and counseling. Special emphasis is given to exegetical study of scriptural passages.

BIB6013 Biblical Exegesis for Preaching [3]. An examination of the hermeneutical principles and exegetical methods appropriate to interpreting various literary genres found in Scripture. Special emphasis is given to the exegesis of selected texts and in developing sermons. The course is repeatable as the scriptural topics vary.

Leadership (LED)

LED6003 The Pastor as Leader [3]. A study of the various styles of pastoral and secular leadership with application to local church and denominational settings.

LED6013 Church Growth [3]. A study of the practice, policy and methods of church growth in local and worldwide settings. Special emphasis is given to sociological, anthropological, and ethnic factors.

LED6023 Conflict Management [3]. An examination of the theological and theoretical factors leading to conflict within religious organizations, and the skills necessary to resolve or manage such situations.

LED6033 Managing the Church [3]. A theological study of the principles of church finance. Special emphasis is given to developing a sound financial base for ministry and management.

LED6043 Multiple Staff Ministry [3]. A study in the philosophy and organization of the multiple staff ministry. Special emphasis is given to the role of the senior pastor in defining, developing, and assessing staff responsibilities and relationships.

Ministry (MIN)

MIN6033 The Church in the Twenty-first Century [3]. A study of biblical, historical, and contemporary understandings of the Church to develop insights and competencies in the practice of ministry.
School of Theology and Philosophy

MIN6063 Pastoral Care and Counseling [3]. An introductory survey of pastoral counseling. Special emphasis is given to theories of counseling, types of pastoral counseling, and fundamental practices in pastoral counseling.

MIN6073 Strategies of Multicultural Ministry [3]. A comprehensive overview of the role of culture in shaping behavior, including different worldviews, thought patterns, value systems, verbal and non-verbal communication, social structures and decision-making processes. Special emphasis is given to communicating the Gospel across cultural boundaries, and developing indigenous leadership in multicultural settings.

MIN6083 Evangelism and Renewal in the Local Church [3]. A study of revival in Scripture, throughout church history, and of the resulting evangelistic outreach by the church to its world. Special emphasis is given to seeing revival and renewal come to the local church and to whole societies, and patterns of evangelism effective in reaching contemporary society.

MIN6093 Small Group Ministries [3]. An exploration of the structure of small group dynamics within the local church. The course covers the role of the small group in developing individual Christian maturity, caring for members within the group, growing the church, and facilitating ministry in the world. Special emphasis is given to the mega-church model with small groups as the foundational structure for the local church.

Personal Growth (PGR)

PGR6003 The Pastor as a Person [3]. An inquiry into self-understanding, personal spiritual growth, and goal development for the practice of ministry.

PGR6013 Spiritual Formation [3]. An examination of the ministry of pastoral care as spiritual formation. Special emphasis is given to the development of the pastor as spiritual director.

PGR6023 Ethical Issues in Ministry [3]. A study of moral leadership in the church in a pluralistic world.

Preaching and Worship (PRW)

PRW6003 Biblical Preaching in Today’s World [3]. A study of the exegetical procedures prerequisite to an accurate interpretation of scripture, and an application to forms of biblical preaching.

PRW6013 Christian Worship [3]. A study of the nature and styles of worship designed to enable ministers to lead worship experiences more effectively.

PRW6023 Contemporary Approaches to Preaching [3]. A study of contemporary patterns of preaching in the Christian church. Topics include narrative preaching, biographical preaching, preaching with imagination, life-situation preaching, inductive preaching, seeker-sensitive preaching, and other models.

Theology (THE)

THE6003 A Biblical Theology of Ministry [3]. A study of a biblical theology of church and ministry to help the professional leadership in the Christian church to minister and equip members of the body of Christ for ministry.

THE6013 Contemporary Theological Issues [3]. An analysis of contemporary theological issues with which the parish minister may be confronted and a consideration of ways to respond to the issues. Special emphasis is given to historical backgrounds and current trends in Christian thought.

THE6023 The Doctrine of Holiness and the Preaching Program [3]. An examination and application of the message of holiness to the preaching program. The course includes a study of great holiness sermons, the application to contemporary issues, the biblical exegesis of great holiness passages, and contrasting views of holiness as it is preached in the Church.
## Departmental Programs

### Certificate of Ministry Development
Pastors in active ministry who need to demonstrate continued professional development can earn continuing education units (CEUs) through the Certificate of Ministry Development program.

### Master of Ministry in Practical Theology

**Required Course**
- The Church in the Twenty-first Century 3

**Elective Courses**
- Select one from the following:
  - Biblical Foundations for the Practice of Ministry
  - Biblical Exegesis for Preaching
- Select one from the following:
  - The Pastor as Leader
  - Church Growth
  - Conflict Management
  - Managing the Church
  - Multiple Staff Ministry

Select one from the following: 3
- Pastoral Care and Counseling
- Evangelism and Renewal in the Local Church
- Small Group Ministries
- Select one from the following: 3
  - The Pastor as a Person
  - Spiritual Formation
  - Ethical Issues in Ministry
- Select one from the following: 3
  - Biblical Preaching in Today’s World
  - Christian Worship
  - Contemporary Approaches to Preaching
- Select one from the following: 3
  - A Biblical Theology of Ministry
  - Contemporary Theological Issues
  - The Doctrine of Holiness and the Preaching Program
- Select three additional courses 9

Total **30 hours**
Adult and Graduate Studies

Programs for Working Adults

Dr. Randall K. Wells, Associate Vice President for Graduate and Adult Education

Mount Vernon Nazarene University recognizes that working adults have specialized educational needs that include admission to the University, registration for courses, support services, design of instruction, and scheduling of courses that differ from the programs commonly associated with traditional, residential undergraduate education.

In 1993 the University developed Adult and Graduate Studies Office as a specialized administrative organization to respond to the needs of adult learners. From the original Bachelor of Business Administration degree completion program, its scope has widened to graduate and ministerial certificate programs.

The Adult and Graduate Studies Office coordinates the registration, billing and records functions the following programs:

- the Associate in Arts degree completion program;
- the Bachelor of Business Administration degree completion program;
- the graduate program in business: Master of Science in Management degree;
- the graduate programs in education: the Master of Arts in Education degree;
- the graduate program in religion: Master of Ministry program;
- the Certificate of Ministry Preparation program (a certificate program for individuals preparing for ordination in the Church of the Nazarene, or desiring to develop ministry skills); and
- the Certificate of Ministry Development program (a certificate recording continuing education units for pastors and other individuals serving in active ministry assignments).

The following sections describe the general structure of the adult education programs. More information is contained in individual program bulletins and may be secured by contacting the Adult and Graduate Studies Office.

**Associate in Arts General Studies Degree Completion Program**

After beginning the Bachelor of Business Administration degree completion program, the University identified a need to provide a bridge experience for individuals without two years of previous college work to transition into the BBA program. The Associate in Arts (AA) degree completion program was designed to facilitate that transition. The program is offered on the campus in Mount Vernon and at satellite campuses in Polaris, Gahanna, Newark, and Lima, Ohio. The instructional goals and objectives are identical with those established for the similar degree in the traditional undergraduate program.

**Admission Requirements**

Admission to the associate degree completion program requires the student to:

1. submit transcript(s) from previous college or university courses, if such credit has been attempted;
2. be a minimum age of 23; and
3. have two years of full-time work experience.

**Graduation Requirements**

The student must complete a minimum of 64 semester hours (with a minimum cumulative GPA of 2.50). Including:

1. Successful completion of the following 39-semester hour General Education Core requirement (liberal arts courses):
   a. 6 semester hours in English composition or the completion of the English composition capstone course;
   b. 1 semester hour of Microcomputer Word-processing;
   c. 6 semester hours in Old Testament and New Testament studies;
   d. 6 semester hours in mathematics;
   e. 2 semester hours in Music in the Western World;
   f. 3 semester hours in history;
   g. 4 semester hours in a natural science with laboratory;
   h. 3 semester hours in psychology or sociology;
   i. 3 semester hours of literature;
   j. 3-4 semester hours of communication or foreign language; and
   k. 3 semester hours of philosophy.
2. Successful completion of the 25-semester hours minimum of general electives.

<table>
<thead>
<tr>
<th>Semester Sequence for the General Studies Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First semester</strong></td>
</tr>
<tr>
<td>Freshman Expository Writing</td>
</tr>
<tr>
<td>Principles of Management</td>
</tr>
<tr>
<td>Old Testament History and Literature</td>
</tr>
<tr>
<td>Microcomputer Word-processing</td>
</tr>
<tr>
<td>Introduction to Mathematical Systems</td>
</tr>
<tr>
<td>Quantitative Business Applications</td>
</tr>
<tr>
<td><strong>Second semester</strong></td>
</tr>
<tr>
<td>Research Writing</td>
</tr>
<tr>
<td>Music in the Western World</td>
</tr>
<tr>
<td>Social Problems</td>
</tr>
<tr>
<td>Public Speaking</td>
</tr>
<tr>
<td>Introduction to Literature</td>
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<tr>
<td>Interpersonal Communication</td>
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</tbody>
</table>

**Third semester**
- New Testament History and Literature
- Principles of Economics
- Principles of Biology with Laboratory
- Introduction to Philosophy
- Principles of Accounting I

**Fourth semester**
- American Government
- Christian Beliefs
- Introduction to Statistics
- Consumer Finance
- Introduction to Computing

Other details of the program are included in the *Adult and Graduate Studies Student Handbook*, available from the Adult and Graduate Studies Office.
Bachelor of Business Administration
Degree Completion Program

Department Chair: James D. Dalton

Faculty (Teaching in the BBA Program)
Ronald K. Bolender, EdD
Margaret M. Britt, DBA
Glenn A. Bryan, DBA
Timothy G. Chesnut, MBA
James D. Dalton, EdD
Larry E. Houck, DMin
Richard A. Huebner, MS
Kevin E. Hughes, PhD
J. Mark Nielson, PhD
Tomas H. Parks, PhD
Ron J. Phillips, EdD
Mark A. Shoaf, MBA
David L. Skinner, PhD
George A. Small, EdD
Beverly E. Smith, PhD
Jeremy F. Strayer, MAEd
John W. Washatka, MA
Randall K. Wells, PhD
Jeffrey S. Williamson, EdD
Rick L. Williamson, PhD

When Adult and Graduate Studies Office began in 1993, its primary focus was on meeting the educational needs of adults working in the business environment. Its primary target was individuals who had completed some college work, but who because of the circumstances of their lives had been unable to complete requirements for a baccalaureate degree. The program allows individuals who have completed two years of college to attend class one time a week for four hours, and complete the Bachelor of Business Administration degree with a major in business administration in approximately twenty-two months. The program is offered on the campus in Mount Vernon and at satellite campuses in Polaris, Gahanna, Newark, and Lima, Ohio.

Program Objectives

Mount Vernon Nazarene University endeavors to create an academic atmosphere for continuing intellectual growth with emphasis placed on the integration of faith and learning – an integration occurring within the “whole person” in the cognitive, affective, spiritual, social, and physical areas. The University seeks the education of the whole person by:

- facilitating cognitive development and instilling the love of learning while cultivating interpretation, evaluation, and communication;
- guiding the affective development through selection and clarification of individual values and attitudes;
- fostering spiritual growth and maturity through a personal encounter and relationship with God in Christ;
- nurturing effective service to others through the maturing of social and interpersonal skills; and
- encouraging physical fitness through disciplines of the body.

The Bachelor of Business Administration program encourages the development of the whole person through a sequenced curriculum that integrates increasingly advanced cognitive, social, and interpersonal skills, values and ethics clarification, and spiritual and physical growth.

Within the business major, certain required courses form the background of skills and information the student needs to succeed. The Bachelor of Business Administration curriculum seeks to encourage the student to achieve the following program objectives:

- express ideas clearly, concisely, and logically through effective speech, written communication, and interpersonal/human relations skills;
- understand the functional components of business (economics, marketing, accounting, finance, law, management, and organizational theory) and the inter-relationship of these functions within an organization that form the total business enterprise;
- recognize the human aspects of conducting business within physical and social environments, with an emphasis on global issues;
- reflect upon and clarify personal and professional value systems, applying principles of business ethics to effective decision-making skills; and
- identify problems and develop problem-solving abilities through critical thinking skills.

Admission Requirements

Admission to the Bachelor of Business Administration degree completion program requires the student to:

1. submit transcript(s) with a minimum of 56 traditional semester hours (90 quarter hours) from college or university courses;
2. complete a college-level English composition capstone course;
Adult and Graduate Studies

3. be a minimum age of 23;
4. have two (2) years of full-time work experience;
5. complete an assessment interview;
6. complete a Preliminary Graduation Plan;
7. provide evidence of proficiency in English; and
8. earn an overall grade point average (GPA) of 2.00 in all previous college course work for regular admittance status. An applicant with a GPA of less than 2.00 may apply for probationary admittance.

Graduation Requirements

The student must complete a minimum of 124 semester hours (with a minimum cumulative GPA of 2.00) including:

1. Successful completion of the following 39-semester hour General Education Core requirement;
   a. 6 semester hours in English composition or the completion of the English composition capstone course;
   b. 3 semester hours in mathematics;
   c. 9 semester hours in the arts and humanities;
   d. 6 semester hours in the social and behavioral sciences;
   e. 6 semester hours in the natural sciences; and
   f. 9 semester hours in liberal arts electives.
2. Successful completion of the 51 hours of BBA curriculum with a minimum cumulative grade point average of 2.50. A student who receives a grade below “C” in any BBA course will be required to repeat that course until a grade of C or above is earned. All repeated course work to replace a grade of D, F, W, or X is at student’s expense; and
3. Successful completion of a minimum of 124 semester hours of college course work, or its equivalent, including general education, the BBA business core, and elective courses.

Bachelor of Business Administration (BBA)

BBA3003 Computer Literacy for Managers [3]. An overview of the types of software available on an IBM compatible computer, with specific instruction in the use of business software programs such as Microsoft Word™ and PowerPoint™. Students learn how to access the Internet and conduct research on the World Wide Web.

BBA3011 Principles of Self-Management [1]. An orientation course for adult students returning to higher education to complete an undergraduate degree. Topics include: personal goal development, adult learning methodology, temperament type analysis, adult skills, time management, and other subjects relevant to goal achievement in an academic environment.


BBA3033 Professional Communications [3]. A course using simulations, case studies, and application assignments to focus on the process of communication in the business environment and on the development of the written and oral communication skills that are essential for communicating successfully in organizations.

BBA3042 Business Research Project I [2]. A three-part project in which the student investigates a significant management or business problem, makes an important enterprise decision, capitalizes on a business venture, and implements a plan of action to improve the company or agency. Students select, design, research, and write an extensive report for business or government. (If a student does not receive a grade of “A”, “B” or “C” for this course it must be repeated, for an additional tuition charge, prior to first class session of BBA4002 Business Research Project II.)

BBA3053 Biblical Perspectives [3]. An examination of the developing relationship between God and mankind. The Bible with its Old and New Testaments is the resource in examining the covenants made by God to men and women to develop that relationship.

BBA3064 Accounting for Managers [4]. A course covering the fundamentals of financial accounting as well as the identification, measurement, and reporting of economic events on enterprises. Accounting information is examined from the perspective of effective management decision making with special emphasis on the planning and control responsibilities of practicing managers. In addition, there is an overview of financial statement analysis. Specific instruction in the use of Microsoft Excel™ is given.
Bachelor of Business Administration

BBA3073 Human Resource Management [3]. A course studying the role of human resource management as a staff function within the organization. Human resource management functions of recruitment, interviewing, manpower planning, wage and salary administration, management development, and motivation are examined. An investigation of the interpersonal relationships of employees in the organizational setting is also considered.

BBA3083 Data Development and Analysis [3]. A survey of descriptive statistics with emphasis on practical applications of statistical analysis. The course includes an examination of the role of statistics in research, statistical terminology, the appropriate use of statistical techniques, and the interpretation of statistical findings in business and business research.

BBA4002 Business Research Project II [2]. A second part of BBA3042. (If a student does not receive a grade of “A”, “B” or “C” for this course it must be repeated, for an additional tuition charge, prior to the first class session of BBA4082 Business Research Project III.)

BBA4013 Economics for Managers [3]. An examination of the principles of micro- and macroeconomics such as opportunity cost, demand and supply, elasticity, costs and benefits, competition, gross national product, unemployment, inflation, taxation, money supply, fiscal and monetary policy, and international trade with an emphasis on how they influence business decisions.

BBA4023 Business Ethics [3]. A study of ethical theories as they relate to various contemporary problems in the business world. Emphasis is placed on class participation and practical application. For example, students develop a code of ethics for their organization. Special consideration will be given to the biblical foundation of values and the application of Christian ethical principles in the business world.

BBA4033 Marketing for Managers [3]. An analysis of the role of marketing within the organization. The factors affecting consumer behavior, development of marketing strategies, and the recognition of marketing variables are examined.

BBA4043 Financial Management [3]. An overview of the fundamentals of financial management. Special emphasis is given to techniques used in the development of financial thought, financial decisions and risk-return relationships, legal forms of the organization, tax implications on the business, tools of financial analysis, working capital management, the determination of long-term sources of capital, the use of funds, a firm’s financial structure, cost of capital, leverage, internal financing mechanisms, and long-term financing policies.

BBA4053 Computing and Information Systems [3]. An overview of information systems and their role in the organization. The students analyze a company’s management information system and make recommendations for improvement based on new technologies and processes learned in the course. The organizational impact of computer networks and client-server technology is discussed.

BBA4063 Business Law and Government Regulation [3]. A course examining, analyzing, and applying the nature, formation, and system of law in the United States to the modern business environment.

BBA4073 Strategic Planning and Policy Analysis [3]. An examination of the development, implementation, and reformulation of business policy and strategy. This course stresses the need for awareness of, and accommodation to, change in a company’s internal and external environments. Generic types of business strategies and techniques for analyzing strategies are also covered.

BBA4082 Business Research Project III [2]. A third part of BBA3042. (Prerequisite: Successful completion of BBA4002 Business Research Project II with a grade of “C” or higher.)

BBA4091 Saturday Executive Seminar [1]. A consideration of current trends or issues in business. Topics may include topics such as Total Quality Management (TQM), team development, diversity in the workplace, and international business.
**Bachelor of Business Administration in Business Administration**

**Semester Sequence for the Business Administration Major**
(BBA degree completion program)

**First semester**
- Computer Literacy for Managers
- Principles of Self-Management
- Professional Communications
- Management and Leadership
- Business Research Project I
- Human Resource Management

**Second semester**
- Accounting for Managers
- Data Development and Analysis
- Business Research Project II
- Biblical Perspectives

**Third semester**
- Economics for Managers
- Business Ethics
- Marketing for Managers
- Financial Management

**Fourth semester**
- Computing and Information Systems
- Business Law and Government Regulations
- Strategic Planning and Policy Analysis
- Business Research Project III
- Saturday Executive Seminar
Graduate Programs

Graduate Admission Policies and Procedures

Applications for graduate admission must be obtained from and submitted to the appropriate graduate coordinator. The general procedure requires:

1. a graduate application form and a $100 tuition deposit;
2. official transcripts of all undergraduate and graduate work mailed directly to the coordinator by the college, university or seminary; and
3. two letters of recommendation from persons well acquainted with the applicant’s academic and professional abilities mailed directly to the graduate coordinator by those writing the recommendations.

(Consult individual graduate program descriptions for specific admission requirements.)

Admission Status

Regular admission requires:

1. a baccalaureate degree from a regionally accredited college or university;
2. a minimum grade point average on all college work attempted; and
3. approval by the graduate coordinator in harmony with admission standards and policies set by the Graduate Council.

Applicants not meeting these requirements may be granted conditional admission upon recommendation of the graduate coordinator to the Graduate Council.

Non-degree students may be given special admission and be permitted to enroll in graduate courses if they hold a baccalaureate degree from an accredited institution and complete a non-degree application. No more than nine (9) semester hours completed as a non-degree student may apply toward a graduate degree.

Admission to the graduate program is a prerequisite for enrolling in any course numbered 6000 or above.

Re-Admission to Graduate Study

If a student does not attend for one or more semesters after a semester of enrollment, the student must apply for re-admission. The Application for Re-admission is available from the graduate coordinator, and must be submitted to the graduate coordinator. Re-admission applications must be completed by the admission deadlines published above. There is no application fee for re-admission.

Transfer Credit

Up to six (6) semester hours of graduate work may be transferred from regionally accredited colleges, universities, or seminaries. Credit is transferred on a course-by-course basis as applicable to the degree program. Transfer credit is granted only if acceptable grades were obtained. Equivalence of course content and transfer credit is determined by the graduate coordinator of the student’s specific academic program.

Registration Policies and Procedures

Academic Advising

Graduate coordinators serve as the student’s initial academic advisor. The advisor and student jointly plan the student’s program in harmony with published degree requirements. An alternate advisor may be assigned when professional goals and research project goals are clarified.

Auditing

The fee for auditing graduate courses is $75 per course. Auditing graduate courses is permitted under the following conditions:

1. The audit must be approved by the program coordinator and the course’s instructor.
2. The audit is subject to space availability in the course and room. First preference is given to students enrolled in the course for credit.
3. No credit is awarded when auditing a class. Credit cannot be earned after-the-fact.

Academic Policies and Procedures

Academic Appeal Process

Students may appeal academic decisions first to the instructor, then to the graduate coordinator, and finally to the Graduate Council via the Vice President for Academic Affairs. All appeals must be made in writing.

Academic Probation and Dismissal

A minimum cumulative grade point average is necessary for good academic standing. When the cumulative average falls below the minimum level as stipulated by the specific graduate program, the Associate Vice President of Graduate and Adult Education will place the student on academic probation for the following semester.

The student will be removed from academic probation if the cumulative average meets or exceeds that required at the end of the probationary semester. Students showing
repeated unsatisfactory performance may be given academic dismissal for one semester. Second dismissals, when necessary, are for one year. Students may appeal a dismissal in writing to the Graduate Council through the Associate Vice President of Graduate and Adult Education.

Class Attendance Policy
Graduate students should strive for 100% attendance in all courses. In the event of an emergency or illness, students are responsible for notifying faculty prior to absences. Students are responsible for fulfilling all course requirements even when absences are unavoidable. Course syllabi include applicable attendance policies for specific courses.

Deviation from Graduate Regulations
Departures from the rules and regulations as provided in this catalog or other official documents require the written approval of the graduate coordinator and the Associate Vice President of Graduate and Adult Education.

Graduation Requirements
General graduation requirements include the following. Program specific requirements also apply.

1. Completion of an approved program of graduate work with the minimum acceptable cumulative grade point average.

2. Payment of all expenses with the Student Accounts Office.

Commencement is held annually each May following the spring semester.

Financial Policies and Procedures
Financial Aid Status
For academic and financial aid purposes, a graduate student is **full-time** provided the student is registered for at least nine (9) hours at the beginning of a semester. A graduate student is **half-time** provided the student is registered for six (6) hours at the beginning of a semester.

Dropping a graduate course may impact financial aid. Contact the Adult and Graduate Studies Financial Planning Office for information.

Tuition and Fees
Tuition payment is due by the first day of class. Fee amounts shown below are for the 2004-2005 academic year. They are subject to change by Board of Trustees action.

Meals (payable in Dining Commons)......................... ala carte

**Master of Arts in Education**
Tuition deposit (one-time fee, non-refundable)........... $100
Tuition per credit hour (includes summer school)....... $310
Workshop tuition per credit hour .............................. $185

**Master of Ministry**
Application fee (one-time fee, non-refundable) ............. $20
Tuition per credit hour (includes summer school)....... $228
Continuing education unit (CEU) fee for a 3 credit
hour course .................................................. $114

**Master of Science in Management**
Tuition per credit hour (includes summer school)....... $507

Resource fees and tests are charged separately.

Tuition Refund Policy
The University uses a pro rata refund policy to determine tuition refunds. Details are available from the Student Accounts Coordinator for Adult and Graduate Studies.

Financial Aid
A **family discount** is awarded when a student in any Adult and Graduate Studies degree program has an unmarried dependent enrolled as a full-time student in the traditional undergraduate program at Mount Vernon Nazarene University. The dependent will receive a ten percent (10%) discount on tuition provided the parent and dependent are concurrently enrolled.

The Cooperating Teacher Grant, and the Nazarene Ministry Grant are available to qualified graduate students. **Graduate students must be in good academic standing to receive university-sponsored grants.**
Graduate Program in Education

Master of Arts in Education

Program Coordinator, John P. Hollingsworth
(Curriculum and Instruction)

Program Objectives

The purpose of the Master of Arts in Education program is to equip teachers to resolve instructional and curricular problems as they function in their particular educational settings, and to develop a capacity for professional self-renewal as the educational system and the broader culture change.

This purpose is fulfilled in the graduate education program by special features which:

- derive from the University mission by encouraging school personnel in their Christian commitment and service to society;
- utilize the theme “Research, Trends and Issues in Education” for the core foundation;
- focus on “Effective Classroom Instruction” in the required curriculum and instruction component;
- provide a selection of courses designed to strengthen elementary and secondary teachers’ knowledge, values and skills; and
- culminate in a research project of instructional significance to the classroom or school district.

Program Admission Requirements

In addition to completing an application, submitting transcripts of college work, and providing two letters of recommendation, applicants for regular admission must:

1. hold a baccalaureate degree from an accredited institution with at least a cumulative grade point average of 3.00 (on a 4.00 scale);
2. have or have had a valid teaching license, a copy of which must be submitted with the application (for individuals in the curriculum and instruction program); and
3. have an admission interview with the appropriate program coordinator.

Some students may be admitted under a special student, conditional admission, or non-degree student status. Details are available from the coordinators of the graduate education program.

Program Continuation

A student with regular admission status will be placed on academic probation at any time that the graduate cumulative grade point average falls below 3.00. The graduate education student who is placed on academic probation must achieve a cumulative grade point average of 3.00 at the completion of an additional nine (9) semester hours. A student is removed from probation at the end of any semester in which the cumulative grade point average meets or exceeds 3.00.

A student may be dismissed from the graduate education program after:

1. receiving more than six (6) semester hours of “C” or lower;
2. receiving a second final grade of “F” or “X”; or
3. failing to achieve the required grade point average at the end of any probationary period.

Transfer Credit Provisions

A student may transfer credits from appropriate graduate work at accredited colleges and universities. Credit will be transferred on a course-by-course basis as applicable to the program. All transfer work into the graduate program in education requires final grades of B or better. A maximum of six (6) semester hours may be transferred. The specific program coordinator shall determine the acceptability of transfer credit.
Master of Ministry

Program Admission Requirements

In addition to completing an application, submitting transcripts of college work, and providing two letters of recommendation, applicants for regular admission must:

1. hold a baccalaureate degree from an accredited institution with at least a cumulative grade point average of 2.50 (on a 4.00 scale);
2. have completed at least twelve (12) semester hours, or its equivalent, of upper division study in religion; and
3. be engaged in the active practice of ministry.

Special student status may be granted for the first class of enrollment to applicants who are unable to provide all required documents by registration deadlines.

Program Continuation

A student with regular admission status will be placed on academic probation at any time that the graduate cumulative grade point average falls below 2.50. The graduate religion student who is placed on academic probation must achieve a cumulative grade point average of 2.50 at the completion of an additional nine (9) semester hours. A student is removed from probation when the cumulative grade point average meets or exceeds 2.50.

A student may be dismissed from the graduate religion program after:

1. receiving more than six (6) semester hours of “C” or lower;
2. receiving a second final grade of “F” or “X”; or
3. failure to achieve the required grade point average at the end of any probationary period.

Transfer Credit Provisions

Up to six (6) semester hours of graduate work may be transferred from regionally accredited colleges, universities, or seminaries. Credit is transferred on a course by course basis as applicable to the degree. Transfer credit is granted only if grades of C or better were earned. Equivalence and transfer of credit is determined by the Coordinator of Graduate Studies in Religion.

Class Attendance Policy

The concentrated calendar for the graduate program in practical theology requires the following class attendance policy: absence from any session will result in disenrollment from a course.

Exceptions may be granted for extreme emergencies by the Coordinator of Graduate Studies in Religion or the Associate Vice President of Graduate and Adult Education. Exceptions for local church, denominational, or family interests will not be granted. These should be anticipated and the appropriate plans made prior to registration.

Course Meeting Schedule

For registration, billing, and record keeping purposes, the Master of Ministry calendar is tied to the traditional graduate calendar. Courses are scheduled in a weeklong format throughout the year. Courses are planned for mid-August, October, January, March, and early June.

The typical weekly class schedule is as follows:

- Monday ......................... 1:00 p.m. - 5:00 p.m.
- Tuesday ......................... 8:00 a.m. - 5:00 p.m.
- Wednesday ..................... 8:00 a.m. - 5:00 p.m.
- Thursday ....................... 8:00 a.m. - 5:00 p.m.
- Friday ........................... 8:00 a.m. - 12:00 noon

With mid-morning, lunch, and mid-afternoon breaks provided, each class meets a total of 30 hours.

Only one course can be taken at any one time, unless the student enrolls in an independent study that may be taken concurrently during the semester.
Master of Science in Management

Program Coordinator, Glenn A. Bryan

Designed for working adults holding leadership positions in the public service, private or nonprofit sections the Master of Science in Management (MSM) program has as its purpose the promotion of managerial effectiveness and the enhancement of human performance in organizations. The program focuses on the skillful leadership of people within a dynamically changing environment, combined with the management of strategies and team-based projects as the cornerstone of a successful management career. In addition, the program is a values-based educational experience exploring the issues of ethical and moral development and its impact on management and administration.

Added flexibility is incorporated into the program with majors in human resource management, financial management and organizational management.

Program Objectives

The purpose of the Master of Science in Management degree is to prepare individuals who are capable of ethically leading people and managing resources within the mission, culture, and structure of contemporary business organizations. Therefore, the program is designed to assist the student to achieve the following student outcomes:

- develop effective decision-making skills based upon an understanding of values and business ethics, the total management enterprise, and its role in an increasingly global environment;
- demonstrate knowledge of the managerial processes of business and the dynamic interrelationship of people within an organization context;
- develop a solid foundation of values and ethics consistent with the mission of Mount Vernon Nazarene University that can guide students’ decision-making process in their personal and professional lives;
- recognize the growing diversity of today’s workforce and integrate its implications for the effective management of human resources strategic planning;
- develop an increased ability to access and utilize current research and technology to increase managerial ability in strategic planning and in leading change within an organization
- apply critical thinking skills to identify problems and to develop innovation salutations based upon a foundation of Christian values;
- apply of theoretical concepts to real-life management situations;
- express ideas clearly, concisely, and logically through effective speech, written communication, and interpersonal/human relations skills; and
- demonstrate mastery of the ability to synthesize and apply business concepts at the graduate level.

The Master of Science in Management program develops students’ skills in group and team processes, and in written and verbal communication in a continually challenging manner. Courses actively involve students in class discussions, student presentations, case studies, written reports, and structured in-class team activities and study team assignments. Through the curriculum, major emphasis is placed on students’ experience to focus issues and to integrate academic course work with practical management applications.

Program Admission Requirements

Applications for admission to the Master of Science in Management program may be obtained from and must be submitted to the Adult and Graduate Studies Office. The admission requirements for the Master of Science in Management program are:

1. a completed MSM graduate application form;
2. official transcripts of all undergraduate and graduate work mailed directly to the Adult and Graduate Studies Office by the college, university, or seminary;
3. three letters of recommendation from persons well acquainted with the applicant’s academic and professional abilities mailed directly to the Adult and Graduate Studies Office by those writing the recommendations;
4. a baccalaureate degree from an accredited institution with at least a cumulative grade point average of 2.50 (on a 4.00 scale);
5. a notebook computer that meets MSM program specifications;
6. completed a statistics course or receive special permission;
7. payment of $100 tuition deposit (nonrefundable and applied to tuition for the applicable start);
Adult and Graduate Studies

8. applicants whose native language is not English must provide evidence of proficiency in English by [a] scoring 500 or above on the TOEFL test, or [b] scoring 17 or above on the ESL Proficiency Examination;

9. prerequisites for the financial management major include baccalaureate level courses in financial accounting and business finance; and

10. the prerequisite for the human resource management major is a human resources management course at the baccalaureate degree level.

Program Continuation

A student with regular admission status will be placed on academic probation at any time that the graduate cumulative grade point average falls below 3.00. The graduate business student who is placed on academic probation must achieve a cumulative grade point average of 2.50 at the completion of an additional nine (9) semester hours. A student is removed from probation when the cumulative grade point average meets or exceeds 3.00.

A student may be dismissed from the graduate business program after:

1. receiving more than six (6) semester hours of “C” or lower;
2. receiving a second final grade of “F” or “X”;  
3. failure to achieve the required grade point average at the end of any probationary period;
4. outstanding financial balance; or
5. deportment or non-compliance with the Adult and Graduate Studies Student Handbook.

Transfer Credit Provisions

Up to six (6) semester hours of graduate work may be transferred from regionally accredited colleges, or universities. Credit is transferred on a course-by-course basis as applicable to the degree. Transfer credit is granted only if grades of b or better were earned, and provided the course is a reasonable equivalent to one required in the program. No credit for prior learning is awarded. Equivalence and transfer of credit is determined by the Master of Science in Management program coordinator.
Certificate of Ministry Preparation

Academic Requirements for Ordination

Students making plans for ordination should check with their own denomination or church regarding requirements. Those preparing for ordination in the Church of the Nazarene should read the latest edition of the Sourcebook for Ministerial Preparation, prepared by the Department of Education and the Ministry.

Certificate Program for Ordination as Elder

The certificate program is designed so that it may be completed in four years including two summers of course work. Certificate requirements include:

1. completing all the courses for the prescribed track;
2. earning a cumulative grade point average of at least 2.00 in all courses taken at the University; and
3. taking at least half of all courses in residence. Up to half of the courses may be applied from the Home Study Program of the Church of the Nazarene or its equivalent.

This program also meets requirements in the area of content, character, context, and some parts of competency for the various deacon tracks.

Academic Regulations

1. **Course Load.** No student may take more than three courses per term without permission from the Coordinator of Certificate of Ministry Preparation and the Associate Vice President of Graduate and Adult Education.

2. **Attendance.** No more than three absences per course are permitted, including ones missed for late registration. This may be appealed in case of illness by writing to the coordinator.

3. **Late Work.** Work must be completed by the final examination. Take-home examinations must be post-marked no later than the date indicated by the instructor. If there are extenuating circumstances, an extension may be granted. Requests must be made in writing to the Coordinator of the Certificate of Ministry Preparation program or the Associate Vice President of Graduate and Adult Education prior to the final examination.

Tuition and Fees

Tuition payment is due by the first day of class. Fee amounts shown below are for the 2004-2005 academic year. They are subject to change by Board of Trustees action.

Meals (payable in Dining Commons)................. ala carte
Tuition per credit hour (includes summer school)........ $167

Tuition Refund Policy

The University uses a pro rata refund policy to determine tuition refunds. Details are available from the Student Accounts Coordinator for Adult and Graduate Studies.

Financial Aid

The Nazarene Ministry Grant of 10% tuition is available to qualified ministry preparation students.

Registration

New students who complete the course registration form are assigned a student ID number. This number admits the student to the Certificate of Ministry Preparation program and allows the student to register for courses.
Directory of Personnel

Board of Trustees
Administration
Faculty
Directory of Personnel

Board of Trustees

Officers of the Board

E. LeBron Fairbanks President
David P. Wilson Chairman
Richard L. Jordan Vice-Chairman
Edward L. Estep Secretary
Ralph R. Hodges Treasurer

Members of the Board of Trustees

Central Ohio District

Richard L. Jordan Superintendent, Central Ohio District
Edward L. Estep Pastor, Gahanna First Church of the Nazarene
Larry W. McNutt Pastor, New Albany First Church of the Nazarene
Shelly A. Sargent Teacher, New Hope Christian School
Chris M. Weghorst Physician, Associate Professor, The James Cancer Hospital

East Ohio District

David E. Downs Superintendent, East Ohio District
James S. Hill Pastor, Canton First Church of the Nazarene
Darrell W. Holland, Jr. Attorney
Mark E. Lail Pastor, Fishcreek Nazarene Worship Center
Glenn F. Thorne President, Thorne Management, Inc.

Eastern Kentucky District

Harold F. Berrian, Jr. Superintendent, Eastern Kentucky District
Roger D. Bonzo Maintenance Technician
Scot W. Crothers Pastor, Covington First Church of the Nazarene
David A. Fahringer Physician Assistant, Eastern Kentucky University

North Central Ohio District

David P. Wilson Superintendent, North Central Ohio District
Frank J. Hyson Retired Consultant, Transpro Inc.
Phillip W. Kizziar Retired pastor
Lee T. Skidmore Attorney, Private Practice
Nathan P. Ward Pastor, Wooster First Church of the Nazarene

Northwestern Ohio District

Larry R. Fairbanks Superintendent, Northwestern Ohio District
Sharon S. Dodds Sales, Money Concepts, International

Southwestern Ohio District

Carlton D. Hansen Superintendent, Southwestern Ohio District
Rick W. Harvey Pastor, Cincinnati Springdale Church of the Nazarene
Ralph R. Hodges Retired, Management Decision Development Corporation
Robert J. Mahaffey Pastor, West Chester Church of the Nazarene

West Virginia North District

Wesley B. Frederick Superintendent, West Virginia North District
J. Kevin Dennis Pastor, Wellsville Church of the Nazarene
Donald L. Estep Retired, Union Carbide Corporation
Weldon L. Pierson Retired, Junior High School Principal

West Virginia South District

Mervin C. Smith Superintendent, West Virginia South District
Margaret L. Bailey Retired, Holz Realty
Randy D. Lanham Pastor, Charleston First Church of the Nazarene
Norman K. Phillips Pastor, Belle Church of the Nazarene

Alumni Representatives

Douglas W. Boquist Boardman
David E. Huffman Portsmouth

At-Large Representatives

Ify O. Anyalewechi Registered Nurse, City of Cincinnati
Josephus A. Foster Columbus
Sue A. Fox St. Marys
Max M. Rodas North Olmstead
Directory of Personnel

Administration

Chief Executive Officer
E. LeBron Fairbanks, D.Min.
President

Administrative Cabinet

Marguerite H. Bennett, Ph.D.
Executive Assistant to the President for Planning, Institutional Research, and Compliance
Douglas K. Matthews, Ph.D.
Vice President for Enrollment Services and Student Development
J. Keith Newman, M.M.
Vice President for University Advancement and Marketing
Richard H. Raymond, B.A.
Vice President for Finance and Management
Gary M. Siewright, Ed.D.
Chaplain and Vice President for Campus Ministries
Randie L. Timpe, Ph.D.
Interim Vice President for Academic Affairs
Randall K. Wells, Ph.D.
Associate Vice President for Graduate and Adult Education

Academic Administrative Team

Randie L. Timpe, Ph.D.
Interim Vice President for Academic Affairs
Randall K. Wells, Ph.D.
Associate Vice President for Graduate and Adult Education
Karen G. Doenges, Ph.D.
Dean of the School of Natural and Social Sciences
Tomas H. Parks, Ph.D.
Dean of the School of Business
Stephen W. Ragan, Ph.D.
Dean of the School of Education and Professional Studies
C. Jeanne Serrão, Ph.D.
Dean of the School of Theology and Philosophy
David M. Wilkes, Ph.D.
Dean of the School of Arts and Humanities

Administrative Personnel

To be announced
Director of Title IX Compliance
Thomas E. Beutel, Ph.D.
Director of the Honors Program
Melanie P. Bolender, M.B.A.
Executive Director for Adult and Graduate Studies Services
Scott D. Booth, M.B.A.
Executive Director of Marketing
Mikel L. Cheek, M.A.
Director of Major Gifts and Grants
Shirley A. Clapper, B.A.
Controller
Carrie A. Crouch, B.A.
Director of Communications
Judy A. DeVold, B.A.
Director of Student Accounts and Bursar
Debra D. Devore, B.A.
Senior Controller

Faculty

Emeriti

Director of Teacher Education and Certification, and Professor Emeritus of Education

Vice President for Academic Affairs and Professor Emeritus of Communicative Disorders

Registrar and Associate Professor Emeritus of Education
Directory of Personnel

  Assistant Professor Emeritus of Education

  Associate Professor Emeritus of Spanish

B. Keith Clinker, Ph.D. (1968-1983)
  Professor Emeritus of Education

  Professor Emeritus of Religion

Genevieve M. Cubie, Ph.D. (1971-1990)
  Associate Professor Emeritus of English

  Professor Emeritus of Sociology

  Assistant Professor Emeritus of Education

Lora H. Donoho, Ph.D. (1975-1990)
  Director of Athletics and Professor Emeritus of Physical Education

  Dean of Students and Associate Professor Emeritus of Psychology

  Associate Professor Emeritus of Instructional Media

Richard W. Jones, Ph.D. (1972-1998)
  Associate Professor Emeritus of Chemistry

Robert G. Lawrence, Ph.D. (1975-1987)
  Vice President for Academic Affairs and Professor Emeritus of Biology

  Associate Professor Emeritus of English

Charles R. McCall, D.Min. (1968-1999)
  Professor Emeritus of Religion

  President Emeritus

  Assistant Professor Emeritus of Family and Consumer Sciences

  Vice President for Finance and Management and Professor Emeritus of Economics

  Professor Emeritus of Biology

  President Emeritus

  Professor Emeritus of Psychology

  Associate Professor Emeritus

William H. Youngman, D.Min. (1972-1995)
  Professor Emeritus of Religion

Professor Rank

Daniel E. Behr, Ph.D. 1986
  Professor of Communication
  B.A., 1980, Olivet Nazarene University; M.A., 1986, University of Dayton; Ph.D., 1998, The Ohio State University

Fordyce R. Bennett, Jr., Ph.D. 1976
  Professor of English
  A.B., 1969, Olivet Nazarene University; M.A., 1970 and Ph.D., 1976, University of Illinois

Marguerite H. Bennett, Ph.D. 1976
  Professor of Mathematics and Executive Assistant to the President for Institutional Research, Planning and Compliance
  A.B., 1969, Olivet Nazarene University; M.Ed., 1971 and Ph.D., 1975, University of Illinois

Thomas E. Beutel, Ph.D. 1990
  Professor of Computer Science and Director of the Honors Program
  B.S., 1967, Massachusetts Institute of Technology; M.S., 1990, Northeastern University; Ph.D., 1997, Nova Southeastern University

Ronald K. Bolender, Ed.D. 1986
  Professor of Sociology

Glenn A. Bryan, D.B.A. 2000
  Professor of Business and Coordinator of Master of Science in Management Program

Randall L. Cronk, Ph.D. 1984
  Professor of Psychology

  Professor of Business
  B.A., 1977, Mount Vernon Nazarene University; M.B.A., 1981, Avila College; Ed.D., 1994, Nova Southeastern University; C.P.A.
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karen G. Doenges, Ph.D.</td>
<td>Professor of Mathematics and Dean of the School of Natural and Social Sciences</td>
<td>1992</td>
</tr>
<tr>
<td>John J. Donnelly, M.F.A.</td>
<td>Professor of Art</td>
<td>1989</td>
</tr>
<tr>
<td>Candace K. Fox, Ph.D.</td>
<td>Professor of Family and Consumer Sciences</td>
<td>1984</td>
</tr>
<tr>
<td>E. LeBron Fairbanks, D.Min.</td>
<td>Professor of Religion and President</td>
<td>1989</td>
</tr>
<tr>
<td>James J. Hendrickx, M.F.A.</td>
<td>Professor of Art</td>
<td>1976</td>
</tr>
<tr>
<td>Larry E. Houck, D.Min.</td>
<td>Professor of Religion</td>
<td>2000</td>
</tr>
<tr>
<td>David W. Kale, Ph.D.</td>
<td>Professor of Communication, Director of Assessment</td>
<td>2000</td>
</tr>
<tr>
<td>Robert T. Kasper, Ph.D.</td>
<td>Professor of Computer Science and Coordinator of On-line Instruction</td>
<td>2000</td>
</tr>
<tr>
<td>Kyong L. Kim, Ph.D.</td>
<td>Professor of Communication</td>
<td>1988</td>
</tr>
<tr>
<td>Donnie A. Lawrence, Ph.D.</td>
<td>Professor of Education</td>
<td>2004</td>
</tr>
<tr>
<td>Joseph H. Lechner, Ph.D.</td>
<td>Professor of Chemistry</td>
<td>1979</td>
</tr>
<tr>
<td>B. David Liles, D.M.A.</td>
<td>Professor of Music</td>
<td>1976</td>
</tr>
<tr>
<td>Paul C. Madtes, Jr., Ph.D.</td>
<td>Professor of Biology</td>
<td>1989</td>
</tr>
<tr>
<td>Carol A. Matthews, Ed.D.</td>
<td>Professor of Psychology and Director of Academic Support</td>
<td>1999</td>
</tr>
<tr>
<td>Douglas K. Matthews, Ph.D.</td>
<td>Professor of Religion and Vice President for Enrollment Services and Student Development</td>
<td>1999</td>
</tr>
<tr>
<td>Paul D. Mayle, Ph.D.</td>
<td>Professor of History</td>
<td>1975</td>
</tr>
<tr>
<td>Daniel D. Mosher, Ed.D.</td>
<td>Professor of Biology</td>
<td>1994</td>
</tr>
<tr>
<td>Tomas H. Parks, Ph.D.</td>
<td>Professor of Business and Dean of the School of Business</td>
<td>2003</td>
</tr>
<tr>
<td>Bruce L. Petersen, D.Min.</td>
<td>Professor of Religion and Coordinator of Master of Ministry Program</td>
<td>1995</td>
</tr>
<tr>
<td>Ron J. Phillips, Ed.D.</td>
<td>Professor of Education</td>
<td>1977</td>
</tr>
<tr>
<td>Stephen W. Ragan, Ph.D.</td>
<td>Professor of Education and Dean of the School of Education and Professional Studies</td>
<td>2001</td>
</tr>
<tr>
<td>W. Terrell Sanders, D.Min., Ph.D.</td>
<td>Professor of Religion</td>
<td>1984</td>
</tr>
</tbody>
</table>
## Directory of Personnel

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Degree Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bevin J. Shiverdecker, Ed.D.</td>
<td>1991</td>
<td>Professor of Education, Director of Teacher Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.A., 1981, Mount Vernon Nazarene University; M.Ed., 1985, Morehead State University; Ed.D., 1997, Nova Southeastern University</td>
</tr>
<tr>
<td>Gary M. Sivewright, Ed.D.</td>
<td>1991</td>
<td>Professor of Religion, Chaplain, and Vice President for Campus Ministries</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.S., 1969, Southern Nazarene University; M.R.E., 1982, Nazarene Theological Seminary; Ed.D., 1994, Peabody-Vanderbilt University</td>
</tr>
<tr>
<td>David L. Skinner, Ph.D.</td>
<td>1998</td>
<td>Professor of Business</td>
</tr>
<tr>
<td>James P. Skon, Ph.D.</td>
<td>1991</td>
<td>Professor of Computer Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.A., 1980, Mount Vernon Nazarene University; M.S., 1982, and Ph.D., 1997, The Ohio State University</td>
</tr>
<tr>
<td>Sonja J. Smith, Ph.D.</td>
<td>1987</td>
<td>Professor of Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.A., 1964, Olivet Nazarene University; M.Ed., 1977, Bowling Green State University; Ph.D., 1992, The Ohio State University</td>
</tr>
<tr>
<td>Lincoln B. Stevens, Ph.D.</td>
<td>1977</td>
<td>Professor of Philosophy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A.B., 1972, Asbury College; M.Litt., 1977, University of Edinburgh; Ph.D., 1998, The Ohio State University</td>
</tr>
<tr>
<td>Randall L. Timpe, Ph.D.</td>
<td>1975</td>
<td>Professor of Psychology and Interim Vice President for Academic Affairs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A.B., 1970, Southern Nazarene University; M.A., 1973, Wichita State University; Ph.D., 1975, Oklahoma State University</td>
</tr>
<tr>
<td>Robert D. Tocheff, Ph.D.</td>
<td>1981</td>
<td>Professor of Music</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.A., 1974, Olivet Nazarene University; M.Mus.Ed., 1978, Wright State University; Ph.D., 1990, The Ohio State University</td>
</tr>
<tr>
<td>Alexander Varughese, Ph.D.</td>
<td>1982</td>
<td>Professor of Religion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.S., 1965, University of Kerala, India; M.Sc., 1967, University of Kerala; M.A., 1972, Olivet Nazarene University; M.Div., 1975, Nazarene Theological Seminary; M.Phil., 1979, and Ph.D., 1984, Drew University</td>
</tr>
<tr>
<td>William R. Wantland, Ph.D.</td>
<td>2000</td>
<td>Professor of History</td>
</tr>
<tr>
<td>Randall K. Wells, Ph.D.</td>
<td>1998</td>
<td>Professor of Religion and Associate Vice President for Graduate and Adult Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.A., 1987, Mount Vernon Nazarene University; M.Div., 1989, Nazarene Theological Seminary; Ph.D., 1996, Barry University</td>
</tr>
<tr>
<td>David M. Wilkes, Ph.D.</td>
<td>1996</td>
<td>Professor of English and Dean of the School of Arts and Humanities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.A., 1981, and M.A., 1985, University of California at Santa Barbara; Ph.D., 1990, University of Rhode Island</td>
</tr>
<tr>
<td>Stanley D. Wood, Ph.D.</td>
<td>1985</td>
<td>Professor of Music</td>
</tr>
<tr>
<td>Mervin L. Ziegler, Ph.D.</td>
<td>1989</td>
<td>Professor of Communication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.A., 1965, Cedarville College; M.A., 1966, Bowling Green State University; Ph.D., 1973, University of Florida</td>
</tr>
</tbody>
</table>

### Associate Professor Rank

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Institution Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karen S. Boyd, M.S.W.</td>
<td>1991</td>
<td>Associate Professor of Social Work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.A., 1978, Mount Vernon Nazarene University; M.A., 1984, and M.S.W., 1988, The Ohio State University</td>
</tr>
<tr>
<td>Margaret Britt, D.B.A.</td>
<td>2003</td>
<td>Associate Professor of Business</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.A., 1972, University of Massachusetts; B.S., 1979, Boston University; Ed.M., 1990, Boston University; D.B.A., 2002, Nova Southeastern University</td>
</tr>
<tr>
<td>Colleen S. Bryan, M.Ed.</td>
<td>1989</td>
<td>Associate Professor of Psychology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.A., 1980, Eastern Nazarene College; M.Ed., 1987, George Mason University</td>
</tr>
<tr>
<td>B. Barnett Cochran, Ph.D.</td>
<td>1999</td>
<td>Associate Professor of History</td>
</tr>
<tr>
<td>Willie C. Dishon, D.Min.</td>
<td>2002</td>
<td>Associate Professor of Religion and Assistant to the Chaplain for Excell</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.A., 1964, Olivet Nazarene University; M.Div., 1969, Nazarene Theological Seminary; D.Min., 2002, Fuller Theological Seminary</td>
</tr>
<tr>
<td>Wayne E. Dunlop, M.A.</td>
<td>2002</td>
<td>Associate Professor of Social Work</td>
</tr>
<tr>
<td>Edythe J. Feazel, M.L.S.</td>
<td>1998</td>
<td>Associate Professor and Director of the Library</td>
</tr>
</tbody>
</table>

236
Scott W. Flemming, M.S.S. 1990
Associate Professor of Physical Education and Men’s Basketball Coach
B.A., 1980, Mount Vernon Nazarene University; M.A., 1985, Wheaton College; M.S.S., 1987, United States Sports Academy

Geoffrey A. Fuller, Ph.D. 1996
Associate Professor of Biology
B.A., 1988, Point Loma Nazarene University; Ph.D., 1995, Oregon State University

Marilyn A. Greer, M.A. 1982
Associate Professor of Education
B.S. in Ed., 1963, and M.A., 1979, Ashland University

Daryl L. Gruver, M.A. 1976
Associate Professor of Business
B.S., 1969, Campbellsville College; M.A., 1972, Central Missouri State University

Elmer L. Harbin, M.Ed. 1981
Associate Professor of Physical Education and Director of Counseling, Health and Career Services
B.S., 1959, and M.Ed., 1960, University of Missouri

Chris A. Ingersol, M.S. 1986
Associate Professor of Biology
B.S., 1979, Southern Nazarene University; M.S., 1982, Southwest Missouri State University

Hwee Ben Koh-Baker, Ph.D. 1999
Associate Professor of Music
B.A., 1986, National University of Singapore; M.M., 1991, Boston University School of Music; Ph.D., 1998, Boston University Graduate School of Arts and Sciences

Michael J. Mendel, Ph.D. 2000
Associate Professor of Biology
B.S., 1981, Humboldt State University; M.S., 1984, New Mexico State University; Ph.D., 1992, University of Maine

Joyce C. Miller, Ph.D. 1998
Associate Professor of Chemistry
B.A., 1973, Olivet Nazarene University; M.A., 1980, Ball State University; Ph.D., 1999, The Ohio State University

Brenita R. Nicholas, M.S.W. 1995
Associate Professor of Social Work
B.S., 1991, Olivet Nazarene University; M.S.W., 1993, The Ohio State University

John Noonan, Ph.D. 1997
Associate Professor of Mathematics

Bruce E. Oldham, M.A. 1997
Associate Professor of Religion

Pamela M. Owen, Ed.D. 1996
Associate Professor of Education
B.S., 1974, Southern Nazarene University; M.S.Ed., 1987, State University of New York at Oswego; Ed.D., 2002, Ball State University

Barbara M. Ragan, Ph.D. 2000
Associate Professor of English
B.S., 1972, Western Oregon University; M.A., 1981, Berendji State University; Ph.D., 1996, Indiana University of Pennsylvania

Anderson M. Rearick, III, Ph.D. 1994
Associate Professor of English
B.A., 1978, Eastern Nazarene College; M.A., 1986, Lehigh University; Ph.D., 1992, University of Rhode Island

C. Jeanne Serrão, Ph.D. 1999
Associate Professor of Religion and Dean of the School of Theology and Philosophy

Debra L. Snyder, Ph.D. 1993
Associate Professor of Accounting
B.S., 1987, and M.H.A., 1989, The Ohio State University; Ph.D., 2003, Kent State University, C.P.A.

Rhoda C. Sommers, Ph.D. 1999
Associate Professor of Education

Paul P. Swanson, M.A. 1984
Associate Professor of Physical Education and Women’s Volleyball Coach
B.A., 1975, North Park College; M.A., 1979, Northwestern University

Jeffrey S. Williamson, Ed.D. 1994
Associate Professor of Communication
B.A., 1984, Olivet Nazarene University; M.A., 1987, Ball State University; Ed.D., 2002, University of Sarasota

Rick L. Williamson, Ph.D. 2001
Associate Professor of Religion and Assistant to the Chaplain for Excell
B.A., 1972, MidAmerica Nazarene University; M.Div., 1975, Nazarene Theological Seminary; M.A., 1987, University of Iowa; Ph.D., 1993, Southern Baptist Seminary

Ronald W. Wright, Ph.D. 2002
Associate Professor of Psychology

Wayne A. Yeza, M.B.A. 1985
Associate Professor of Business
Assistant Professor Rank

Joseph P. Akpan, Ph.D. 2004
Assistant Professor of Education
B.S., 1985, Lane College; M.A., 1989, Drake University; Ph.D., 1998, Iowa State University

Martine Audéoud, M.Ph. 2002
Assistant Professor of Education

Timothy G. Chesnut, M.B.A. 1996
Assistant Professor of Business
B.A., 1990, Mount Vernon Nazarene University; M.B.A., 1995, The Ohio State University; C.P.A.

Paul A. Furey, M.S.S. 1990
Assistant Professor of Physical Education and Men’s Soccer Coach
B.S., 1983, Miami Christian College; M.S.S., 1988, United States Sports Academy

Janice L. Hendrickx, M.A. 1996
Assistant Professor of Communication
B.A., 1980, Mount Vernon Nazarene University; M.A., 1982, The Ohio State University

Jeana L. Howald, M.Ed. 1989
Assistant Professor of Physical Education and Women’s Softball Coach
B.A., 1982, Mount Vernon Nazarene University; M.Ed., 1989, Ashland University

Richard A. Huebner, M.S. 2004
Assistant Professor of Business

Kevin E. Hughes, Ph.D. 1999
Assistant Professor of Business

Jill S. Jaymes, M.A. 1995
Assistant Professor of English
B.A., 1985, Mount Vernon Nazarene University; M.A., 1987, The Ohio State University

Ruth S. Kale, M.S. 2000
Assistant Professor of Education
B.S., 1965, Eastern Nazarene College; M.S., 1985, Olivet Nazarene University

Douglas B. Kennard, Ph.D. 1999
Assistant Professor of Sociology
B.A., 1971, University of Denver; M.I.M., 1975, American Graduate School of International Management; Ph.D., 1987, The Ohio State University

A. Caroline Maurer, M.Ed. 2000
Assistant Professor of Family and Consumer Sciences and Preschool Director

J. Mark Nielsen, Ph.D. 2001
Assistant Professor
B.S., 1980, Olivet Nazarene University; M.A., 1992, The Ohio State University; Ph.D., 2001, Walden University

Paul E. Nixon, M.L.S. 2001
Assistant Professor and Public Services/Systems Librarian
B.A., 1975, MidAmerica Nazarene University; M.Div., 1983, Nazarene Theological Seminary; M.L.S., 1993, University of Missouri-Columbia

Kevin E. Hughes, Ph.D. 1999
Assistant Professor of Business

J. Mark Nielsen, Ph.D. 2001
Assistant Professor
B.S., 1980, Olivet Nazarene University; M.A., 1992, The Ohio State University; Ph.D., 2001, Walden University

Paul E. Nixon, M.L.S. 2001
Assistant Professor and Public Services/Systems Librarian
B.A., 1975, MidAmerica Nazarene University; M.Div., 1983, Nazarene Theological Seminary; M.L.S., 1993, University of Missouri-Columbia

Peggy L. Oldham, M.S. 2002
Assistant Professor and Dean of Student Development
B.S., 1979, Trevecca Nazarene University; M.S., 1997, Tennessee State University

Sharon J. Oxenford, M.Ed. 1992
Assistant Professor of Education
B.S., 1968, Eastern Nazarene College; M.Ed., 1975, Western Maryland College

Georgia E. Purdom, Ph.D. 2000
Assistant Professor of Biology
B.A., 1994, Cedarville College; Ph.D., 2000, The Ohio State University

Philip K. Rickard, M.B.A. 1996
Assistant Professor of Accounting
B.S., 1985, Concord College; M.B.A., 1995, Marshall University; C.P.A.

Yvonne R. Schultz, M.A. 2000
Assistant Professor of Journalism
B.A., 1979, Crown College; M.A., 1994, University of Akron

R. Merrill Severns, M.A. 1985
Assistant Professor and Director of Academic Records and Registration
B.A., 1985, Mount Vernon Nazarene University; M.A., 1991, The Ohio State University

Donna R. Shiverdecker, M.Ed. 1984
Assistant Professor of Education
B.A., 1973, Olivet Nazarene University; M.Ed., 1979, University of Pittsburgh

Mark A. Shoaf, M.B.A. 1998
Assistant Professor of Business Administration
B.S., 1988, Kansas Newman College; M.B.A., 1995, Ashland University

George A. Small, Ed.D. 1997
Assistant Professor of Education
Beverly E. Smith, Ph.D. 1996  
*Assistant Professor of Business*  
B.S., 1980, The Ohio State University; M.B.A., 1995, Franklin University; Ph.D., 2003, Capella University

Jeremy F. Strayer, M.A.Ed. 1998  
*Assistant Professor of Mathematics*  

Dean C. Taylor, M.A. 1999  
*Assistant Professor of Physical Education and Athletic Trainer*  
B.A., 1996, Mount Vernon Nazarene University; M.A., 1999, Western Michigan University

R. Michael Traugh, Ph.D. 2003  
*Assistant Professor of Education*  

Crystal Owens Tuel, M.A. 2003  
*Assistant Professor of Spanish*  
B.A., 1980, Mount Vernon Nazarene University; M.A., 1988, The Ohio State University

Keith D. Veale, M.A. 1988  
*Assistant Professor of Physical Education and Men’s Baseball Coach*  
B.A., 1979, John Wesley College; M.A., 1982, The Ohio State University

John W. Washatka, M.A. 1998  
*Assistant Professor of Philosophy and Director of Academic Services (Excell)*  

Rosemary K. Ziegler, M.A. 1991  
*Assistant Professor of English*  

**Instructor**

W. Marshall Duke, M.Ed. 2004  
*Instructor of Education and Associate Coordinator of Master of Arts in Education Program, Cincinnati*  
B.S., 1970, Trevecca Nazarene University; M.Ed., 1975, Xavier University

Cindy J. Harvel, M.A.Ed. 2004  
*Instructor of Education*  

Amanda M. Flower, M.Ed. 2004  
*Instructor and Technical Services Librarian*  

John E. Packard, M.Mus. 2004  
*Instructor of Music*  
B.A., 1996, University of Illinois; M.Mus., 1999, University of Northern Colorado

**Part-Time Faculty**

David R. Arnold, Ed.D. 1999  
*Associate Professor of Education*  
A.B., 1971, and M.A., 1975, Southern Nazarene University; Ed.D., 1999, University of LaVerne

Virginia A. Cameron, M.A. 1970  
*Assistant Professor of Music*  
B.S., 1969, Olivet Nazarene University; M.A., 1971, The Ohio State University

Spencer L. Hedrick, Ph.D. 1990  
*Professor of Education*  
B.S., 1960, Olivet Nazarene University; M.Ed., 1965, Southern Illinois University; Ph.D., St. Louis University

John W. Hall, Jr., Ph.D. 2004  
*Associate Professor of Religion*  

John P. Hollingsworth, Ph.D. 1998  
*Associate Professor of Education and Coordinator of Master of Arts in Education Program*  
B.S., 1963, Cumberland College; M.A., 1969, Miami University; Ph.D., 1996, Ohio University

L. Jane Kennard, Ph.D. 1986  
*Associate Professor of Religion*  

Judy R. Madtes, M.B.A. 1990  
*Assistant Professor of Office Administration*  
B.S. in Bus.Ed., 1979, Trevecca Nazarene University; M.B.A., 1996, City University

Denise S. Parks, B.A. 1984  
*Assistant Instructor in Basic Mathematics*  
B.A., 1981, Mount Vernon Nazarene University

Merel E. Pickenpaugh, M.A. 2004  
*Assistant Professor of Criminal Justice*  
B.A., 1971, Olivet Nazarene University; M.A., 1976, The Ohio State University
Directory of Personnel

Debbie Shepherd-Gregg, Ph.D. 2000
Assistant Professor of Education

Jane G. Skon, M.A.Ed. 1992
Instructor in Education

Jean A. Taylor, M.A.Ed. 2004
Instructor in Education
B.S., 1964, Adrian College; M.A.Ed, 1968, Bowling Green State University

Adjunct Faculty

Lori M. Adair, M.A. 2000
Business

Harry T. Anderson, M.A. 2004
Business

Susan J. Armour, M.A. 2002
General Studies
B.S., 1972, Urbana College; M.A., 2000, The Ohio State University

David S. Baker, J.D. 2001
Business
B.A., 1990, Bob Jones University; J.D., 1993, University of Akron

Barry B. Barnt, M.S. 2003
Business
B.S., 1992, The Ohio State University; M.S., 1999, The University of Dayton

Bruce O. Binkley, M.A. 2003
Business
A.A., 1994, Wright State University

Kenneth A. Boemer, M.S.W. 2001
General Studies
B.A., 1986, California State University; M.S.W., 1997, The Ohio State University

D. Scott Booth, M.B.A. 2003
Business

Steve Bowshier, J.D. 1997
Business
B.A., 1978, and J.D., 1980, The Ohio State University

Richard C. Brenneman, M.A. 2002
Business
B.S., 1979, The Ohio State University; M.A., 1981, Bowling Green State University

D. Eric Browning, M.A. 2003
General Studies

Heidi N. Coffee, M.B.A. 2003
Business

Denise A. Cook, M.B.A. 2003
Business
B.S.N., 1995, Ashland University; M.B.A., 2003, Tiffin University

Tracey L. Cornely, M.S.A. 2000
Business
A.A.B., 1990, University of Rio Grande; B.B.A., 1999, Mount Vernon Nazarene College; M.S.A., Central Michigan University

Jack L. Davis, D.Min. 2003
Religion

Paul A. Dellinger, M.B.A. 2004
Business

Joseph M. DePolo, M.S. 2000
Business
B.A., 1988, Mount Vernon Nazarene College; M.S., 1992, Central Michigan University

Juliet R. DePriest, M.A. 2001
General Studies

Gregory A. DeVoe, M.E. 2003
General Education
B.A., 1993, The Ohio State University; M.E., 1998, The Ohio State University

Scott S. Dissinger, M.B.A. 2003
Business
B.A., 1976, Taylor University; M.B.A., 1980, Ball State University

David A. Dunnivant, M.B.A. 1997
Business
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<th>Name</th>
<th>Degree</th>
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<td>Dennis G. Elder, M.S.</td>
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<td>2001</td>
<td>Business</td>
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<td>Mary Ellen Ellsworth, J.D.</td>
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<td>Business</td>
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<td>B.S., 1995, Ashland University; J.D., 1998, Ohio Northern University College of Law</td>
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<td>Steven K. Ervin, M.A.</td>
<td></td>
<td>2003</td>
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<td>B.A., 1983, Mount Vernon Nazarene College; M.A., 1984, Miami University</td>
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<td>Michele A. Fannin, M.S.</td>
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<td>2001</td>
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<td>S. Courtney Fender, M.A.</td>
<td></td>
<td>2004</td>
<td>General Studies</td>
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<td>Robert E. Flint, M.Div.</td>
<td></td>
<td>2001</td>
<td>Religion</td>
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<td>John P. Frazier, M.A.Ed.</td>
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<td>Scott A. Freehafer, M.E.</td>
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<td>2000</td>
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<td>L. Michael Gilliam, M.M.E</td>
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<td>2004</td>
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<td>Cynthia L. Guertler, M.E.</td>
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<td>2001</td>
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<td>Audrey R. Harkonen, M.B.A.</td>
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<td>B.A., 1983, Case Western Reserve University; M.B.A., 1999, Franklin University</td>
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<td>H. James Harriman, M.B.A.</td>
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<td>2003</td>
<td>Business</td>
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<td>B.S., 1970, Ohio State University; M.B.A., 1980, University of Dayton; C.P.A., 1983</td>
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<td>Jennifer H. Hayden, M.A.</td>
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<td>2003</td>
<td>General Studies</td>
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<td>B.A., 1999, Bowling Green State University; M.A., 2002, University of Denver</td>
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<td>Karl S. Heins, M.B.A.</td>
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<td>2000</td>
<td>Business</td>
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<td>Sherrie D. Hupp, M.B.A.</td>
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<td>Susan W. Hutcheson, M.S.</td>
<td></td>
<td>2001</td>
<td>Business</td>
</tr>
<tr>
<td>B.S., 1970, Philadelphia College of Bible; M.A., 1984, Trinity Evangelical Divinity School; M.S., 1988, Villanova University</td>
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<td>Richard A. Jones, II, M.A.</td>
<td></td>
<td>2002</td>
<td>General Studies</td>
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<td>David S. Keefer, M.A.</td>
<td></td>
<td>1997</td>
<td>Business</td>
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<td>Robert C. LaPrad, M.S.</td>
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<td>2000</td>
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<td>Mark Ledford, M.A.</td>
<td></td>
<td>2003</td>
<td>General Studies</td>
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<tr>
<td>B.A., 1986, Mount Vernon Nazarene University; M.A., 2001, Ashland Theological Seminary</td>
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<tr>
<td>David B. Lutz, M.Div.</td>
<td></td>
<td>2001</td>
<td>Religion</td>
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<tr>
<td>Trevor J. Major, M.A.</td>
<td></td>
<td>2003</td>
<td>General Studies</td>
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<td>Paul R. McGathey, M.B.A.</td>
<td></td>
<td>2002</td>
<td>Business</td>
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<tr>
<td>B.B.A., Mount Vernon Nazarene College, 1999; M.B.A., 2001, Regis University</td>
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<tr>
<td>Daron S. McGuire, M.B.A.</td>
<td></td>
<td>2000</td>
<td>Business</td>
</tr>
</tbody>
</table>
## Directory of Personnel

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree/Field</th>
<th>Year</th>
</tr>
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<tbody>
<tr>
<td><strong>Connie L. McMurrin, M.S.W.</strong></td>
<td><em>General Studies</em></td>
<td>2001</td>
</tr>
<tr>
<td></td>
<td>B.S., 1985, Trevecca Nazarene University; M.S.W., 1994, University of Kentucky</td>
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<tr>
<td><strong>Steven Mershon, M.B.A.</strong></td>
<td><em>Business</em></td>
<td>1996</td>
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<tr>
<td><strong>John E. Miller, M.A.</strong></td>
<td><em>Religion</em></td>
<td>2001</td>
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<tr>
<td><strong>Stephen A. Miller, M.A.</strong></td>
<td><em>General Studies</em></td>
<td>2001</td>
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<td><strong>Dennis D. Miller, M.B.A.</strong></td>
<td><em>Business</em></td>
<td>2004</td>
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<tr>
<td><strong>Kenneth G. Neighoff Jr., M.Div.</strong></td>
<td><em>Religion</em></td>
<td>2001</td>
</tr>
<tr>
<td></td>
<td>B.A., 1986, Point Loma Nazarene College; M.Div., 1990, Nazarene Theological Seminary</td>
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<tr>
<td><strong>Chris E. Neuenschwander, M.B.A.</strong></td>
<td><em>Instructor of Business</em></td>
<td>2003</td>
</tr>
<tr>
<td></td>
<td>B.S., 1993, Mount Vernon Nazarene University; M.B.A., 2003, Ashland University</td>
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<td><strong>Julie A. Newhouse, M.A.</strong></td>
<td><em>Business</em></td>
<td>1998</td>
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<td>B.S., 1990, The Ohio State University; M.A., 1996, Ohio University</td>
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<tr>
<td><strong>Sandra I. Piehl, M.B.A.</strong></td>
<td><em>Business</em></td>
<td>2003</td>
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<td><strong>Teresa T. Plummer, M.A.</strong></td>
<td><em>General Studies</em></td>
<td>2001</td>
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<tr>
<td><strong>Brinda P. Price, M.A.</strong></td>
<td><em>Business</em></td>
<td>2001</td>
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<td>B.A., 1969, Olivet Nazarene University; M.A., 1984, The Ohio State University</td>
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<td><strong>Glynda G. Rice, M.A.</strong></td>
<td><em>General Studies</em></td>
<td>2004</td>
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<td></td>
<td>B.A., 1980, Judson College; M.A., 1989, The Ohio State University</td>
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<td><strong>Jonathan L. Rohdes, M.B.A.</strong></td>
<td><em>Business</em></td>
<td>2003</td>
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<td>A.A., 2000, University of Findlay; B.S., 2000, University of Findlay; M.B.A., 2002 University of Findlay</td>
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<td><strong>Robert F. Schmidt, M.A.</strong></td>
<td><em>Business</em></td>
<td>2000</td>
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<td>B.A., 1971, The Ohio State University; M.A., 1974, Central Michigan University; M.A., 1996, Ashland Theological Seminary</td>
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<td><strong>Terry A. Schnipke, M.A.</strong></td>
<td><em>General Education</em></td>
<td>2003</td>
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<td>B.S., 1990, Bowling Green State University; M.A., 2002, Bluffton College</td>
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<td><strong>Melvin F. Schroeder</strong></td>
<td><em>Business</em></td>
<td>2003</td>
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<td><strong>William M. Shackelford, J.D.</strong></td>
<td><em>Business</em></td>
<td>1998</td>
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<td>B.A., 1983, Mount Vernon Nazarene College; J.D., 1996, University of Akron</td>
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<td><strong>Ty R. Shauli, M.B.A.</strong></td>
<td><em>Business</em></td>
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<td><strong>Timothy M. Smith, M.Div.</strong></td>
<td><em>Religion</em></td>
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<td>B.A., 1984, Mount Vernon Nazarene College; M.Div., 1988, Nazarene Theological Seminary</td>
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<td><strong>Melanie A. Spangler, J.D.</strong></td>
<td><em>Business</em></td>
<td>2002</td>
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<td>B.A., 1992, Mount Vernon Nazarene College; J.D., 2001, Capital University Law School</td>
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<td><strong>David W. Spaulding, M.A.</strong></td>
<td><em>Business</em></td>
<td>2001</td>
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<td>B.S. 1973, and M.E., 1976, Bowling Green State University; M.A., 1996, Trevecca Nazarene University</td>
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<td><strong>Jonathan W. Spaulding, J.D.</strong></td>
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<td><strong>Jon T. Sweet, M.B.A.</strong></td>
<td><em>Business</em></td>
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<td><strong>Paul C. Thompson, J.D.</strong></td>
<td><em>Business</em></td>
<td>2003</td>
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<td><strong>Linda L. Trainer, M.S.</strong></td>
<td><em>General Studies</em></td>
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