



## Message from the President

Oakland City University is an exceptional campus where academic excellence is combined with spiritual formation and applied guidance to create a unique educational experience. We believe our faculty and staff are special people who seek to help students feel “at home” while away from home. In a world where technology is constantly changing our lives, Oakland City University remains committed to the unchanging values of integrity, service, gratitude, and hard work.

The U.S. News and World Report has recognized Oakland City University as one of the top universities in the Midwest. In addition, OCU has been voted as one of the safest colleges and universities in the state of Indiana. The school holds the distinction of being accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools (NCA).



Please review this catalog and discover the program(s) which will assist you in achieving your goals and dreams. You will discover that Oakland City University offers a wide variety of programs which assists students with a wide range of needs. OCU is not for everybody; but OCU may very well be for you.

Sincerely,

*Ray S. Barber*

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## About the Catalog

This catalog is designed to answer most of the questions which may be asked about Oakland City University. If further information is needed, inquiries may be addressed to the appropriate staff member, faculty member, or administrator of the university. Prospective students are encouraged to contact the Office of Admissions.

The online version of this publication is available at [www.oak.edu](http://www.oak.edu) and is updated periodically to include revisions approved by the university faculty, administration, and/or the Board of Trustees. The online catalog supersedes any and all printed editions.

## Revisions and Addendum to the Catalog

The university reserves the right to add, amend, or repeal programs, policies, procedures, regulations, fees, and/or announcements, in whole or part, contained in this catalog. Addendum to this catalog may be published by the university as necessary. Questions or concerns about the catalog should be directed to the Provost, Murray Administration Building, 138 N. Lucretia Street, Oakland City, Indiana 47660.

## Disclaimer

The fees, procedures, and policies herein supersede those published previously and are subject to change at any time when required by federal and/or state regulations, through the action(s) of Oakland City University's Board of Trustees, and/or to maintain compliance with accrediting agencies. The university strives to keep faith with students who have entered under a particular catalog. However, the university reserves the right to revise programs, curriculum requirements, information, regulations, or make financial changes at any time. When changes occur, an effort will be made to notify students and any other persons who may be affected. The catalog is intended for informational purposes and should not be construed as a contract binding on Oakland City University.

## Nondiscrimination/Equal Employment Opportunity

It is the policy of Oakland City University to provide equal opportunity for all qualified persons in employment and in the educational programs and activities which the university operates.

In full and complete compliance with federal laws and laws of the State of Indiana and all regulations appertaining thereto, the university does not discriminate against students on the basis of race, color, national origin, age, disability, gender, or other status or condition protected by applicable state or federal laws in conducting its educational programs and activities.

In the employment of personnel, the university does not discriminate on the basis of race, creed, color, national origin, age, disability, genetic information, gender, veteran or other status or condition protected by applicable state or federal laws. This policy applies to all conditions of employment, including but not limited to hiring, placement, promotion, transfer, demotion, selection, recruitment, employment, advertising, lay off and termination, compensation, and all other terms and conditions of employment. The university is a private church-related institution

and strives to attract those who espouse the Christian faith or those who would be comfortable in such a religious context and environment.

All offices, schools, departments and other units of Oakland City University operate pursuant to all applicable laws relating to equal employment and educational opportunity, including but not limited to, Titles VI and VII of the Civil Rights Act of 1964, the Pregnancy Discrimination Act of 1973, Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, the Age Discrimination Act of 1975, the Age Discrimination In Employment Act of 1967, Section 402 of the Vietnam Era Readjustment Act of 1974, Uniformed Services Employment and Re-employment Act and Title IX of the Educational Amendments of 1972.

### Equal Employment Opportunity

Oakland City University is committed to the achievement of equal opportunity within OCU. In this regard, OCU will recruit, hire, promote, educate, and provide services to persons based upon their individual qualifications. OCU prohibits discrimination based on arbitrary considerations of characteristics such as age, disability, genetic information, ethnicity, gender, marital status, national origin, race, or veteran status or any other protected status or condition.

### Americans with Disabilities Act

Oakland City University actively supports the Americans with Disabilities Act which protects qualified individuals with disabilities from discrimination in the participation of the University's programs, activities and services (including extracurricular activities). Oakland City University will work with students and other associates to provide reasonable accommodations as provided in the Act.

If a student or another associate believes he/she needs accommodations or otherwise has a concern or issue regarding the ADA, they should notify the Director of Disability Services. Contact information for the Director of Disability Services may be obtained from the Office for Academic Affairs.

If any employee or student has any suggestion, problem or complaint with regard to an equal opportunity matter, he/she should communicate this suggestion, problem, or complaint by following the OCU grievance policy. The following person has been designated to handle inquiries regarding these non-discrimination policies:

Patricia Endicott, Compliance Officer  
138 N. Lucretia Street  
(812) 749-1435  
[pendicott@oak.edu](mailto:pendicott@oak.edu)

## About the University

### History

General Baptist leaders understood the need for higher education early in the denomination's history. As early as 1838, the Liberty Church (mother church of the denomination) of Evansville, Indiana, requested that the Liberty Association establish a "Seminary of Learning." The aspiration for a higher educational institution never diminished regardless of setbacks encountered. The call was repeated in the Liberty Association in 1857, 1867, and 1873. Other General Baptist associations were also realizing a vacuum existed and that the yearning for a school must be realized. At its seventh annual meeting held at the Otter Creek Church in Warrick County, Indiana, in September 1866, the United Association of General Baptists adopted the following resolution: Resolved, That we favor an Educational Institute in our body, to be located at Oakland, Gibson County, Ind., and that Wm. Cockrum, D. Perkins, H. G. Borders, J. G. Lane and D. C. Barrett be appointed as a committee to raise stock, and that they be allowed the power to select assistance and choose Trustees for said House.

These small but momentous actions created the impetus that would ultimately culminate with the chartering of Oakland City College by the State of Indiana in 1885. William M. Cockrum donated approximately ten acres of land for the establishment of the campus. An Educational Board was created with the primary responsibility of constructing a building for the newfound institute. Financial issues tested the Educational Board who were emphatic that the edifice be erected debt free. This dream was achieved with the commencement of classes in 1891.

The Educational Board recognized the need for a President to give direction before the completion of its first building. The Reverend Alvin D. Williams, D.D., served as the first President of Oakland City College (1889-1894). He was followed by William Prentice Dearing (1903-1945), who had been awarded the first baccalaureate degree from the College in 1895.

Like many other institutions during the early half of the twentieth century, Oakland City College experienced highs and lows as World War I and the Great Depression impacted the entire nation. Following World War II the school experienced a season of growth as former military personnel, many who made spiritual vows in foxholes, found their way to the school to be trained for ministry and educational services. The growth did not last long, and soon the College found itself financially challenged. Presidential succession was rapid, as the institution had three chief officers from 1965 through 1973.

The Board of Trustees selected James Wilson Murray (1974-2007) as Oakland City College's eighth President. Through his leadership, the school attained accreditation through North Central Association of Colleges and Schools on April 13, 1977. The university's finances were stabilized, new buildings were constructed, and several new programs started. Under his leadership, Oakland City College became Oakland City University in 1995.

In January 2008, the Board of Trustees elected Ray G. Barber, D.Min., as the ninth President. In his inaugural address, Dr. Barber cast a vision for Oakland City University to concentrate its endeavors in meeting students' needs through a threefold vision. First, the institution must fulfill its role as an academy of higher education. Oakland City University was founded to meet the higher educational needs of the General Association of General Baptists. As such, the school's primary challenge is to continue meeting the educational ambitions of the denomination, the workforce needs of the State

of Indiana, and to extend its impact to the exigencies of a global society. Second, Oakland City University should serve as an abbey by concentrating on the spiritual formation of its students. This is an effort to provide a framework for students to enhance rationalization and inner being aptitudes for the advancement of the greater moral and ethical good of society. Finally, OCU must be an apostolate. This challenge is achieved by providing pragmatic mentoring experiences in which students encounter hands-on involvement and development of personal, relational, and occupational skills. The summation of this threefold task is the equipping of the head, the heart, and the hands to serve others.

## Mission and Vision

The motto of Oakland City University is as follows: Enter to Learn, Go Forth to Serve. The educational programs delivered by the institution, currently and historically, have facilitated students to become productive citizens and have sustained the institution in fulfilling its Mission.

### Mission

Oakland City University is a Christian faith-based learning community dedicated to the enhancement of intellectual, spiritual, physical and social development for positive leadership.

### Vision

To become a leading faith-based university that provides a Christian learning environment preparing students for service.

## Governance

### Board of Trustees

The university is governed by the Board of Trustees, which is composed of a maximum of twenty-four (24) members. The Board of Trustees is appointed for three-year terms. Current Board members include:

Dr. Ronnie D. Black  
 Mr. Bill Blackburn (Chair)  
 Dr. Edna M. Brumfield  
 Mr. W. Harold Calloway  
 Rev. Joshua H. Carpenter  
 Mr. Jonas Cueche  
 Mr. Wally Duncan  
 Dr. H. Dean Jagers  
 Mrs. Eddi Marie Julian  
 Mr. Gerald McCormick  
 Rev. William G. McMillen  
 Mrs. Brenda Nash  
 Mr. Alan Nass  
 Rev. James Sanders  
 Mr. Frank J. Schultheis  
 Mr. Andrew Shockley

Dr. Curtis C. Yarbrough (Chair Emeritus)  
 Dr. W.F. (Buck) Provance (honorary)  
 Dr. Elvis O. Wilson (honorary)

### Officers of the University

Ray G. Barber, D.Min., President  
 Daniel D. Dunivan, Ph.D., Provost

### Current and Past Presidents

A.D. Williams, D.D.	1885 – 1895
Joseph B. Cox (interim)	1895 – 1903
William P. Dearing, D.D., LL.D.	1903 – 1945
James E. Cox, Ph.D., Litt.D.	1945 – 1955
Onis F. Chapman, D.D.	1955 – 1965
Carl E. Shepard, Ph.D., LL.D.	1965 – 1968
Ben M. Elrod, Th.D., Ed.D., D.Hum.	1968 – 1970
Laurence N. Barrett Ph.D. (interim)	1970 – 1971
Bernard A. Loposer, Th.D.	1971 – 1973
James W. Murray, Ph.D.	1974 – 2007
Alton D. Davis, D.Min. (interim)	2007 – 2008
Ray G. Barber, D.Min.	2008 – Present

## Accreditation and Affiliation

### Accreditation

Oakland City University (OCU) is accredited by the following agencies:

<b>University</b>	The Higher Learning Commission North Central Association of Colleges and Schools (HLC)
<b>School of Education</b>	National Council for Accreditation of Teacher Education (NCATE)/Council for the Accreditation of Educator Preparation (NCATE) Indiana Department of Education (IDOE) Specialized Professional Associations (SPA) B.A. Elementary Education (ACEI) Biology Education (NSTA) Building Level Administrator (ELCC) Doctor of Education in Leadership (ELCC) English Education (NCTE) Health and PE (NASPE) Mathematics Education (NCTM) Social Studies Education (NCSS) Special Education (CEC)
<b>School of Business</b>	International Assembly for Collegiate Business Education (IACBE)
<b>Chapman Seminary (graduate programs)</b>	Association of Theological Schools (ATS)

### Affiliation

The university holds membership in academic and collegiate associations to maintain the integrity of academic protocols and operations.

- American Association of Colleges for Teacher Education (AACTE)
- Association of Veterans Education Certifying Officials (AVECO)
- Central Association of College and University Business Officers (CACUBO)
- Council for Adult and Experiential Learning (CAEL)
- Council for Higher Education Accreditation (CHEA)
- College Placement Council, Inc.
- Conference for Small Private Colleges
- Council of Independent Colleges
- Illinois Association of College Admissions Counselors (IACAC)
- Indiana Association of Collegiate Registrars and Admissions Officers (IACRAO)
- Independent Colleges of Indiana
- Indiana Association of College Admissions Counselors
- Indiana Conference of Higher Education
- Indiana, Midwest, and National Association of Student Financial Aid Administrators



- Kentucky Association of College Admissions Counselors (KYACAC)
- North American Coalition of Christian Admissions Professionals (NACCAP)
- National Association of College and University Business Officers (NACUBO)
- National Association for Business Teachers

## Location and Facilities

Oakland City University's campus is located in Oakland City, Indiana. Main offices are located in the Murray Administration building, at 138 N. Lucretia Street, Oakland City, IN 47760. Office hours are Monday – Friday, from 8:00 am to 4:30 pm. For more information about the university, call (812) 749-1222 or (800) 737-5125 or visit [www.oak.edu](http://www.oak.edu).

The university also offers Adult and Professional Studies and education programs across Indiana at Oakland City University Centers in Evansville, Rockport, Bedford, and Plainfield Indiana. For more information about these Centers, see the [Offices and Contact information](#) section of this catalog.

The campus map located on the next page provides information about facilities on the OCU main campus.



## Admissions

Application for admission to Oakland City University depends on the type of program an applicant is interested in pursuing. OCU offers traditional programs on main campus and Non-traditional Adult and Professional Studies (APS) and fully online programs. For a complete listing of programs offered at the university, refer to the Academic Programs section of this catalog.

Undergraduate applicants include the following:

- **Degree applicants** are applying to Oakland City University with the intent of completing a two or four-year degree. This includes incoming first-year students (regardless of age), transfer students, and returning students.
- **Non-degree applicants** do not intend to pursue or complete a degree with Oakland City University. This includes dual credit students. Undergraduate students are only allowed to complete a maximum of 12 credit hours as a non-degree student, excepting dual credit, early college, and certificate-seeking students.

Oakland City University reserves the right to grant or deny admission to any student on the basis of academic or non-academic issues. Non-academic issues may be issues deemed inappropriate to the values and character of Oakland City University as it relates to its mission of serving as a church-affiliated institution.

## Admissions for Degree-Seeking Applicants

### Holistic Review

When the Office of Admissions receives a completed application, staff begins a comprehensive, holistic review. The university considers the applicant as a whole individual, not merely select parts, such as GPA or test scores. Applicants are evaluated based on who will contribute to OCU's academic community in meaningful ways. Holistic review takes into account factors such as a student's high school coursework, academic and extracurricular interests, unique talents, and personality. By evaluating an application from a holistic perspective, Admissions staff takes the time to get to know applicants as people, not as numbers.

The university considers a number of factors when making admission decisions, including:

- **Academic coursework:** Course selection is an important indicator of a student's academic motivation. Students should continue to take challenging academic courses through the end of their senior year.
- **Grade trend:** Students whose grades in academic courses are improving are more likely to be successful in college. The university is interested in students who continue to take challenging courses and increase their grades in those courses.
- **Test Scores:** SAT or ACT tests are considered equally—neither is preferred over the other. While standardized tests provide an important way to evaluate a student's potential (free from the variation in grading rigor that occurs from school-to-school and teacher-to-teacher),

Admissions staff recognize that these four-hour assessments are harder for some students than others.

- Other academic factors: If a high school provides class rank, it will be considered in the context of understanding local grading practices. Likewise, if the high school provided a school profile, it will be considered for additional context on the high school.
- Personal statement/essay: Though not required, students can submit an essay outlining their academic motivation. It provides a better understanding of the fit between the student and OCU.
- Special Circumstances: Personal statements describing special circumstances, such as documented disabilities, serious illnesses, or other extenuating circumstances that affected a student's academic performance, are taken into consideration when provided.

To be admitted without conditions, an applicant must meet [admission requirements](#), including [admission requirements for international students](#) when applicable. If one or more requirements are not met, a student is considered for [admission with conditions](#). Decisions resulting from holistic review are made on a rolling basis.

### Admissions Requirements

To gain admission to the university, applicants must submit evidence of graduation from an approved, accredited, or commissioned high school or hold high school equivalency credential via Test Assessing Secondary Completion (TASC) or General Educational Development (GED). Students who graduate from non-accredited high schools and home schools will be evaluated on a case-by-case basis. Applicants may be admitted to Oakland City University with clear admission based on the following requirements based on their previous academic and professional background:

Background	Requirements
<b>High School Record</b>	<ul style="list-style-type: none"> <li>• A grade point average (GPA) of 2.5 or higher, and</li> <li>• An SAT score of 860/1290 or greater or an ACT score of eighteen (18) or greater (unless the student is over twenty-one (21) years old).</li> </ul> OR <ul style="list-style-type: none"> <li>• A GED score of 450 or greater or a TASC passing score, and</li> <li>• An SAT score of 860/1290 or greater or an ACT score of eighteen (18) or greater.</li> </ul>
<b>College Record</b>	<ul style="list-style-type: none"> <li>• Six (6) or more hours completed post high school at an accredited institution, and</li> <li>• A 2.0 or higher grade point average in college-level coursework.</li> </ul>

### Admission with Condition

Oakland City University may admit with conditions an applicant who does not meet general OCU admission requirements. Applicants may be admitted with condition to Oakland City University based on the following requirements:

Exception Type	Requirements
<b>Academic exception based on high school record</b>	<ul style="list-style-type: none"> <li>• A high school GPA of 2.0 – 2.49, or</li> <li>• A GED of 450 or greater, or a TASC passing score</li> </ul>
<b>Academic exception based on college record</b>	Six (6) or more post high school hours at an accredited institution with a GPA of 1.5 – 1.99

The university may also request that students who want to be admitted with condition submit additional documentation such as resume, a portfolio outlining prior work or learning experience, and other relevant evidence.

Admission with conditions status will be removed after all of the required credentials for regular admission have been received and twenty-four (24) credit hours have been completed with an overall 2.0 GPA. Students admitted with conditions will have two (2) semesters in which to remove themselves from conditional status.

OCU reserves the right to dismiss a student not making satisfactory progress towards a degree at the end of any semester in which minimum academic standards are not met.

### Additional Considerations for International Students

OCU applicants who are not U.S. citizens and/or do not have resident status in the United States must also submit the following:

- OCU International Student Application
- Official transcripts for all secondary and post-secondary coursework, translated into English by an accredited organization (e.g., World Education Services (WES))
- English Language Proficiency test scores
- Documentation of financial support
- Copy of passport

Once all the above documents are received, a student's file is reviewed for admissions. Admitted students are issued an I-20 Form from the university after receipt of the following:

- Tuition deposit (\$250)
- Housing application, contract and deposit (\$100)
- Health forms

An I-20 Form may be used to apply for a visa to study in the United States. For more information about the admissions process for international students, contact the Office of Admissions.

### English Language Proficiency Requirements

Oakland City University requires all non-native English speakers to prove the ability to dominate the English language that is necessary for success in college level classes taught in English. International students can submit ACT and/or SAT test scores to demonstrate language proficiency. Students who do not have access to ACT or SAT testing, and for whom English is not the native language, must submit scores received on the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). OCU requires the following English language test scores for admission consideration:

Test	Required Minimum Scores	OCU School Code
<b>TOEFL PTB (Paper-based Test)</b> <a href="http://www.ets.org/toefl/">http://www.ets.org/toefl/</a>	Total score of 500 with: of: <ul style="list-style-type: none"> <li>• Minimum section scores 45 in each of the following sections: Listening Comprehension, Structure and Written Expression, and Reading Comprehension; and</li> <li>• A score of 4.5 on the Test of Written English.</li> </ul>	TOEFL: 1585
<b>TOEFL IBT (Internet-based Test)</b>	Total score of 70, with minimum section scores of: <ul style="list-style-type: none"> <li>• 18 for Listening</li> <li>• 18 for Writing</li> <li>• 19 for Reading</li> <li>• 19 for Speaking</li> </ul>	
<b>IELTS</b> <a href="https://www.ielts.org/default.aspx">https://www.ielts.org/default.aspx</a>	Total minimum Overall Band Score of 6.5 on the 9-Band scale, with a minimum score of 6 in each category (Listening, Reading, Writing, Speaking).	
<b>SAT and/or ACT</b> <a href="https://collegereadiness.collegeboard.org/sat">https://collegereadiness.collegeboard.org/sat</a>	<ul style="list-style-type: none"> <li>• SAT score of 860/1290 or greater</li> <li>• ACT score of 18 or greater</li> </ul>	SAT: 1585 ACT: 1228

Students who have completed high school/secondary education or post-secondary education in a country where English is the official language may provide proof of four years of high school English (composition and literature-based) with passing grades instead of English language test scores.

## Admissions Process

The university accepts applications throughout the year (rolling admissions). Applications for admission can be completed electronically or in print. A complete application includes the following documents:

- OCU Application for Admissions (available online on the Admissions page of the OCU website at [http://www.oak.edu/admissions/admissions-online\\_app\\_instructions.php](http://www.oak.edu/admissions/admissions-online_app_instructions.php) or by calling 1-800-737-5125)
- Official transcripts for all secondary (high school) and post-secondary (college) coursework
- Official ACT and/or SAT scores
- Official GED and/or TASC test scores, when applicable

Once the Office of Admissions receives a complete application file, applications are reviewed. Students are notified of acceptance by mail or phone. Admission to Oakland City University does not assure completion of a degree or program.

Students who enter as a traditional student are required to reapply for admission if they decide to become a non-traditional student.

## Admissions for Non-Degree Seeking Applicants

Non-degree seeking students are applying to Oakland City University with the intent to transfer course credits to a parent institution or for personal/professional development purposes only. Such students do not intend to pursue a degree at OCU.

Non-degree students desiring to transfer credit to a parent institution should consult with that institution before enrolling at OCU, to make sure courses taken at the university will transfer appropriately to another institution. The following guidelines apply to the admissions process for non-degree students:

- Students are required to submit a completed application and application fee.
- Advisors are not assigned to guest students.

**Senior citizens** who are 62 years of age or older may enroll in courses at Oakland City University and are considered non-degree seeking guest students, with the following exceptions approved by the university's Board of Trustees:

- Registration fee per course has been reduced to \$25.
- Application fee, additional course fees, and/or instructional fees are waived.
- Students are permitted to take one course per semester.



If a senior citizen is seeking a degree, this discount does not apply. Online classes are not included in this special fee and online classes should not be viewed as applicable for such fee reduction. Senior citizens may remain non-degree students for up to eighteen (18) credit hours of coursework, after which they must apply for a degree program or enroll on a no-credit audit basis.

**High school students from an OCU dual credit partner high school** may enroll as non-degree seeking students at the university and receive college credit for successfully completed dual credit courses. For more information about the dual credit program at OCU, including admissions and application requirements, visit the Dual Credit Programs page of the OCU website at <http://www.oak.edu/academics/dual-credit-programs>.

Non-degree students wishing to become a degree-seeking candidate must submit an application to the Office of Admission.

### Application for Readmission

Students who have voluntarily withdrawn from the university do not need to re-apply if they wish to return within one year of their last date of attendance. Students who have exceeded one year must re-apply for admission. This process follows general university admissions requirements and procedures as outlined in the appropriate sections of this catalog.

Students who have been dismissed from the university must re-apply for admission. All applications for re-admission follow general university admissions requirements and procedures and are subject to review and approval by the Admissions Committee and Provost.



## Finances

The cost of an education at Oakland City University is among the lowest among accredited private colleges in the region. These low costs have been made possible by substantial donor giving and support from the General Association of General Baptists, the sponsoring denomination.

### Charges

The university reserves the right to change tuition, fees, housing, and meal charges without notice upon the action of the Board of Trustees.

***Traditional Students.*** Traditional student charges may include tuition, housing, meal plans, course specific fees, and graduation fees. Detailed information about the cost of tuition, housing, and meal plans may be found on the university website at [www.oak.edu/admissions-and-aid/tuition-and-financial-aid/tuition-and-fees](http://www.oak.edu/admissions-and-aid/tuition-and-financial-aid/tuition-and-fees).

***Residence Hall Damage Deposit.*** A \$100 deposit must accompany all housing applications. The deposit is held by Oakland City University as long as the student resides in university housing. The deposit may be fully refunded when the student leaves the university unless charges are assessed for damages. A refund will not be given if the student is dismissed for disciplinary reasons or if he or she leaves university housing before the end of the semester.

***Non-traditional Students.*** Non-traditional student charges may include tuition, course specific fees, and graduation fees. Detailed information may be found on the university website at [www.oak.edu/admissions-and-aid/tuition-and-financial-aid/tuition-and-fees](http://www.oak.edu/admissions-and-aid/tuition-and-financial-aid/tuition-and-fees).

### Payments

***Traditional Students.*** Payment is due the first day of class. Any outstanding balance from a previous semester will prohibit students from enrolling in future classes or receiving transcripts and diplomas until the balance is paid in full. Students are not allowed to attend classes until charges are paid in full or arrangements for deferred payment are made with the Business Office.

***International Students.*** It is Oakland City University's policy that all international students are **required** to pay their account balance in full prior to attending classes. International students must provide evidence of financial responsibility for their studies. Failure to make the required payment or provide proof of wire transfer of funds will result in withdrawal from classes, removal from housing and meal plan cancellation. The student is required to leave campus and return home. No deferred arrangements can be made for international students.

***Non-traditional Students.*** Non-traditional students have two payment periods per academic year. Financial aid is disbursed each payment period. Students have a payment period that equals fifteen (15) credit hours and twenty-five (25) weeks of enrollment. The total credit hours and twenty-five (25) week period must be completed successfully before beginning the second payment period and qualifying for future financial aid disbursements.

## Deferred Payment Plans

**Traditional Students.** Traditional students may elect to defer the balance of their account in two payments. One-half of the payment is due on the first day of the semester and the remaining balance is due approximately thirty (30) days later. Additional payment plan options may be available to students by contacting the Business Office. Students that have a third-party payer will need to provide authorizations to the Business Office prior to the first day of the semester. A third-party payer may include employer tuition reimbursement, military tuition assistance, or special billing. Late charges may be applied to any unpaid balance exceeding the thirty (30) day period until the account is paid in full.

Students who have demonstrated bad credit with the university will be denied the deferred payment option.

**Non-traditional Students.** Non-traditional students are required to pay all tuition and fees in full by the third Friday after their first course begins. For example, if a course begins on Tuesday January 12<sup>th</sup>, the tuition balance for all classes in the payment period are due in full no later than Friday January 29<sup>th</sup>.

Students may be allowed the deferred payment option if they have tuition reimbursement by a third-party payer. Students that have a third-party payer are required to provide authorization of tuition assistance to the Business Office five (5) days prior to the first day of the payment period, excepting military benefits, which are required ten (10) days prior. A third-party payer may include but are not limited to employer tuition assistance or reimbursement, military tuition assistance, and some GI Bill benefits.

Monthly late charges may be applied to any outstanding account balance exceeding the due date until the account is paid in full. Students who have demonstrated bad credit with the university will be denied the deferred payment option.

## Refunds

**Traditional Students.** When traditional students drop courses **after the first day of the semester**, refunds of tuition are as follows:

	Timing	Refund %
<b>If the student never attended</b>		100%
<b>If the student attended courses</b>	During the 1 <sup>st</sup> week	75%
	During the 2 <sup>nd</sup> week	50%
	After the 2 <sup>nd</sup> week	0%

Exact dates for the refund periods appear in the academic calendars.

For those moving out of the residence hall, there will be no refund on meal plans or housing. Students who withdraw completely or from individual classes and have financial assistance may be required to repay a portion of that aid depending on the date of withdrawal and the regulations of the programs included in the financial aid package. If a student is eligible for a refund, the university will issue a check to the student.

*Non-traditional Students.* When a non-traditional student drops courses and/or withdraws from the university **after the first day of the course**, refunds of tuition and fees are as follows:

	Timing	Refund %
<b>If the student never attended</b>		100%
<b>If the student attended courses</b>	During the 1 <sup>st</sup> week	50%
	After the 1 <sup>st</sup> week	0%

Exact dates for the refund periods appear in the published academic calendars available on the Academics page of the OCU website at <http://intranet.oak.edu/academics/index.php>.

## Financial Aid

Oakland City University demonstrates its commitment to making quality higher education affordable by offering merit-based scholarships and awards, as well as need-based assistance in the form of grants, loans, and on-campus employment. Students considering assistance must apply through the Free Application for Federal Student Aid (FAFSA).

The results from the FAFSA are used to determine eligibility for federal, state, and institutional assistance. Priority consideration is given to aid applicants who file the FAFSA by April 15. Upon receipt of the processed FAFSA data, the Office of Financial Aid will evaluate and package awards. The student will be notified of eligibility.

For additional information, contact the Office of Financial Aid at 1-800-737-5125. Information can also be gathered by going to [www.oak.edu/admissions-and-aid/tuition-and-financial-aid](http://www.oak.edu/admissions-and-aid/tuition-and-financial-aid) or by email at [finaid@oak.edu](mailto:finaid@oak.edu).

### Applying for Financial Aid

All students who are interested in financial aid must file the Free Application for Federal Student Aid (FAFSA). The FAFSA requires the prior-prior year's tax information when filing (e.g., students filing a FAFSA for the 2018-2019 academic year will use information from their 2016 tax return). This application is used to determine a student's eligibility for grants, loans, work-study, and university aid. Beginning as early as October 1, students can file online for free at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). **To qualify for Indiana state aid, Indiana residents' must file their FAFSA by April 15.** Oakland City University's code for the FAFSA is **001824**.

### FAFSA Special Circumstances

Special circumstances refer to situations that make information provided on the FAFSA not reflective of the student's or his or her family's current ability to pay. This can include anticipated differences between the prior-prior tax year and the upcoming award year, such as an impending job loss or unusual capital gains. It can also include anything that differentiates the family's situation from other families, such as medical expenses not covered by insurance, death of parent/spouse, divorce/separation, loss of child support, or natural disaster. A student should contact the Office of Financial Aid if they fit this criteria.

### General Eligibility Requirements for Federal Financial Aid

To be eligible for federal aid students must meet the following requirements:

- For most federal aid, students must have financial need, although some programs are non-need based (e.g., unsubsidized and parent loans).
- Be a U.S. citizen or eligible non-citizen.
- Be a high school graduate, or possess an equivalent credential (e.g., GED).

- Have a valid Social Security number; the name on the financial aid application and Social Security card must match.
- Make satisfactory academic progress (SAP).
- Be in good standing with prior federal aid (e.g., not in default with federal loans, unresolved overpayment of federal aid).
- Be enrolled at least half-time (except for Pell Grants).
- Be working toward a degree, certificate, or other recognized educational credential (e.g., teacher's certification requires special procedures to document).

In addition, certain groups of students must also meet one or more of the following criteria:

- First-year students must meet the admission requirement listed in this catalog.
- Eighteen (18) through twenty-five (25) year old male students must register with the Selective Service at [www.sss.gov](http://www.sss.gov) or in their FAFSA.
- Transfer students must meet the admission requirements and have all official transcripts evaluated by the Registrar before any financial aid is awarded.

### Enrollment Status

For financial aid purposes, the following enrollment minimums apply in determining the eligibility for financial aid assistance:

Enrollment Status	Required Minimum Enrollment Hours
<b>Full-time</b>	12 semester hours
<b>Three-quarter time</b>	9 semester hours
<b>Half-time</b>	6 semester hours
<b>Less than half-time</b>	1 semester hour

**Note:** Some financial aid awards require students to be enrolled full-time, and other financial aid awards may be reduced based on enrollment status. Only credits required for successful completion of a student's degree program may be counted in the determination of enrollment status. Students who receive aid for courses not required for graduation may be responsible for repaying all or a portion of their financial aid.

### Types of Federal Financial Aid

The following types of student financial aid are available to persons enrolled as degree-seeking students who meet the eligibility criteria for each aid type:

- **Federal Pell Grant.** The Pell Grant is a federally funded grant program designed to aid undergraduate students who show financial need based on the results of their FAFSA.

- ***Federal Supplemental Educational Opportunity Grant (SEOG).*** The SEOG is a federally funded grant program designed to aid undergraduate students who show financial need and are Pell Grant eligible.
- ***Federal Work-Study Program (FWS).*** Oakland City University offers approximately sixty (60) on-campus student jobs. Work assignments are made on a first-come, first-served basis and are based on financial need.
- ***Federal Direct Subsidized Loan Program.*** This loan program allows eligible students to borrow directly from the U.S. Department of Education. Students must be enrolled a minimum of half-time and demonstrate financial need. Principal and interest payments begin six months after half-time enrollment status ceases. The government pays the interest on this loan during school and certain other periods. Please contact the Office of Financial Aid regarding application procedures. Interest rates for Federal Direct Stafford Subsidized Loans change every year on July 1. Current interest rates can be found at [studentaid.ed.gov](http://studentaid.ed.gov).
- ***Federal Direct Unsubsidized Loan Program.*** Terms and conditions for the Direct Unsubsidized Loan mirror those of the Direct Subsidized Loan. Loan limits, deferments, and interest rates are the same as for the subsidized loan; however, non-in-school interest subsidies are provided by the government. Students are responsible for interest accrued during in-school and deferment periods. The Direct Loan Servicing Center sends quarterly statements showing the amount of interest the student is responsible for, with an option to pay it. If the interest is unpaid, it will be capitalized the day after the student's six-month grace period ends. The interest rates for Federal Direct Stafford Subsidized Loans change July 1 annually. Current interest rates can be found at [studentaid.ed.gov](http://studentaid.ed.gov).
- ***Federal Direct Parent Plus Loans.*** Additional loan funds may be available through the Federal Direct Parent PLUS Loan Program. Direct PLUS loans are for educational purposes only. Borrowers must not have adverse credit history. Parents of dependent, undergraduate students may borrow funds through the Parent PLUS program. "Parent" is defined as either biological or adoptive parent of an undergraduate, dependent student. The parent must be a U.S. citizen or eligible non-citizen, not in default on any federal loan, not owe an overpayment on federal grant and meet other general eligibility requirements. Students must be enrolled at least half-time.

Parents can apply for a Parent PLUS loan by logging into [www.studentloans.gov](http://www.studentloans.gov). If at least one parent of a dependent student is unable to borrow under the Parent PLUS Loan Program, the student may be eligible for additional unsubsidized loan funds. Borrowers enter repayment within sixty (60) days of the final loan disbursement, unless other arrangements have been made with the loan servicer.

- ***Private Education Loans.*** Students have access to two application tools that will provide access to multiple lenders. Both the INvestEd Marketplace and FASTChoice will allow students to compare lenders and rates for possible alternative loans. Please visit the financial aid page at <http://www.oak.edu/admissions-and-aid/tuition-and-financial-aid/financial-aid> or more information about Private Loans.

## Additional Federal Financial Aid Requirements

### Entrance Counseling

Students who choose to borrow from the Federal Direct Loan Program must complete an Entrance Counseling Session. Parents taking out a Direct PLUS Loan for their dependent undergraduate student do not have complete entrance counseling. Graduate students taking out a PLUS loan for the first time will be required to complete entrance counseling even if counseling was completed for a previous subsidized or unsubsidized loan. Instructions for completing entrance counseling appear below:

**Direct Loan Borrowers.** Students can visit [www.studentloans.gov](http://www.studentloans.gov) to complete entrance counseling. This process takes at least thirty (30) minutes to complete. First time borrowers will not receive their first financial aid disbursement until this session is complete.

### Master Promissory Note

The Master Promissory Note (MPN) is a legal document in which students promise to repay loans and any accrued interest and fees to their loan servicer (Department of Education or Oakland City University). It also explains the terms and conditions of each loan. Students must sign an MPN if:

- They have never signed a Direct Subsidized, Unsubsidized, or PLUS Loan MPN;
- They signed an MPN more than a year ago, but the loan was not disbursed; and/or
- They signed an MPN more than 10 years ago.

Instructions for completing the Master Promissory Note appear below:

**Direct Loan Borrowers:** Students can visit [www.studentloans.gov](http://www.studentloans.gov) to complete their MPN, allowing for a minimum of thirty (30) minutes to fully read and sign their MPN. First time borrowers at Oakland City University will not receive their financial aid first disbursement until the MPN is complete.

**Parent Borrowers:** Parents must complete a sign a separate MPN for each student for whom they are borrowing.

### Exit Counseling

Students must receive exit counseling before leaving school. It provides information regarding students' rights and responsibilities as borrowers, such as information about repayment and the date when loan repayment begins. If a student is notified that exit counseling is required for their specific loan program, completing this process is required to obtain official transcripts and/or diploma. In these cases, students who do not complete exit counseling will not receive their official transcripts and/or diploma until the Office of Financial Aid has been notified their exit counseling session has been completed. (Note: Parent PLUS loan borrowers do not participate in exit counseling)

Instructions for completing exit counseling appear below:

**Direct Loan Borrowers:** Students borrowing from this program will be required to complete exit counseling when they graduate, withdraw from school, drop below half time status (less than 6 credit hours), and/or transfer to another school. The exit counseling session can be completed online at [www.studentloans.gov](http://www.studentloans.gov).

**Perkins Loan Borrowers:** Students borrowing from this program will be required to complete exit counseling when they graduate, withdraw from school, drop below half-time status (less than 6 credit hours) and/or transfer to another school. The exit counseling session can be completed online at <https://www.uasexit.com>.

## Verification

Verification is a process which authorizes Oakland City University to certify that all information reported on a student's FAFSA is correct. Each year the U.S. Department of Education selects applicants for verification. Additionally, the university may use its discretion to choose applications for this process.

Documents requested to complete the verification process are determined by the elements on the FAFSA the university must verify. Families are encouraged to use the IRS Data Retrieval Tool when completing the FAFSA. Students selected for verification will later receive a letter detailing the verification fields, documents that must be submitted, and the verification deadline. Any requested documents should be submitted within ten (10) days of receipt of notification. Additional documents may be requested to resolve discrepancies to clarify the family's circumstances.

Any changes to aid awarded as a result of verification will be communicated to the student in a revised award notification. Financial aid will not be credited to a student's account until the verification process has been completed.

## State of Indiana Financial Aid Programs

### General Eligibility Requirements for State of Indiana Grants and Scholarships

To be eligible for state aid students must meet the following requirements:

- Be an Indiana resident by December 31<sup>st</sup> of the year prior to applying for aid (i.e. December 31, 2016 for the 2018-2019 school year) and remain a resident of Indiana throughout the academic year.
- Be a U.S. citizen or eligible noncitizen.
- Be a high school graduate or possess an equivalent credential (e.g., GED).
- Attend, or plan to attend, an eligible post-secondary institution.
- Be enrolled, or plan to enroll, in a course of study leading to an associate or first bachelor's degree, or a certificate at select institutions.



- Be a full-time student, or plan to enroll as a full-time student. In addition, to renew a maximum state award each year, students must earn a minimum number of credit hours. For more information, visit the Indiana Commission for Higher Education's website at [www.in.gov/che](http://www.in.gov/che).
- Show financial need according to program rules.
- File the FAFSA by April 15 prior to the academic year or intended enrollment.
- Be in good standing with prior federal aid (e.g., not in default with federal loans, unresolved overpayment of federal aid).

In addition, certain groups of students must also meet one or more of the following criteria:

- First-year students must meet OCU admission requirements.
- Transfer students must meet OCU admission requirements and have all official transcripts evaluated by the Registrar before any financial aid is awarded.

### Eligibility Period

State financial aid award recipients are restricted to eight semesters. A student is not permitted to receive grants and scholarships from the state once this limit has been met or if the student fails to meet the General Eligibility Requirements. Students may review award history at [www.scholartrack.che.in.gov](http://www.scholartrack.che.in.gov).

### Types of State of Indiana Financial Aid

- ***Frank O'Bannon Grant.*** The Frank O'Bannon Grant includes both the Higher Education Award and the Freedom of Choice Award. The grant is designed to provide access for Hoosier students to attend eligible public, private, and proprietary institutions. Eligibility for the grant is based on financial need as determined by the FAFSA. The grant may be used toward tuition and regularly assessed fees.
- ***21ST Century Scholarship Program.*** Affirmed 21st Century Scholars must graduate from an eligible Indiana high school with a final cumulative GPA of at least 2.0 on a 4.0 scale. In addition to the General Eligibility Requirements (GERs), students must refrain from criminal activity and the illegal use of controlled substances including alcohol. Students graduating from high school prior to 2012 must enroll full-time at an eligible Indiana institution within two years of graduation. Those graduating in 2012 and after must enroll full-time at an eligible institution within one year of graduation. Once awarded, student must complete a minimum of thirty (30) credit hours each academic year in order to maintain this scholarship. Failure to meet Indiana Commission for Higher Education requirements will result in the loss of the scholarship.
- ***EARN (Employment Aid Readiness Network) Indiana.*** Earn Indiana is the state's work-study program. Students with financial need have access to resume-building, experiential, paid internships, while employers receive state matching funds—50% of the student's hourly rate—for hiring these students. EARN Indiana has partnered with [Indiana INTERNnet](http://IndianaINTERNet) to better match students and employers, and to assist employers in finding the perfect fit for their team.

- ***Mitch Daniels Early Graduation Scholarship.*** The Mitch Daniels Early Graduation Scholarship is a one-time \$4,000 scholarship for students who graduate from a publicly supported high school at least one year early. The scholarship may be used toward tuition and fees and any remaining funds shall be remitted to the student. This scholarship may not be used for remedial coursework.
- ***Adult State Grant.*** Enacted by the 2015 General Assembly, [\*You Can. Go Back.\*](#) is a statewide campaign that aims to help the 750,000+ Hoosier adults with some college but no degree finish what they started. With \$7.5 million in state grants available for adult students, the Indiana Commission for Higher Education (CHE) is reaching out to Hoosiers directly and connecting them with Indiana colleges that are committed to eliminating barriers for returning adults. Students who receive Adult Student Grant must complete at least eighteen (18) credit hours or their equivalent in the previous academic year and maintain satisfactory academic progress as defined by your institution.
- ***Financial Aid for Military and Public Safety Officers.*** Please visit [www.in.gov/che/4498.htm](http://www.in.gov/che/4498.htm) for a complete listing of financial aid offered to military and public safety officers.
- ***Financial Aid for Teachers.*** Please visit [www.in.gov/che/4498.htm](http://www.in.gov/che/4498.htm) for a complete listing of financial aid offered for students seeking a teaching degree.

## OCU Institutional Aid

The university offers several financial aid opportunities for students who qualify for need-based, merit-based, endowed, or athletic scholarships, as outlined below:

- ***Merit-based Scholarships.*** Students who meet the entrance eligibility requirements established by the university qualify for merit-based aid. These awards are based on a student's high school transcript. All merit-based scholarships are renewable for up to 120 credit hours, provided the student maintains the required 2.5 cumulative GPA. For more information regarding scholarships, contact the Office of Financial Aid and the Office of Admissions.
- ***Diversity in Education Scholarships.*** Oakland City University awards this scholarship annually with an initial award of \$500 as part of its efforts to create a diverse student body in the School of Education. This scholarship is available to new full time, degree-seeking education majors who will reside on campus. Current enrolled OCU students are not eligible to apply. This scholarship is awarded to students selected by the university's Scholarship Committee and is renewable contingent upon academic renewal requirements. Applications are available on the university website at <http://www.oak.edu/file/100/download?token=mvbEDWJD>.
- ***Diversity and Multicultural Scholarships.*** This scholarship is awarded annually with an initial award of \$500 to promote a multicultural student body on campus. This scholarship is available to full time, degree seeking freshmen and transfer students who will reside on campus. Current enrolled OCU students are not eligible to apply. This scholarship is awarded to students selected by the University's Scholarship Committee and is renewable contingent upon academic renewal requirements. Applications are available on the university website at <http://www.oak.edu/forms/diversity-multicultural-scholarship-application>.

- ***Worship Arts Scholarships.*** This scholarship is awarded annually with an initial award of \$500 as part of Oakland City University's efforts to enhance the music and visual media technology areas of study. This scholarship is available to full time, degree-seeking worship arts/worship leadership majors who will reside on campus. Current enrolled OCU students are not eligible to apply. The scholarship is awarded to students selected by the University's Scholarship Committee and may require an interview. The scholarship is renewable contingent upon academic renewal requirements. Applications are available on the university website at <http://www.oak.edu/forms/worship-arts-scholarship-application>.
- ***Endowment Scholarships.*** Endowed scholarships offered by the university are specific to areas of study and/or other criteria. Traditional students are eligible to apply. The process involves an application procedure through the Financial Aid Office, and approval is granted by the University Scholarship Committee. Applications are available on the university website at <http://www.oak.edu/forms/endowment-scholarship-application>.
- ***Athletic Scholarships.*** Oakland City University is a NCAA Division II school. The university currently offers thirteen (13) intercollegiate sports for which athletic aid is available. Athletic aid is offered to those student athletes selected by the respective coach as eligible for collegiate participation. Students who wish to apply for athletic scholarship should contact the appropriate athletic coach or the Office of Admissions.
- ***General Baptist Scholarships.*** A General Baptist Scholarship of \$1,000 is available to new full-time traditional undergraduate students. To be eligible, the student, the student's parents, or the spouse of the student must be a member of a General Baptist church. This scholarship is renewable as long as the student remains academically eligible. Applications are available on the university website at <http://www.oak.edu/file/94/download?token=DJ0ODIyR>.
- ***Military Scholarship.*** Oakland City University is proud to honor our currently enlisted service men and women and their dependents by offering military scholarships in several programs. For additional information and eligibility requirements, students can contact the Office of Financial Aid. Applications are available on the university website at <http://www.oak.edu/file/95/download?token=NVdZuL17>.
- ***Dollars for Scholars.*** Students who receive private gift money through a Dollars for Scholars Chapter will have the amount of that gift, up to \$2,500, matched by the university.
- ***Private/Endowment Grants.*** Grants are available due to the generosity of OCU alumni and friends. Students can contact the Office of Financial Aid to learn more about these restricted awards.

## Veterans, Military, and Other Financial Aid Sources

Students may also receive financial aid from the following agencies and programs:

- ***Vocational Rehabilitation Education Assistance.*** Indiana Rehabilitation Services provides educational assistance to eligible Indiana residents through the Vocational Rehabilitation Division. The Financial Aid Office will coordinate this assistance with other types of aid that may be available. For additional information, interested students should contact the Vocational Rehabilitation Division Office in their region.

- ***Veterans Educational Benefits.*** These benefits are available to students who have served in the Armed Forces and will be receiving GI Bill benefits. Students should contact the Veterans Affairs' Certifying Official at OCU for further information. OCU participates in the following programs:

- Chapter 30 Montgomery GI Bill
- Chapter 31 Disabled American Veterans (DAV)
- Chapter 33 Yellow Ribbon
- Chapter 35 Dependents' Educational Assistance Program (DEA)
- Chapter 1606 REAP Program

Information about these benefits may be obtained through the OCU Veterans' Affairs Certifying Official at [veteransaffairs@oak.edu](mailto:veteransaffairs@oak.edu).

- ***Military Tuition Assistance.*** These benefits are available to students who are actively serving in the Armed Forces. For more information, students can contact the Business Office.

## Academic Standards Required for Federal Financial Aid Recipients

### Satisfactory Academic Progress (SAP) Policy

The United States Department of Education (Higher Education Act of 1965, as amended) requires that students maintain satisfactory progress toward completing their degree in order to receive financial aid. The Office of Financial Aid is required to check three standards: quantitative (pace of progression), qualitative (GPA), and maximum time frame for receiving aid.

These standards, known as Satisfactory Academic Progress (SAP), govern eligibility for students who want to establish or continue aid eligibility for all federal, state, and institutional financial aid programs including grants, scholarships, work-study, and student and parent loans. Many private loans also require SAP.

SAP applies to a student's entire degree program, including terms (fall, spring, and summer)/payment period (25 instructional weeks) in which financial aid was not applied for or disbursed.

At the end of each semester/payment period, the Office of Financial Aid reviews Satisfactory Academic Progress. [Failing to meet SAP](#) may impact a student's access to financial aid.

### Quantitative Standards (Pace of Progression)

Students must, at a minimum, successfully complete 67% of all credit hours attempted. Every semester, after grades are posted, a student's total credit hours successfully completed (earned) will be divided by the credit hours attempted to determine whether the 67% completion rate requirement has been met.

- **Completed (earned) credits:** Successfully completed credits include grades of A, B, C, or D (including plus or minus) and credits taken as Pass/No Credit, in which a P was earned. Credits earned by examination will be considered completed credits.
- **Attempted credits:** All credit hours for which a student registers at OCU, transfer credits that count toward the OCU degree, and credits earned by examination are included in attempted credits. Grades of F, W, I, WE or WF will count as hours attempted, but not completed. When an I is changed to a letter grade, the new grade will be reflected the next time progress is reviewed, or sooner, at the student's request.
- **Transfer Credits:** Transfer credits that apply to a student's OCU degree are included in both the credits attempted and the credits earned when calculating the completion percentage. Credits received for remedial courses or for courses that are not applicable to the student's OCU degree are not included in either credits attempted or earned.
- **Repeated Courses:** Courses that are repeated to improve a grade are counted in attempted hours each time the course is taken but only one passing grade is counted toward the credit hours earned in the completion rate. Students may retake a class for which they have previously received a grade of "F" as many times as it takes to successfully complete the class. However, students may only repeat a course one time in which they have received a passing grade. After one allowable time, the student cannot use federal assistance for future repeats. However, if the course is added to full-time enrollment of twelve (12) or more credit hours, the student can receive federal aid based on full-time status.
- **Part-time Students:** Cumulative GPA requirements are the same as for full-time students. The number of semesters or payment periods required to complete the program will depend on the hours registered. Students must successfully complete the majority of the credit hours attempted each semester or payment period and maintain a 67% cumulative completion rate. However, no student will receive financial aid once 150% of the required credit hours to complete the program have been attempted.

### Qualitative Standards (GPA)

Qualitative standards refer to cumulative GPA with respect to year in college. The table below outlines the minimum requirements students must meet to remain eligible for federal and state financial aid:

Year in College	Earned Credit Hours	Cumulative GPA*
<b>First-Year</b>	0-29	1.50
<b>Sophomore</b>	30-59	1.75
<b>Junior &amp; Senior</b>	60 or more	2.00

\*The minimum cumulative GPA requirements vary for other programs such as university grants and scholarships. Students can contact the Office of Financial Aid to verify minimum requirements for all non-federal and state programs.

### Maximum Time Frame for Eligibility

- ***Federal Aid Standards:*** Federal regulations govern the maximum length of time a student may receive federal aid. For students pursuing a bachelor's degree, this timeframe is defined as 150% of the scheduled length of the program. For example, students in an academic program requiring 120 credit hours may attempt up to 180 credit hours (150 % of 120 is 180 hours). Students pursuing an associate's degree requiring seventy-two (72) credits may attempt up to 108 credit hours (150 % of 72 is 108 hours). Other degree programs with differing credit hour requirements will have up to 150 % of the required hours as their maximum. All OCU attempted hours, including hours taken in a change from one major to another will apply toward the 150 % total. For transfer students, the number of transfer credit hours accepted at the point of admission to OCU will be used to calculate the student's remaining eligibility for the 150 % maximum time frame calculation. Second undergraduate degree students are only eligible to receive loan funds. Students enrolled in a degree program which is equal to or lower than a degree already earned, will have the previous degree's accepted credit hours applied toward the student's current certificate or degree. The accepted credit hours will be counted toward the 150 % maximum time frame calculation.
- ***State of Indiana Grants:*** Full-time students in four-year degree programs may receive Indiana grant aid for a maximum of eight (8) semesters or until the first bachelor's degree is earned, whichever comes first.

### Consequences of Failing to Meet Satisfactory Academic Progress

Failure to meet Financial Aid Satisfactory Academic Progress (FA SAP) will result in a hold being placed on the student's account in one of the following areas:

- ***Financial Aid SAP Warning:*** This hold is assigned to a student who has failed to meet FA SAP upon the first infraction. Students will be eligible to receive FA during the warning term. If SAP is not met in the following term, the student will be placed on FA Suspension or FA Probation based on the [appeal process](#). If the student successfully meets FA SAP requirements by the end of the warning period, the hold will be removed and the student will retain financial aid eligibility.
- ***Financial Aid SAP Suspension:*** If a student on FA SAP Warning does not meet SAP requirements by the end of the warning period, the student is placed on FA Suspension pending the [appeal](#) process. A suspension hold is then placed in the student's account, and the student will not be eligible to receive financial aid. This means he or she will be required to pay out-of-pocket for expenses incurred at the university. Students may appeal this status; however, if an appeal is not submitted by the deadline or the appeal is denied, the suspension hold will remain on the student's account.
- ***Financial Aid SAP Probation:*** A student on FA SAP Suspension may [appeal](#) his or her status. A student's whose appeal is approved and who submits an Academic Improvement Plan may be placed on FA SAP Probation. Students on FA SAP Probation have a hold placed on their account, but remain eligible to receive financial aid throughout the payment period for which the appeal was granted and for subsequent payment periods, provided the student continues to stipulations outlined in the Academic Improvement Plan.



### Financial Aid Denial Notification

Both a letter and an e-mail will be sent at the end of each semester notifying students who are ineligible for further financial aid until deficiencies are rectified. Students are responsible for maintaining awareness of their SAP status for aid renewal whether or not they receive the official notifications. The Office of Financial Aid is not responsible for address changes that are not reported or for other problems with postal mail or e-mail delivery of financial aid notifications.

### Correcting Academic Deficiencies

Students who fail to meet the above standards will be ineligible for financial aid. They may enroll at their own expense in courses in a subsequent term to correct deficiencies. Grade or GPA deficiencies can only be corrected at OCU, but credits to correct a deficiency in the number of earned credit hours can be taken elsewhere and transferred to OCU through arrangement with the Office of Academic Affairs. Students may request a review of their progress when a grade is changed, regardless of when that change occurs.

### Appeals to Regain Eligibility

A student who fails to meet these standards and has lost eligibility for financial aid may appeal this decision. **Appeals must be submitted in writing and must be accompanied by appropriate supporting documents.** In the appeal, the student must explain why he or she was not making SAP and changes indicating how he or she will begin making progress. Appeals should be submitted to the Office of Financial Aid at least three (3) weeks before the beginning of the student's next semester of attendance to allow time for processing.

Acceptable rationales for appeals may be: 1) serious illness or accident affecting the student; 2) death, accident, or serious illness in the student's immediate family; 3) change in academic program; 4) or other serious extenuating circumstances. The reasonableness and likelihood of the student's ability for improvement to meet the appropriate standards for the degree will be taken into consideration.

Once submitted, appeals are reviewed by the Appeals Committee. The student will receive written notification of the committee's decision within two (2) weeks of submitting the appeal for review. Letters approving an appeal also contain academic expectations and next steps. When an appeal is approved, the student is placed on FA SAP Probation for one semester and aid will be granted. If the student does not meet SAP by the end of the probationary period, the student must complete and submit a SAP academic plan indicating when the student expects to meet SAP to the Office of Financial Aid.

If the appeal for aid is denied, the student may choose to enroll without using financial aid in an effort to repair SAP deficiencies. Students may request a review of their record following any term. If the SAP standards are met at the time of review, financial aid eligibility may be regained for subsequent terms of enrollment that year.

For more information about Oakland City University's Satisfactory Academic Progress Policy (SAP), contact the Office of Financial Aid.

## Penalties for Drug Law Violations for Currently Enrolled Students

If a student, prior to enrollment, was convicted of possessing and/or selling illegal drugs, the student must complete the FAFSA Drug Worksheet and submit it to the Office of Financial Aid. A federal or state drug conviction can disqualify a student for FSA funds. Convictions only count if they were for an offense that occurred during a period of enrollment for which the student was receiving Title IV federal aid.

## Academic Progress Requirements for State Financial Aid

### Credit Completion Requirements

- **Frank O'Bannon Recipients.** The Indiana House Enrolled Act 1348-2013 requires Higher Education Award (Frank O'Bannon) recipients to successfully complete twenty-four (24) credit hours by the end of the student's first academic year, at least forty-eight (48) credit hours by the end of the student's second academic year, and at least seventy-two (72) credit hours by the end of the student's third academic year to renew their state financial aid awards. Students who earn at least thirty (30) credit hours by the end of the first academic year, at least sixty (60) credit hours by the end of the second academic year, and ninety (90) credit hours by the end of the third academic year may earn additional incentives. If credit hour requirements are not met, Indiana Commission for Higher Education (CHE) will not renew the financial aid award.
- **21st Century Scholarship Recipients.** Students who receive 21st Century Scholarship must complete at least thirty (30) credit hours or the equivalent by the end of the first aid year, sixty (60) or the equivalent by the end of the second aid year and ninety (90) or the equivalent by the end of the third aid year. If a student fails to complete 30/60/90 credit hours or the equivalent but does complete 24/48/72 or the equivalent within the appropriate timeframe, the student may be awarded a Frank O'Bannon Grant (see above) instead of the 21st Century Scholarship.
- **Adult Grant Recipients.** Students who receive Adult Student Grant must complete at least eighteen (18) credit hours or their equivalent in the previous academic year and maintain satisfactory academic progress as defined by the university.

### State of Indiana GPA Requirements

Students must maintain a GPA deemed as indicating satisfactory academic progress by the university. The following table highlights these requirements:

Year in College	Earned Credit Hours	Cumulative GPA*
<b>First-Year</b>	0-29	1.50
<b>Sophomore</b>	30-59	1.75
<b>Junior &amp; Senior</b>	60 or more	2.00

If a student fails to meet the State of Indiana's standards for academic progress he or she must complete and submit an appeal form directly to the state. The State will inform the student and Oakland City University if an appeal is granted. For more information on the State of Indiana's appeal process, visit [in.gov/che/4500.htm](http://in.gov/che/4500.htm).



## Financial Aid Return Policy

### Refunds and the Return of Federal Title IV Funds

A change of enrollment status (e.g., full-time to part-time, withdrawal from university) impacts the eligibility for some forms of student aid which may result in a refund or balance due. The term “Title IV Funds” refers to the Federal Financial Aid programs authorized under the Higher Education Act of 1965 (as amended) and includes the following programs: Federal Direct Education Loans (Subsidized and Unsubsidized, PLUS loans), Federal PELL Grants, Federal Supplemental Educational Opportunity Grant (FSEOG).

Title IV aid is earned on a prorated manner, on a per day basis, up to and including the 60% point in a semester or period of enrollment. Title IV aid and all other aid is considered to be 100% earned after that point in time. The percentage of Title IV aid earned at any point in a semester is calculated as follows:

<b>Number of days completed by student % of semester completed/Title IV aid earned</b>	<b>=</b>	<b>Total number of days in semester*</b>
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*\*The total number of calendar days in a semester shall exclude any scheduled breaks of more than five days.*

The percentage of Title IV aid unearned (i.e., to be returned to the appropriate aid program) shall be 100% minus the percentage earned.

Unearned aid is first returned from the student’s account based on the following calculation:

<b>Total institutional charges multiplied by the % of unearned aid</b>	<b>=</b>	<b>Amount returned to programs</b>
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The Higher Education Amendments of 1998 changed the formula for calculating the amount of aid a student and university can retain when the student totally withdraws from **all** courses. Students who withdraw from all classes prior to completing more than 60% of an enrollment term will have their eligibility for aid recalculated based on the percent of the semester or enrollment period completed.

For example, a student who withdraws completing only 30% of the semester will have “earned” only 30% of any Title IV aid received. The university and/or the student must return the remaining 70% to the proper aid program. The Office of Financial Aid encourages students to carefully consider the financial implications of withdrawing from the university. Students considering withdrawal from all classes before completing 60% of the semester, payment period, or enrollment period, should contact the Office Financial Aid to see how their financial aid award will be affected. The policy applies to all students who withdraw, drop out or are dismissed from OCU, and receive financial aid from Title IV funds.

Title IV refunds are based on a student’s withdrawal date. A student’s withdrawal date may be:

- The date when official notification is provided by the student and a withdrawal form has been signed to a designated office,

- The last date of attendance of a student's currently enrolled class, or
- Student's last day of attendance at a documented academically related activity.

If a student receives a refund, due to his or her aid exceeding institutional charges at the time of the refund, the student is subject to repay all or a portion of the refunded money. This will be based on the Title IV Return of Funds Formula. Refunds on institutional charges, including tuition and fees, will be calculated using the [refund policy](#) published in the appropriate section of this catalog.

#### Refunds and the Return of Indiana State Grant Funds

State financial aid awards are awarded to eligible students based on the assumption that they will attend college full-time for the entire semester or payment period. If a student drops below full-time status or withdraws, the state award can be reduced or taken away, even after OCU has credited the funds to the ledger. If a student drops classes resulting in less than full-time enrollment or withdraws completely before the end of the state financial aid refund period, the student cannot receive any state grant listed on the award notification.

If a student has received a refund due to exceeding direct cost, the student is subject to repay all or a portion of the refunded funds to the university.

For more information about the refund period and policy, contact the Office of Financial Aid.

#### Return of Military Tuition Assistance

Military Tuition Assistance (TA) is earned on a prorated manner, on a per day basis, up to and including the 60% point in a semester or period of enrollment. The percentage of TA earned at any point in a semester or payment period is calculated as follows:

<b>Number of days completed by student % of semester or payment period completed/TA earned</b>	<b>=</b>	<b>Total number of days in semester or payment period*</b>
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*\*The total number of calendar days in a semester shall exclude any scheduled breaks of more than five days.*

The percentage of TA unearned (i.e., to be returned) shall be 100% minus the percentage earned. Unearned aid is first returned from the student's account based on the following calculation:

<b>Total institutional charges multiplied by the % of unearned aid</b>	<b>=</b>	<b>Amount returned to TA.</b>
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#### Refunds and the Return of Institutional Funds

When a student drops below full-time status or withdraws from the university, institutional funds are prorated per the university's refund policy, which mirrors federal financial aid return policy as described above. If a student has received a refund, due to exceeding direct cost, he or she is subject to repay all or a portion of the refunded funds to the university.

## Appeals for Return of Funds

If a student believes he or she has special circumstances that warrant a change in the way the financial aid funds are refunded, he or she must submit the appeal in writing to the Office of Financial Aid.

## Summer Aid

Federal Work Study, Federal Pell Grants, Federal Direct Loans, Direct PLUS loans, state aid, and private educational loans are generally the only forms of financial assistance available for students who wish to take summer classes. Students must take a minimum of six (6) credit hours to be eligible for a federal loan, Pell grant, and state aid in the summer. Summer is a “trailer,” so eligibility for a federal loan in summer is based upon the year’s eligibility for fall, spring, and summer. If a student borrows the maximum amount in the fall and spring semesters, he/she will not be eligible for direct loans in the summer.

Work Study is not contingent upon enrollment during the summer, but only students who have not graduated and who will be returning to campus the following year will be eligible to apply. Students should contact the Office of Financial Aid to inquire about employment in late March before the summer term begins. Availability of summer work study is contingent on funds remaining.

## Student Life

### Campus Offices and Student Services

Student Life at Oakland City University offers a variety of programs and services to assist students in their success and development primarily outside the classroom. The goal of the Student Life Office is to provide students with opportunities that will assist them in having an excellent college experience. Those areas include:

- Housing and Residence Life
- Food Services
- Campus Safety & Security
- Student Activities—programs on and off campus, leadership training, Student Government Association (SGA), clubs, organizations, fitness center and intramurals
- Student Conduct
- Student Success—helping students connect with appropriate resources for their academic success

### Housing/Residence Life

Unless otherwise approved by OCU in writing, a student who meets all the following criteria is required to live in university residence facilities as long as space permits:

- Full-time; and
- Traditional undergraduate student; and
- Attending the Oakland City campus, and

- Receiving any university funding; and
- Does not qualify for the housing policy exemption

A housing policy exemption is granted by the Office of Student Life to those living with their parent(s), court-appointed guardian, or who are married.

Residence halls open prior to the start of the fall semester for new resident students who are participating in New Student Orientation as well as a number of student athletes who are participating in fall sports. Residence halls are closed during various holidays (such as Christmas and New Year's) and semester breaks.

Oakland City University will not knowingly admit to its residence halls or other resident housing any persons who have been convicted of a felony, a sex offense, a theft, or other crimes against persons or property.

## Food Services

The university offers three (3) food service facilities on campus. The cafeteria is located in the upper level of the Bower-Suhrheinrich Center. The Oaks, a grill and snack shop, is located in the lower level along with Holy Grounds, a coffee shop serving Starbucks. For additional information about Food Services at OCU, visit the Student Life page of the OCU website at <http://www.oak.edu/student-life/food-service>.

## Safe Environment

The university employs a Chief of Security and personnel to ensure a safe, secure campus. They secure the buildings at night, take measures to prevent fires, patrol university property to deter vandalism and theft, and enforce school rules and regulations.

The university uses the **Nixle Emergency Notification System** ([www.nixle.com/](http://www.nixle.com/)) to contact students, staff, faculty, and members of the community about upcoming events, class cancellations, and on-campus emergencies. To sign up for Nixle, visit the Student Life page of the OCU website at <http://www.oak.edu/student-life/campus-safety/emergency-notification-system>.

Severe weather cancellations in the local public school system (Gibson County) are independent of any closure of the university. If local schools are closed or delayed, students, staff, and faculty should not assume the university is also closed. Specific closure announcements are made separately by the university.

Additional policies to promote a safe environment are available in the Student Handbook (available on the Student Resources page of the OCU website at <http://intranet.oak.edu/current-students/student-resources.php>) and the annual Safety and Fire Reports (available on the Consumer Information page of the OCU website at <http://www.oak.edu/consumer-information>).

## Consumer Information

Consumer information is disseminated to students through various media (e.g., this catalog). The Office for Student Life makes consumer information available through the Student Handbook,

available on the Student Resources page of the OCU website at <http://intranet.oak.edu/current-students/student-resources.php>. Consumer information for students is also available on the website at <http://www.oak.edu/about-ocu/consumer-information.php>. Notification of the availability of the consumer information is sent to all students each semester by the Office for Student Life via the students' OCU e-mail address.

## Counseling Services

OCU provides a certified counselor on staff at the university. The counselor is trained to provide individual, group, and couple's counseling, and maintains a list of referrals for more extensive services available throughout the community. For additional information, visit the Counseling Services page of the OCU website at <http://intranet.oak.edu/campus-life/counseling-services.php> and/or consult the Student Handbook (available on the Student Resources page of the OCU website at <http://intranet.oak.edu/current-students/student-resources.php>).

## Student Engagement

### Honor Societies

Oakland City University recognizes the following organizations/societies:

- *Alpha Psi Omega*, a national co-educational honorary dramatic fraternity.
- *Kappa Delta Psi*, a national teacher educational honorary fraternity.
- *Order of the Sword and Shield National Honor Society*, a national honor society for students majoring in criminal justice.
- *Sigma Kappa Sigma*, a local honor society for outstanding students.

### Student Organizations and Clubs

Life at Oakland City University is more than just books, seminars, and lectures. It also involves students in activities outside the classroom, from their participation in student organizations to their life in the residence hall. OCU students have opportunities to participate in a variety of cultural, recreation, entertainment, service, and spiritual development activities. The Oakland City University program is designed not only to embrace a wide diversity of interests, but also to use that diversity to challenge and strengthen the entire student body.

While a number of clubs and organizations are currently active on campus, current students can form new clubs on campus by completing the New Club/Organization Application form in the Student Life Office. The Student Government Association approves new club and organization applications.

**Requirements for Club Officers.** Each club recognized by Oakland City University will be able to elect its own officers provided candidates meet the following requirements:

1. Have a cumulative GPA of at least 2.5,
2. Be in good academic standing, including no failed courses in the previous academic year, and
3. Be in good disciplinary standing, including not being on social or disciplinary probation.

No student may serve as an officer for more than one club or organization at a time.

*Requirements for Club Members.* All enrolled students are eligible to participate in university clubs provided candidates meet the following requirements:

1. Be in good academic standing, including not being on academic probation for two (2) consecutive semesters,
2. Be in good disciplinary standing, including not being on social or disciplinary probation, and
3. Possess cumulative GPA requirements of the organization they wish to join.

*OCU Clubs and Organizations.* The following list includes clubs and organizations (current or recent) as well as other ways to get involved outside the classroom:

- **Art Guild.** This organization attempts to increase exposure and enrichment of visual culture for students and faculty. It serves both a social and educational purpose, and provides opportunities for discussion, gallery participation, and the viewing of current visual trends and art of historical value.
- **Athletics/Intercollegiate Sports.** Oakland City University is a member of the National Collegiate Athletic Association (NCAA) Division II and National Christian College Athletic Association (NCCAA) Division I. Men may participate in intercollegiate basketball, cross country, baseball, golf, soccer, and tennis. Women may participate in intercollegiate golf, volleyball, softball, cross country, soccer, tennis, and basketball. All student athletes must meet eligibility requirements.
- **Business Professionals of America (BPA).** BPA provides leadership training and acquaints students with the various types of occupational opportunities in the business field.
- **Cheerleaders.** Cheerleaders participate at athletic/intercollegiate sports. Tryouts are held at the beginning of every school year.
- **Da Capo.** Da Capo, Oakland City University's music club, strives to enrich the collegiate experience of its members by offering opportunities for participation in activities and events relating to music performance and community service. Membership is open to all current OCU students who meet campus organization requirements.
- **Drama Club.** Membership in the Drama Club is open to all students interested in acting, directing, or any aspect of theatre production. The Drama Club presents at least two (2) major productions a year, as well as an evening of one-act plays.

- **F.O.C.U.S.** F.O.C.U.S. is a missions club on campus that has as its purpose to make Christ known among the nations by actively expanding students' faith, broadening their horizons, helping them offer Christ their lives daily and seeking His guidance, serving God and others, and presenting a united Christian witness through the missionary activity of His Church.
- **Good News Players.** The Good News Players is a traveling Christian drama troupe comprised of students committed to the use of drama and expression as a tool for proclamation of the gospel of Jesus Christ.
- **Intramural Sports.** The Oakland City University intramural program provides a broad range of activities and competition for all students. Individual and team competition is available seasonally throughout the year. Included in the intramural program are such sports as basketball, softball, volleyball, euchre, pocket billiards, spades, horseshoes, flag football, and badminton. Other sports may also be included and will be announced before competition begins.
- **Musical Ambassadors.** Earthlight and The Great Command are Christian musical groups that serve as ambassadors for the university throughout the General Baptist denomination as well as the nation. Auditions for these groups are conducted annual with the date to be publicized to current and prospective students.
- **University Choir.** The University Choir provides choral experience for music majors and minors and other interested students. It also provides musical performances and appreciation of musical events for the university family and the surrounding community.
- **Pep Band.** The OCU Pep Band is a group of musicians who perform at athletic events, primarily men's and women's basketball games. The Pep Band works closely with the cheerleaders to promote school spirit and excitement. Students may audition for Pep Band during organization days in the early part of the Fall semester.
- **Students for Artistic Learning and Technology (S.A.L.T.).** SALT is a student organization that explores career options in the visual arts, examines visual arts technology, and promotes community service.
- **Society for Human Resource Management (SHRM).** This organization is the world's largest association devoted to human resource management. Representing more than 200,000 individual members, the Society's mission is to serve the needs of HR professionals by providing the most essential and comprehensive resources available. As an influential voice, the Society's mission is also to advance the human resource profession to ensure that HR is recognized as an essential partner in developing and executing organizational strategy. Founded in 1948, SHRM currently has more than 550 affiliated chapters and members in more than 100 countries.
- **Student Ambassadors.** Student Ambassadors is a group of students who serve as hosts for the Office of Admissions. These students coordinate campus tours throughout the year and assist with other Admissions activities. The Office of Admissions chooses 10 to 15 Student Ambassadors each year from a pool of applicants. Students interested in becoming a Student Ambassador may obtain an application from the Office of Admissions.



- **Student Christian Association (SCA).** SCA's goal is to further the spiritual life of the student body and to provide opportunities for discussion, worship, Christian fellowship, discipleship, and missions outreach projects.
- **Student Education Association (SEA).** SEA is a service organization for education majors. It provides current information to students concerning various aspects in the field of education at local, state, and national levels, and attempts to keep students aware of the different contemporary movements and ideas in education.
- **Student Government Association (SGA).** SGA is composed of elected representatives of the student body. It is organized to integrate and coordinate student activities and life on campus, to cooperate with the faculty and administration in the daily functioning of the university, to advance the welfare of the university, and to promote an awareness of an interest in the vital issues affecting the university community.
- **Theologs.** This organization is for students interested in the ministry or in any other Christian vocation. It promotes a common standard of Christian conduct and provides fellowship and Christian service on campus.
- **The O.C. Collegian.** The Collegian is the Oakland City University student newspaper. It seeks to present to its readers an accurate and comprehensive image of the university and an ongoing reflection of the individuals, activities, and history of Oakland City University.

### On Campus Activities

**New Student Orientation.** All new (first-year and transfer) students are strongly encouraged to attend the New Student Orientation held each August, a few days prior to the beginning of the Fall semester. During these days, new students will have opportunities to meet other new students, faculty, and staff, and become familiar with the campus as well as the many resources available for to support students' academic and personal success. During orientation, every effort is made to accommodate our students and to ensure a smooth transition to university life.

**Religious Activities.** Oakland City University actively maintains its historic connection with the General Baptist denomination. It provides an environment for learning that takes seriously the dimension of faith. The religious program of the university is in the Protestant evangelical tradition and seeks to respect the religious integrity of every student. Chapel services, which are held weekly, provide worship opportunities and help make students aware of moral and spiritual issues. Spiritual Renewal Week, held as a special event during the Fall and Spring semesters, is a period during which a guest speaker is invited to lead the enrichment of the spiritual life of students. The office of the Campus Minister is located in the chapel, and the Campus Minister is available for counseling, visitation, and other ministry functions.

**Social Activities.** The academic year at Oakland City University is enhanced by a variety of social functions, including Fall Festival, Homecoming, Formal Tea, Spring Fling, SoulFest, and numerous banquets. Also, throughout the year, the Residence Life Staff develop special programs and activities for students.

**Cultural Activities.** Each year, various informative and entertaining cultural programs are presented in regularly scheduled convocations, lectures, concerts, recitals, dramatic productions, and exhibits.



Also, the Residence Life Staff periodically offer programs covering a wide range of important and timely issues.

## Student Conduct

Oakland City University is a Christian academic institution that expects behavior indicative of moral conduct consistent with Christian principles. Students at the university are expected to conduct themselves in an adult manner on and off campus and to conform to standards of propriety at all times. Students should act with consideration of other students, the reputation of the school, and the community. Regulations relating to student conduct are outlined in the Student Handbook, and students are responsible for being familiar with its contents. The Oakland City University Student Handbook is available on the Student Resources page of the OCU website at <http://intranet.oak.edu/current-students/student-resources.php>.

Students who violate the commonly accepted standards of conduct, honor, or good citizenship or who refuse to abide by the regulations of the university are subject to disciplinary action. Judicial procedures, including due process, are discussed in detail in the Student Handbook. The university reserves the right to dismiss any student whose conduct is detrimental to the general welfare of the college community.

Major rules that subject a student to immediate dismissal include, but are not limited to, the possession, storage, or use of alcoholic beverages; gambling; the possession, storage, sale, or use of illicit drugs; sexual misconduct; fighting; stealing; and destruction of university property.

## University Regulations

- ***Motorized Vehicles.*** Any student, regardless of classification or GPA, is permitted to have a motorized vehicle on campus.
- ***Weapons.*** For safety reasons, possession of any kind of firearm or lethal weapon (including hunting equipment) is prohibited on the Oakland City University campus, including in vehicles parked on campus property.
- ***Music and Other Copyrighted Materials.*** Any student caught illegally downloading copyrighted materials will be subject to dismissal from the university. If legal action is taken against the student for illegal pirating of software and/or music, the university is not responsible for the student's legal fees and/or fines. Additional information regarding these cases is provided in the Student Handbook available on the Student Resources page of the OCU website at <http://intranet.oak.edu/current-students/student-resources.php>.
- ***Money and Valuables.*** Each member of the university community is requested to keep money and other valuables in a safe place. The university is not responsible for such articles in the event of loss or theft.
- ***Students Bringing Children to Class.*** Students' children are not permitted to accompany their parent to class. Periodic visits with a parent during non-class time may be appropriate, i.e., lunch in the cafeteria or other eating establishment on campus. However, parents must remember university facilities are not designed for young children and children must be

supervised at all times. If there is an emergency where a student needs to bring a child to class, permission must be granted by the Director for Student Life and course instructor.

## Student Support

### Career Services

The Career Services Department has an overall mission of preparing students to successfully enter the workplace after their college years. The office plays a key role in helping students learn the basics of job search strategy, including networking with professionals in the field, researching the job market, and self-marketing. Career Services, located in the Bower-Suhrheinrich Student Life Center, assists students with obtaining off-campus internships and post-graduation employment. Advisors provide personal assistance to students with their resumes, cover letters, and other credentials, by giving examples, providing layout critique and suggestions on overall effectiveness, and checking grammar and punctuation. One-on-one assistance is provided to walk-ins or by appointment.

In addition, Career Services offers various seminars and workshops that promote success at the collegiate level and beyond. Seminars and workshops include, but are not limited to, financial literacy, writing workshops, career fairs, interview skills, and guest speaker series. This includes hosting representatives from various agencies visit the campus each year to talk with students about opportunities in their respective fields.

### Student Success

Student Success assists students in achieving academic goals by offering an objective analysis of students' academic records and abilities. The program provides retention support for non-traditional students. It further assists students in exploring future academics and careers, setting and achieving goals, and preparing for success in the university environment.

Student Success also offers a Mentor-Tutor Program for traditional students designed to provide academic support and advise students on college choices and other critical skills and techniques. This program is dedicated to matching peers together in order to share the knowledge gained from experiences as a student. For additional information visit the Student Services page of the OCU website at [www.oak.edu/student-services](http://www.oak.edu/student-services) or visit the Student Success Specialist on the lower level of the Bower-Suhrheinrich Student Life Center.

### Student Support Services

Student Support Services is dedicated to the retention and graduation of eligible participants. It is a federally funded TRiO program focusing on academic excellence, technical preparation, and the enhancement of each student's intellectual and social development. For additional information visit the TriO page of the OCU website at [www.oak.edu/about/trio-program](http://www.oak.edu/about/trio-program) or visit the Student Support Services office on the lower level of the Bower-Suhrheinrich Student Life Center.

## Academic Policies and Procedures

The following sections outline key academic policies and procedures related to common areas of concern for students from registration, attendance, and grades to graduation, transcripts and how credit hours are determined. Students are responsible for familiarizing themselves with all university requirements, specific requirements for their major, academic policies, regulations and procedures. In order to help students navigate these policies and procedures, Oakland City University has established a regular process of pairing new students with faculty academic advisors from the moment they are ready to begin coursework at the university. Students should seek regular assistance from these advisors; however, the student is ultimately responsible for meeting all requirements and keeping up with relevant program changes.

### Student Classification

The university classifies undergraduate students in different ways. Students are classified by credit hours earned using the following criteria:

Student Classification Based on Credit Hours Earned	
Credit Hours Earned	Classification
0-29 hours	First-year
30-59 hours	Sophomore
60-89 hours	Junior
90 hours or more	Senior

Depending on their goals, students are classified as degree-seeking/classified or non-degree seeking/unclassified:

- Degree-seeking or classified students are enrolled at the university with the intent of completing a two or four-year degree. This includes first-year students (regardless of age), transfer students, and returning students.
- Non-degree or unclassified students are enrolled in specific courses without pursuing a full degree. This includes dual credit students.

Students are also classified based on the program they are enrolled in:

- Students taking courses on a semester or term basis are referred to as traditional students.
- Students enrolled in a non-semester based program (i.e., Adult and Professional Studies and/or fully online programs) are referred to as non-traditional students.

These definitions of traditional and non-traditional students are different than commonly used at other higher education institutions.

In addition, undergraduate students may be classified as follows based on their enrollment status:

Enrollment Status	Number of Hours Enrolled in a Semester or Payment Period
<b>Full-time</b>	12 or more semester hours

<b>Three-quarter-time</b>	9-11 semester hours
<b>Half-time</b>	6-8 semester hours
<b>Less than half-time</b>	1-5 semester hours

## Academic Year

**Traditional Students.** For traditional students, the academic year at OCU consists of two (2) semesters or terms (Fall and Spring) of about sixteen (16) weeks each, and a Summer term of about fourteen (14) weeks. These terms/semesters may contain sessions of shorter lengths. For example:

- Each of the terms contain multiple five (5) week online sessions.
- The Summer term includes a Long Summer session encompassing the entire Summer term, a three (3) week May session, and a five (5) week Short Summer session.

**Non-traditional students.** The academic year is structured differently for students in non-traditional programs. The academic year is based on each student's individual financial aid award year rather than on set calendar semesters or terms. Thus, non-traditional students' academic year may begin and end at different points during the year, following these general guidelines:

- Financial aid award years are comprised of fifty (50) weeks of enrollment, which may be completed consecutively or not.
- Students must successfully complete thirty (30) credit hours and at least fifty (50) weeks of enrollment before advancing to a new academic year.

## Academic Load

Academic load (also known as course load) refers to the number of credit hours a student is enrolled for in a given term/semester or payment period.

### Academic Load for Traditional Students

**Full-time Status in Fall/Spring.** For traditional students, a full-time academic load consists of at least twelve (12) credit hours within the Fall or Spring semester. Traditional students registered for fewer than twelve (12) credit hours in the Fall or Spring semesters are considered part-time students. The following table outlines student classification based on the number of hours they are enrolled in a given semester by the semester census date (census dates are published on the academic calendar at <http://intranet.oak.edu/academics/index.php>).

Enrollment Status	Number of Hours Enrolled in Fall or Spring
<b>Full-time</b>	12 or more semester hours
<b>Three-quarter time</b>	9-11 semester hours
<b>Half-time</b>	6-8 semester hours
<b>Less than half-time</b>	1-5 semester hours

*Fall/Spring Overload Status.* Traditional students can register for up to eighteen (18) credit hours during the Fall or Spring semesters. Enrolling in nineteen (19) or more credit hours may have significant financial consequences; therefore, students should consult with Financial Aid and Business Offices prior to registration. Those wishing to register for nineteen (19) or more credit hours in a Fall or Spring semester must request approval from the Provost by completing and submitting the Academic Overload Request form to the Office of Academic Affairs during the registration process. This form and instructions for completing and submitting it are available online on the Academics page of the website (<http://intranet.oak.edu/academics/index.php>).

Requests will only be considered under the following circumstances:

- The Academic Overload Request form has been signed by the student's advisor;
- The student has completed at least one semester at OCU;
- The student has a cumulative grade point average of 3.0 or higher; and
- The student has never been administratively withdrawn for non-attendance or non-payment.

*Summer Term Academic Load.* Traditional students can also register for up to fifteen (15) hours in the Summer term. The recommended maximum load during the May Session is six (6) credit hours, and the maximum load during the Short Summer Session is nine (9) credit hours. Students wishing to register for sixteen (16) or more credit hours in the Summer term must request approval from the Provost by completing and submitting the Academic Overload Request form to the Office of Academic Affairs during the registration process. This form and instructions for completing and submitting it are available online on the Academics page of the website (<http://intranet.oak.edu/academics/index.php>).

Traditional students are restricted to six (6) credit hours of online courses during the summer term with no more than three (3) credit hours in any online session. For more information about restrictions for traditional students taking online courses, please see the [Traditional Students Registering for Online Courses](#) section below.

#### Academic Load for Non-traditional Students

Students in non-traditional programs (Adult and Professional Studies and/or fully online programs) usually enroll in one course per session. Most register for fifteen (15) credit hours over a twenty-five (25) week payment period covering five (5) consecutive sessions.

*Taking Two (2) Non-Traditional (Online or APS) Courses in the Same Session (Doubling Up).* Students wishing to take more than one course in the same session must request approval from the Provost. Enrolling in two courses in the same session may have significant financial consequences; therefore, students should consult with Financial Aid and Business Offices prior to registration.

Requests will only be considered under the following circumstances:

- The request must be submitted to the student's advisor or Academic Program Coordinator (APC) at least ten (10) business days prior to the start of the session in which the student wants to take more than one course;

- The student has completed at least the first payment period (15 hours of coursework for undergraduate students);
- The student has a cumulative grade point average of 3.0 or higher; and
- The student has never been administratively withdrawn for non-attendance or non-payment.

Requests to take more than one course in a given session will only be approved for one session at a time. If a student desires to take two (2) courses in a subsequent session, he or she must seek a separate approval for that subsequent session within the established deadlines.

To request taking more than one course at a time, students must submit a completed Academic Overload Request form to his/her advisor or Academic Program Coordinator (APC). This form along with instructions for how to complete this process is available on the Academics page of the OCU website at <http://intranet.oak.edu/academics/index.php>.

## Registration

### Eligibility and Registration Periods

Enrollment and academic credit are permitted only for students who have been admitted to the university through established admissions processes.

A student should confer with his or her academic advisor and secure the advisor's approval for all course registrations and changes of registration. This process helps students remain on track towards graduation and stay abreast of any program or policy changes. Students are also expected to complete their registration, including payment of charges or arrangements for payment, during the time set aside for this purpose.

*Traditional Students.* Registration for continuing students takes place during the preceding semester and during the first few days of each semester according to the schedule published by the Office of Academic Affairs in the academic calendar (available at <http://intranet.oak.edu/academics/index.php>). Registration for new students is held during accepted student days, orientation, registration periods, and on opening days of a semester as designated by the academic calendar.

Students may also enroll as auditors, provided they register within one week of the beginning of classes. The course is added to his or her transcript with the notation of AU in place of a grade. This grade carries no credit.

*Non-traditional Students.* Completed Registration forms are due at the Office of Academic Affairs within established deadlines published in the Non-traditional Academic Calendar available at <http://intranet.oak.edu/academics/index.php>.

The university reserves the right to limit enrollment in certain courses and sections, and to withdraw any course in which the enrollment is not sufficient.

### Traditional Students Registering for Online Courses

Online courses are available for traditional students beginning their sophomore year (after 30 or more credit hours have been earned). Students may enroll in three (3) credit hours of online coursework during the Fall or Spring semesters provided they are enrolled in at least fifteen (15) total credit hours in that semester. During the Summer term, traditional students are restricted to six (6) credit hours of online coursework with no more than three (3) credit hours in any online session. Students wishing to take additional online courses must request approval from their advisor and the Provost during registration using the Additional Online Course/s Request form. Generally, students with a GPA of less than 3.0 are not approved to take additional online courses. The form, along with instructions for how to complete this process, is available on the Academics page of the OCU website at <http://intranet.oak.edu/academics/index.php>.

### Independent Study Courses

Independent study courses offer students opportunities to explore a special topic or project within a discipline. Independent study is not to be used as a substitute for regularly scheduled academic offerings except in rare special circumstances. In such cases, the student and sponsoring instructor must submit an Independent Study Request form to the Dean of the school in which the course is offered for approval at the time of registration. If the Dean approves the request, he or she will forward it to the Office of Academic Affairs for final approval. The Independent Study Request form is available online on the Academics page of the OCU website at <http://intranet.oak.edu/academics/index.php>.

If a course is available in the regular offering, an independent study will only be approved in cases where a strong justification can be provided.

### Auditing Courses

Students wishing to audit a course must notify the Office of Academic Affairs by completing a Registration or Change of Registration form. The audit status for a course must be declared by the last day established for adding courses. The following general guidelines apply to audit courses:

- Auditors receive no credit, but the course appears on the student's transcript with a notation of AU. Hours for an audited course are not applied toward meeting graduation requirements nor computed in the grade point average. Audit courses are not included in determining full-time enrollment status.
- An audit course may not be changed to a credit course under any circumstance. This means students cannot attempt to earn credit by departmental or CLEP examination at a later date for a previously audited class.
- Credit courses may not be changed to audit courses.
- Tuition charged for audit classes is the same as for credit courses.



## Cancellation of Registration

Students can cancel their enrollment prior to the first day of class by notifying the Office of Academic Affairs (traditional students) or their Academic Program Coordinator (non-traditional students). If a student cancels his or her registration before courses start, he or she is entitled to a full tuition refund. Housing and meal plan refund rates may be prorated. For more information about refund policies, see the appropriate section of this catalog.

A student's registration may be also be cancelled due to nonattendance:

- Registered traditional students who do not attend or participate in their courses by the second Friday after the start of the semester risk having their registrations cancelled and all courses dropped.
- Registered non-traditional students who do not attend or participate in their courses within the first fourteen (14) days of a given course have their registrations for that particular course cancelled and risk being dropped from all future courses they are registered for at that time.

## Change of Registration (Adding or Dropping Courses)

A student is held responsible for each course for which he or she officially registers. Once registered, a student can change his or her schedule by adding or dropping courses. The change of registration process must be completed by the last day to add or drop courses as established in the academic calendar available at <http://intranet.oak.edu/academics/index.php>.

- Traditional students wishing to change their registration must meet with their advisor, complete a Change of Registration form, and submit it to the Office of Academic Affairs. It is the student's responsibility to finalize this process.
- Non-traditional students wishing to change their registration must contact their advisor or Academic Program Coordinator (APC) to complete a Change of Registration form. The advisor or APC will submit completed forms to the Office of Academic Affairs.

Adding and/or dropping courses may have financial implications for students. Students are encouraged to consult with the Office of Financial Aid and the Business Office before adding or dropping courses.

Change of Registration forms, along with instructions for how to submit them, are available on the Academics page of the OCU website at <http://intranet.oak.edu/academics/index.php>.

## Withdrawing from Courses

A student may withdraw from a course after the add/drop date designated in the academic calendars. Withdrawal from courses are reflected on a student's transcript in the following ways:

- Students who withdraw from a course between the add/drop date and the last date to withdraw from a course receive a grade of W. A grade of W counts toward a student's attempted hours but does not count towards his/her GPA.



- Except in extraordinary circumstance (e.g., medical issues, military leave), students who withdraw from a course after the last date to withdraw from a course receive a grade of WF. A grade of WF counts toward a student's attempted and earned hours affecting his/her GPA.

To withdraw from a course, students must complete a Change of Registration form in collaboration with their advisor or Academic Program Coordinator (APC) and submit it to the Office of Academic Affairs. The form and instructions for completing it are available on the Academics page of the OCU website at <http://intranet.oak.edu/academics/index.php>.

Falling below full-time or half-time status will have financial aid repercussions. Students are encouraged to consult with the Office of Financial Aid and the Business Office before submitting a Change of Registration form.

Students who drop or withdraw from all courses for which they are enrolled are considered to be withdrawing from the university. For more information about [withdrawal policies and procedures](#), see the appropriate section of this catalog.

## Attendance

Oakland City University is committed to promoting a vibrant academic community in which students and instructors join in a shared learning experience. Both students and instructors assume responsibility for the well-being of this process, each having something to contribute as well as to gain from a given course. Thus, the university expects regular class attendance by all students and places responsibility for attendance on the student.

### Attendance Guidelines

For face-to-face courses and face-to-face components of hybrid courses, attendance constitutes presence and participation in class. Students are expected to attend regularly and punctually. For online courses and online components of hybrid courses, participation in an academically related activity counts as attendance. Academically related activities include, but are not limited to, submitting an academic assignment, taking an exam, completing an interactive tutorial, participating in computer-assisted instruction, participating in an online discussion about academic matters, and/or initiating contact with a faculty member to ask a question about the academic subject studied in the course.

Academically related activities do not include activities where a student may be present but not academically engaged, such as logging into an online class without active participation, participating in academic counseling or advisement (including requesting a course extension), and/or discussing issues related to Moodle or textbook access.

### Absences

When an absence occurs due to an emergency or unforeseen circumstance, students are expected to notify their instructor of the absence prior to class or to seek assistance from the Director of Student Life and/or their Academic Program Coordinator in notifying instructors. Conditions for making up coursework for excused absences should be handled between students and course instructors.

No absences are excused for university events except for those officially designated by the university administration. Students who must be absent from class for official events are not to be penalized provided that all regularly scheduled tests are taken and all course requirements are met. Absences beyond those excused by university administration will be subject to attendance policies defined by the individual instructor. Absences due to official university events are included in total absences for semester and consecutive absences where separate policies exist.

### Course Withdrawals Due to Excessive Absences

Students may be administratively withdrawn from courses due to poor attendance, in accordance with these policies:

**Traditional Students.** A student who is absent more than 30% of the class time for the semester or misses ten (10) consecutive hours from a class will be withdrawn from the course upon notification to the Office of Academic Affairs by the instructor. In these cases, a student will be given a grade of WE, which counts toward a student's attempted and earned hours affecting his or her GPA. The number of absences after which a student may be automatically withdrawn from a course due to poor attendance is prorated based on the number of credit hours.

**Non-traditional Students.** Students enrolled in APS and fully online programs will be administratively dropped or withdrawn from courses when they fail to attend or participate in these courses for ten (10) or more consecutive calendar days.

### Withdrawal from the University

The university regards the registration of students as an important agreement. However, at times circumstances may arise that require a student to withdraw from the university. Students who wish to drop or withdraw from all courses in which they are enrolled at a given time after a term or session begins are considered to be withdrawing from the university.

Withdrawing from the university should not be confused with dropping or withdrawing from one or several courses. Only students who will be dropping or withdrawing from **all** courses in which they are enrolled in are considered to be withdrawing from the university.

### Withdrawal Types

Students may request to withdraw from the university or may be administratively withdrawn due to excessive absences/poor attendance or extenuating circumstances. Students who stop attending all courses in which they are enrolled in a given term or session and do not complete the withdrawal process will be administratively withdrawn for poor attendance. For more information about attendance requirements and situations when a student may be administratively withdrawn due to poor attendance, please see the [attendance section](#) of this catalog.

Different policies and procedures apply for each type of withdrawal:

**Student-Initiated Withdrawals.** Students wishing to withdraw from the university must do so in collaboration with the Office of Student Life (traditional students) or with their advisor or Academic Program Coordinator (non-traditional students). This process requires an exit interview with the Director of Student Life (traditional students) or Academic Program Coordinator (non-

traditional students), completing a Withdrawal from University form, and submitting this form to the Office of Academic Affairs. The form and instructions for completing it are available on the Academics page of the OCU website at <http://intranet.oak.edu/academics/index.php>. Withdrawal from University forms are then processed by the Office of Academic Affairs, the Financial Aid Office, and the Business Office. If this procedure is not followed grades of F will be assigned.

Students withdrawing from the university will receive grades according to [Change of Registration](#) and [Withdraw from Course](#) policies stated in this catalog.

*Unofficial Withdrawals.* Students who cease attending all the courses in which they are registered for a given term or session are considered to have unofficially withdrawn. In these cases, students will be administratively withdrawn from the university by the Office of Academic Affairs.

A student who does not officially withdraw from the university is subject to the following penalties/conditions:

- Receive a grade of WE for all courses attended; and
- Obtain Provost approval prior to future registration.

#### Financial Implications of Withdrawals

Withdrawing from the university has financial implications for students. Failure to complete coursework in a given semester or session does not cancel a student's obligation to pay tuition and all other charges in full. Before initiating the withdrawal process, students are encouraged to consult with the Office of Financial Aid and the Business Office in order to make informed financial decisions. For more information about refunds and adjustments, please refer to the Finances and Financial Aid section of this catalog.

#### Leave of Absence

Oakland City University acknowledges that at times students may need to request a Leave of Absence due to unforeseen circumstances or events outside of their control that keep them from completing courses for which they are currently enrolled. For example, students who are called into active military duty, specialized training or disaster relief efforts may request a Military Leave of Absence. Similarly, students with emergency medical situations or other situations outside of their control that precludes class attendance or completion of course requirements can request a Special Circumstances Leave of Absence.

Leaves of Absence must be approved by the Provost and may be granted for a maximum of 180 days. Students requesting a leave of absence can choose the following options regarding their coursework:

- Seek an alternate method of completing courses (e.g., taking courses online);
- Drop or withdraw from current course(s) that the student has started and future course(s) he/she is registered for; and/or
- Request a grade of incomplete (I) for course(s) the student has started.

Dropping or withdrawing from courses may be most appropriate for a student who is requesting a leave of absence towards the beginning of the course, when he or she has not yet completed a significant portion of the course. Requesting a grade of Incomplete may be most appropriate for a student who has completed the majority of their coursework but is unable to seek an alternate method to complete the course. For more information about incomplete grades, including the full [incomplete grade policy](#) and how to request it, please see the appropriate section of this catalog.

Upon return from a Leave of Absence, a student is provided time to finish any incomplete courses commensurate with the incomplete grade policy as if the incomplete were issued at the time of return from the Leave of Absence. If a student does not return within the established 180-day leave period, he or she is considered to have withdrawn from the university. Students are encouraged to consult with their advisors or Academic Program Coordinators (APCs) to discuss whether he or she is eligible for a leave of absence and how to request it. In addition, students should consult with the Financial Aid and Business Offices to discuss financial implications for students placed on leave and for those failing to return after the 180-day leave period.

### Military Leave of Absence

After initial active duty training (i.e., basic training) has been completed, any currently enrolled student who is called to active duty, specialized training, or as part of disaster relief efforts may request a leave of absence for the duration of his or her military orders up to a maximum of 180 days.

To request a leave of absence for military service students must complete a Leave of Absence form and submit it along with a copy of their military orders to the Office of Academic Affairs before he/she ceases attending or participating in a course. The Leave of Absence form and instructions for how to complete this process are available on the Academics page of the OCU website at <http://intranet.oak.edu/academics/index.php>.

### Special Circumstances Leave of Absence

Students who experience a medical or other unforeseen emergency precluding them from participating in class or completing their coursework can request a Special Circumstances Leave of Absence. To request a leave of absence for special circumstances students must complete a Leave of Absence form and submit it along with a documentation supporting the reasons why the student is seeking a leave to the Office of Academic Affairs before he or she ceases attending or participating in a course. Students who are requesting leave of absence for medical reasons must also submit a Leave of Absence Medical Verification form signed by their doctor. The Leave of Absence and Leave of Absence Medical Verification forms, along with instructions for how to complete this process are available on the Academics page of the OCU website at <http://intranet.oak.edu/academics/index.php>.

## Credit Hours

### Definitions of a Credit Hour

Oakland City University has adopted the Carnegie Unit to measure academic credit for its traditional academic programs. According to the Carnegie Unit, one semester credit hour is awarded for completion of fifteen (15) 50-minute face-to-face classroom sessions (seat-time), with each session requiring two hours of outside preparation by the student. This definition may be adjusted to reflect modified academic calendars and formats of study.

For non-traditional programs (Adult and Professional Studies and fully online programs) and correspondence courses, students will be awarded a semester hour of credit for satisfactory completion of a predetermined, measurable amount of student product that is directly linked to program learning outcomes (knowledge and skills) of a given course as assessed by the instructor. These courses and programs are equivalent in the number of credit hours awarded in any OCU seat-time program and are directly relative to the amount of work and learning that is expected and assigned.

Faculty may design and develop courses which have multiple combinations of learning experiences to meet students varied learning styles and promote student engagement to meet course and program learning outcomes. These activities may include, but are not limited to, lectures, discussions, written papers, examinations, class presentations, discussion forum posts, chat participation, and any other appropriate student product demonstrating student learning and meeting of program learning outcomes. Standardized rubrics for measuring learning are expected. Program rubrics for papers, presentations, and other appropriate student products will be developed and approved. Disaggregated and aggregated data are to be available and submitted to the Dean of the respective school, the Director of Assessment, and the Provost after each term. Upon program completion, data will be further aggregated to determine overall successful completion of the program and student learning by course and program.

The semester credit hour is the academic measure by which matriculation toward a degree is monitored and ultimately determined. It is recognized that the semester credit hour is used to measure student learning based upon formally structured, as well as informal, interactions.

Each program must have a written document on file in the Office of Academic Affairs stating the number of contact hours between students and instructors, the number of hours of expected outside study, and the number of hours of electronic communications for each course within the program. Additionally, throughout the duration of courses delivered through electronic communication, instructors are expected to have a minimum of three (3) contacts per week with students in the course. Measurable and demonstrable student product commensurate to a traditionally delivered course must be evident.

### Definition of Faculty Instructional Contact

At Oakland City University faculty instructional contact is defined as the establishment of communication between the instructor and students through face-to-face instructional delivery or any synchronous or asynchronous electronic delivery system. Communication may occur between an instructor and an individual student or a group of students, through faculty-student observations of an activity or action, or in instances where a student receives significant course

information through a learning management system so he/she may interact with peers and the instructor at a collegiate level to meet or exceed learning outcomes stated in a course syllabus.

#### Appeal and Review of the Credit Hour Policy

Faculty and Deans may present educational justification for departures from the credit hour policy to the Provost, who will be responsible for its interpretation. If an exemption is granted, written approval must be signed by the Provost and kept on file in the Office of Academic Affairs.

#### Procedural Implications of the Credit Hour Policy

Semester credit hours are awarded based on the following notional hours of instructional activity: face-to-face classrooms, faculty supervised group activity, supervised student activity, full-time independent study, flipped classrooms, blended learning or hybrid courses, fully online courses, intensive sessions, accelerated or compressed sessions, experiential learning, credit by examination and correspondence. A description of how credit hours are earned based on each type of activity follows.

*Face-to-Face Classroom Activity (e.g., Lectures, Seminars, Recitals, etc.).* A student earns one semester credit hour upon successful completion of course requirements that include fifteen (15) 50-minute sessions of classroom instruction with an expectation of two (2) hours of out-of-class preparation or student work for each classroom session throughout a semester or term. Students participating in face-to-face classrooms earn one credit hour per contact hour of instructional activity. The fifteen (15) sessions may be dispersed over the fifteen (15) weeks of a semester or in a shortened format of increased contact hours during a week for fewer than fifteen (15) weeks so that an equivalent total number of contact hours and out-of-class hours are met.

For example, a student will earn three (3) semester credit hours for a course delivered through any of these formats:

Face-to Face Classroom Ratio				
Format	Number of Weeks/ Semester or Session	Total Minutes/ Semester	Contact Hours/ Semester	Credit Hours/ Semester
<b>50-min classroom sessions, 3 days a week</b>	15 weeks/semester	2250	45	3
<b>75-min classroom sessions, 2 days a week</b>	15 weeks/semester	2250	45	3
<b>150-min classroom sessions, once a week</b>	15 weeks/semester	2250	45	3
<b>150-min classroom sessions, five days a week</b>	3 weeks/session (May)	2250	45	3
<b>90-min classroom sessions, five days a week</b>	5 week/session (Short Summer)	2250	45	3

The notional hours for each delivery format above includes the expectation of two (2) hours of out-of-class study for each contact hour of direct instruction.

*Faculty Supervised Group Activity (e.g., Laboratory, Field Trip, Physical Education Basic Skills, Practicum, Internship, Workshop, Group Studio).* A student will earn one semester credit hour for the equivalent



of two (2) contact hours per week for fifteen (15) sessions of successful completion of a faculty supervised activity, where each activity period is 110 minutes or more in duration with little or no outside preparation expected.

The table below outlines other examples of ways in which a student can earn credit for participating in these types of activities:

Faculty Supervised Group Activity Ratio				
Format	Number of Weeks/ Semester or Session	Total Minutes/ Semester	Contact Hours/ Semester	Credit Hours/ Semester
<b>50-min session, 2 days a week</b>	15 weeks/semester	1500	30	1
<b>100-min session, 1 day a week</b>	15 weeks/semester	1500	30	1
<b>100-min session, five days per week</b>	3 weeks/session (May)	1500	30	1

*Supervised Student Activity (e.g., Independent Study, Individual Studio, Tutorial).* A student will earn one semester credit hour for successfully completed independent study or studio work for the equivalent of forty-five (45) 50-minute sessions of supervised student academic activity. These are defined as activities in which the student is given initial guidance, on-going criticism and review, and final evaluation of performance by a faculty member.

A student will earn one semester credit hour for successfully completed tutorials equivalent to fifteen (15) contact hours of regularly scheduled instructional sessions. These sessions are defined as activities in which students receive initial faculty guidance followed by repeated, regularly scheduled individual student conferences with a faculty member, and periodic as well as final evaluation of student performance.

*Full-time Independent Study Activity (e.g., Internship, Student Teaching, Practicum).* A student may earn up to one semester credit hour for each successfully completed week of independent study activity that is essentially full-time as in student teaching, practica, or internships. The actual number of hours and length of student teaching, practica, or internships may change due to state statute. State statute takes precedence over this policy.

*Flipped Classroom Activity (No Reduced Seat-Time).* Flipped classrooms are face-to-face courses which meet for all scheduled class times with no reduction in seat-time, but which involve the utilization of course materials and learning activities delivered through OCU's learning management system. In such classrooms, students are required to access materials in preparation for the face-to-face learning experience or complete follow-up learning activities after the face-to-face course session.

For flipped classrooms, a student will earn one semester credit hour according to the seat-time definition of a credit hour for a face-to-face classroom activity.

*Blended Learning/Hybrid Course Activity (Reduced Seat-Time).* Blended learning or hybrid courses integrate face-to-face instruction with online learning. This blend of instructional delivery and learning activity reduces seat-time requirements. Face-to-face meetings are preceded and/or

followed by faculty-facilitated synchronous or asynchronous online instructional activities that collectively are equivalent to the learning experience of a fully face-to-face course.

For example, students in a traditional course may meet for a course three times a week: they participate in two (2) face-to-face 50-min classroom lectures and/or discussion sessions and one 50-min laboratory session. This course could become a blended learning or hybrid course if instead the instructor loaded recorded lecture materials to the learning management system and required students to view these materials and participate in discussions online for the first two (2) classroom sessions, and then had students attend a face-to-face 50-min laboratory session. Although different from the traditional format, this blended or hybrid course does not reduce students' study requirements or the rigor of the course. Students are still expected to meet course objectives by completing assigned readings, reviewing online course instructional materials, and reflecting on learning activities and assessments through online activities (e.g., online discussions, group projects research and writing activities, labs, course assessments, etc.).

In blended learning or hybrid courses, a student will earn one semester credit hour for successful participation in face-to-face sessions combined with participation in online learning activities that precede and/or follow face-to-face sessions. For every credit hour to be earned, the seat-time and out-of-class work combined must be equivalent to at least forty-five (45) notional hours of contact and coursework. When such guidelines are followed, student learning outcomes and product will be commensurate to a course fully delivered through face-to-face sessions.

For the online portion of the blended learning or hybrid course, students can expect faculty interaction that is consistent with that of a fully online course activity.

**Fully Online Course Activity.** Fully online courses are delivered electronically via the Internet and without face-to-face seat-time required between the instructor and the students. In such courses, faculty and students do not meet face-to-face nor are synchronous meeting times required. All course materials, assignments, assessments and instructional activities are available, accessed, and conducted online. Although the delivery format is different, course learning outcomes of fully online courses must be commensurate to face-to-face delivered courses.

Currently, OCU fully online courses are delivered asynchronously through the university's learning management system. This means a student can access course materials and complete requirements at their own pace within established deadlines. Fully online course materials, assignments, assessments, and other learning activities may include, but are not limited to: readings, tutorials, practice sessions, simulations, research projects, team-projects, asynchronous discussions, synchronous chats, podcasts or webcasts, audio and/or video conferencing, quizzes, exams, diverse authentic assessments, and various other learning activities. Electronic delivery tools utilized in fully online courses may vary by program and instructor.

During the course of a term, fully online students are to be offered frequent and timely contact with the course facilitator via the use of one or more electronic communications tools. At a minimum, students can expect faculty contact at least three (3) times per week throughout the duration of the course, as well as timely responses to their questions and grading/feedback regarding submitted assignments and assessments.

Students in fully online courses will earn one semester credit hour for participation in online learning assignments, activities, and assessments which combined are equivalent to a minimum of forty-five (45) notional hours of study.



**Intensive Session Activity.** Students may earn credit hours by engaging in intensive sessions of instruction (Summer sessions, intersessions, etc.) equivalent to those earned for the same activity during a Fall or Spring semester. Students participating in courses delivered in this manner will have daily contact with the course instructor during intensive sessions. Student learning expectations for courses delivered in intensive sessions are commensurate to a semester-length course.

**Accelerated or Compressed Session Activity (e.g., Adult and Professional Studies Program and Fully Online Programs).** Accelerated or compressed academic sessions may award credit according to the knowledge & skills based definition of a credit hour discussed earlier in this section. Courses delivered in this format meet the same student learning outcomes and are equivalent in rigor to a traditional face-to-face course.

**Experiential Learning.** The university, at its discretion, may award semester credit hours for significant learning experiences through work or service assignments acquired outside the institution which are part of a student's academic degree program. Credit for such learning is evaluated according to the standards recommended by the Council for Adult Experiential Learning (CAEL). For more information about experiential learning, including the total number of credit hours that can be awarded for experiential learning, please refer to that section of the catalog.

**Credit by Examination.** The university, at its discretion, may award semester credit hours for subject-matter mastery demonstrated through credit-by-examination such as DANTES, CLEP, or OCU school or department examination. When such credit by examination is allowed, it may be used to satisfy degree requirements or to reduce the total number of remaining hours required for a degree. For more information about credit by examination, including the total number of credit hours that can be awarded as a result of examinations, please refer to that section of the catalog.

**Correspondence.** The university may award credit to students by correspondence when the institution provides instructional materials by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the student and the instructor is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced.

## Transfer Credit Policy

Oakland City University allows for transfer credits from institutions accredited by agencies approved by the Council for Higher Education Accreditation (CHEA). Students transferring credits from accredited colleges and universities may have up to forty-five (45) credit hours accepted for an associate degree and up to ninety (90) credit hours accepted for a bachelor's degree.

The following additional considerations will be given to transfer credit:

- Transfer from non-accredited colleges and universities is evaluated on the basis of articulation agreements with OCU. If an articulation agreement does not exist, credits will not transfer.
- For a course to transfer, the student must have earned at least a C- grade.

- Course grades and grade point averages are not transferred, only credits are transferred.
- Institutional exams, classes with the grade of pass, remedial courses, first-year seminar/orientation classes, and life experience or portfolio credit will not qualify for transfer from another institution.
- The Registrar is responsible for equating quarter hours to semester hours used at the university.
- For international transcripts to be reviewed for transferability of credits, the transcripts must be officially translated into English and converted to a 4.0 grading system by an accredited organization such as World Education Services (WES). A fee may be associated with the translation.
- Official transcripts from American Council on Education (ACE) will be considered for transfer credit. ACE evaluates and provides credit recommendations for educational offerings for a significant number of corporate universities and other extra-institutional learning providers (e.g., military AARTS, corporate management training).
- An individual who holds an associate degree will not be required to take Foundational Core courses except for New Testament Literature (BIB 205) and Foundations of Online Learning (T 102) unless his/her associate degree's general education curriculum is less than thirty (30) credit hours. If transferring in with a bachelor's degree, the same policy will be applied.
- Courses for the chosen major older than ten (10) years are typically not accepted. The university reserves the right to accept these courses with the approval of the Dean of the respective school and the Provost.

To transfer credits from other accredited institutions, a student must submit an official transcript. Unofficial transcripts are not accepted. The Registrar will review and approve transferable credits in collaboration with a faculty member from the program, the Dean, and the Provost.

Once matriculated, a student may not take more than three (3) courses (maximum 10 credit hours) from another institution for transfer credit to be applied to his/her degree. Prior written approval from the student's academic advisor, Dean of the school, and the Provost via the Petition to Complete a Course(s) at Another Institution After Matriculation form is required for each course that a student takes for transfer credit. This form, along with instructions for how to complete this process are available on the Academics page of the OCU website at <http://intranet.oak.edu/academics/index.php>. Failure to obtain prior approval may result in credits not transferring.

#### Additional Transfer Credit Considerations for Traditional Students

*Exempting T101 – Freshman Foundations.* Traditional students are expected to enroll in Freshman Foundations (T101) in their first semester at OCU. However, in some cases students may be exempted from T101 based on their previous college coursework.

For a student to be exempted from T101, a student must:

- Request the exemption in writing to the Registrar during a student's first semester;
- Have completed thirty (30) semester hours of college credit, excluding any credits earned through dual credit; and
- Enter with at least a 3.0 cumulative grade point average in all former college-level coursework.

#### Additional Transfer Credit Considerations for Non-traditional Students

*Exempting T102 – Introduction to Online Learning.* Non-traditional students enrolled in fully online programs begin by taking Foundations for Online Learning (T102) as their first course. However, in some cases students may be exempted from T102 based on their previous experience with online programs.

For a student to be exempted from T102, a student must:

- Request the exemption in writing at least five (5) days prior to the start of the student's first course. The request should be submitted to the student's advisor or Academic Program Coordinator (APC);
- Have completed thirty (30) semester hours in an online program (additional documentation will be required from the former institution beyond the transcript unless the transcript denotes which courses were taken as part of an online program); and
- Enter with at least a 3.0 cumulative grade point average in all former college-level coursework.

Exemption requests are evaluated and approved by the Registrar based on these criteria. Once all proper documentation has been submitted and a decision has been reached, students and their advisor or Academic Program Coordinator (APC) are notified of approval or denial.

Exemption from T102 or any other course does not reduce the number of credit hours a student must complete to finish a degree program.

#### Concurrent Enrollment Programs (Dual Credit and Early College)

The university offers dual credit to high school students through its Dual Credit Program. OCU offers courses listed on the Indiana Department of Education Priority Dual Credit Liberal Arts Courses, which can easily transfer to other Indiana colleges and universities. Students who have attended OCU as dual credit students have their credits applied toward their degree. Students who have attended other accredited colleges or universities may be able to transfer credits earned through concurrent enrollment programs such as dual credit and early college toward their OCU degree.

Students wishing to transfer credits earned through concurrent enrollment programs must submit official transcripts of all college-level coursework for review and evaluation. Transfer of credit from

such programs follows the university's general transfer policy, criteria, and procedure, as outlined in earlier sections of this catalog.

### Credit by Examination and Experiential Learning

OCU students can earn credit by examination or experiential learning if they are enrolled at the university and pursuing a program of study with OCU. The total number of credits a student can earn based on examinations, work or service learning may vary. However, students must meet the residency requirement (fifteen hours of coursework at OCU for an associate degree, or thirty hours for a bachelor's degree) excluding credit earned through examinations or experiential learning.

The following sections describe policies regarding credit by examination and experiential learning. For specific questions regarding credit awarded in this manner, please contact the Registrar.

### Credit by Examination

**Advanced Placement (AP).** OCU accepts credit earned for some Advanced Placement Program (AP). These classes are considered to be equivalent to university Foundational Core courses and appropriate credit will be given for students who earn required scores in each given course.

The table below outlines OCU credit that may be awarded for AP courses:

AP Exam Title	Min. Score Required	Number of Credits	Equivalent OCU Course/s
<b>Art History</b>	3	6	ART 115 & ART 214
<b>Biology</b>	3	4	BIO 101 & BIO 101L
<b>Calculus AB</b>	4	4	MATH 216
<b>Chemistry</b>	3	4	CHEM 101 & CHEM 101L
<b>English Language and Composition</b>	3	6	ENG 101 & ENG 102
<b>Environmental Science</b>	3	3	BIO 105
<b>European History</b>	3	3	HIS 299
<b>Macroeconomics</b>	3	3	ECON 203
<b>Music Theory</b>	3	3	MUS 111 & MUS 111L
<b>Spanish Language and Culture</b>	3	6	SPAN 101 & SPAN 102
<b>Statistics</b>	3	3	MATH 125/PSY 125/SOC 125/CJ 125
<b>Studio Art: Drawing Portfolio</b>	3	6	ART 101 & ART 102
<b>United States Government and Politics</b>	3	3	GOV 201
<b>United States History</b>	3	6	HIS 241 & HIS 242

AP exams test scores should be mailed directly to the Office of Admissions from College Board in order to be reviewed and credit granted. Students may earn up to eighteen (18) credit hours from

AP exams. AP scores submitted after the first semester or payment period may not be accepted for credit.

*College Level Examination Program (CLEP).* The College-Level Examination Program (CLEP) offered by the College Entrance Examination Board enables those who have reached a college-level education outside the classroom to demonstrate their achievement. The program offers two types of examination:

1. The General Examinations provide a comprehensive measure of undergraduate achievement in the different areas of general education. Credit for successful completion of the general examinations is granted for foundational core courses. Students that have earned thirty (30) credit hours are not eligible to take the CLEP general examinations. The university will grant up to thirty (30) credit hours for the CLEP General Examination.
2. The Subject Examinations measure achievement in specialized areas of study. The number of credits earned by Subject Examination will not exceed twelve (12) semester hours toward a major or minor.

CLEP scores should be mailed directly to the Office of Admissions from the College Entrance Examination Board in order to be reviewed and credit granted. CLEP scores submitted after the first semester or payment period may not be accepted for credit.

*Defense Activity for Non-traditional Education Support (DANTES) Program.* The DANTES Program is a testing service conducted by Educational Testing Services (ETS) for DANTES, an agency of the Department of Defense. The name DANTES stands for Defense Activity for Non-traditional Education Support. Since World War II, DANTES has sponsored and administered tests that provide qualified military personnel with the opportunity to obtain academic credit, gain admission to college, and receive professional certification on the basis of independent study and job experience.

The program offers tests in thirty-seven (37) subject areas, whereby service members and veterans can earn college credit without having to complete classroom-based courses. Guidelines for which scores are accepted as equivalent to credit are based on the American Council on Education (ACE).

Students that have earned thirty (30) credits are not eligible to take DANTES tests. The university will grant up to fifteen (15) credit hours for DANTES.

DANTES scores should be mailed directly to the Office of Admissions from ETS in order to be reviewed and credit granted. DANTES scores submitted after the first semester or payment period may not be accepted for credit.

*Departmental Examinations.* Students may apply to earn credit for departmental examinations, or specific exams approved and graded by a particular school and administered on campus by faculty. These applications are subject to the following guidelines:

- Students can earn up to fifteen (15) credit hours by departmental examinations. Specific schools may permit fewer hours awarded by examination within particular major or minor areas.
- For all exams passed the grade of P will be recorded on the student's transcript and counted towards graduation requirements.

- All departmental exams must be completed prior to the student's final semester or payment period.

Students interested in earning credit for departmental examinations must complete an Application for Departmental/Proficiency Exam, request approval by the Dean of the school, and pay a nonrefundable \$100 per credit hour fee prior to the administration of the exam. This form, along with instructions for how to complete this process are available on the Academics page of the OCU website at <http://intranet.oak.edu/academics/index.php>.

### Experiential Learning

Students may earn credit for significant learning experienced in work or service assignments. If the learning experience is legitimate within the context of course learning outcomes, as stated in a course syllabus, credit may be given. Credit for such learning is evaluated according to the standards recommended by the Council for Adult Experiential Learning (CAEL).

A maximum of thirty (30) credit hours may be awarded towards a bachelor's degree and fifteen (15) credit hours may be awarded towards an associate degree for such learning experiences. No learning experience credit is applicable to certificate programs. Credit earned by experiential learning does not count toward the residency requirement. For more information about the [residency requirement](#), see the appropriate section of this catalog.

To apply for credit based on previous learning experience, students must complete and submit the Experiential Learning form and the Prior Learning Assessment Portfolio to their advisor or APC. In order to be awarded credit for learning experience, approval must be granted by the advisor or APC, the Dean of the school of that course, a content expert in the discipline, and the Provost. A nonrefundable \$100 per credit hour fee will be charged if approved. This form, along with instructions for how to complete this process are available on the Academics page of the OCU website at <http://intranet.oak.edu/academics/index.php>.

All experiential learning requests must be submitted prior to the student's final semester or payment period.

### Transcribed Service Credit

Military personnel and veterans who show proof of honorable discharge after two (2) or more years of active military service, National Guard service, or service in the reserves may be granted two (2) semester hours of physical education credit with no tuition charge. Police officers, first-responders, public safety officials, law enforcement professionals, and other service personnel may also be granted credit for documented specific training during the time of service.

A Joint Services Transcript (JST) transcript is required to determine transferrable credits from specific training obtained through the military during the service time. JST transcripts are evaluated by the Registrar according to America Council on Education (ACE) recommendations on the JST.

## Grades

### Grading System

Letter Grade	Grade Points Per Credit Hour	Description
<b>A</b>	4.0	Superior
<b>A-</b>	3.7	Excellent
<b>B+</b>	3.3	Outstanding
<b>B</b>	3.0	Very Good
<b>B-</b>	2.7	Good
<b>C+</b>	2.3	High Average
<b>C</b>	2.0	Average
<b>C-</b>	1.7	Low Average
<b>D+</b>	1.3	Below Average
<b>D</b>	1.0	Poor
<b>D-</b>	0.7	Near Failure
<b>F</b>	0.0	Failure
<b>I</b>	0.0	Incomplete
<b>P</b>	0.0	Pass
<b>NC</b>	0.0	No Credit
<b>W</b>	0.0	Student Withdrawal Passing
<b>WE</b>	0.0	Instructor Withdrawal – Excessive
<b>WF</b>	0.0	Student Withdrawal Failure
<b>WP</b>	0.0	Work in Progress
<b>AU</b>	0.0	Audit

The university grading system consists of letter grades and grade points, as described below:

A student's cumulative grade point average is determined by dividing the total number of grade points by the total number of course hours taken at Oakland City University. All A, B, C, D, F, WE and WF grades are included in a student's grade point average. Grades of I, P, NC, W, WP, and AU are not included in this computation.

### Incomplete Grades (I)

A grade of Incomplete, or I, is given when a student is unable to complete coursework by the designated end date of the course because of circumstances beyond his or her control. An incomplete provides students with additional time to complete remaining assignments. The length of time a student is given should be commensurate to the length of the course for which he or she is requesting the grade of I. For example, students requesting an incomplete for a 5-week course are given an additional five (5) weeks to complete the course, while students requesting an incomplete for a full semester course are given another full semester. At the end of this period, the instructor submits a Change of Grade form to the Office of Academic Affairs with a final grade for the course including assignments completed through the extension period.

Students are responsible for requesting grades of incomplete before the end of a course. To request an incomplete, students must complete the Request for Incomplete Grade form in collaboration with their course instructor and submit it to the Office of Academic Affairs for approval. The



Request for a Grade of Incomplete form, along with instructions for how to complete and submit, is available on the Academics page of the OCU website at <http://intranet.oak.edu/academics/index.php>.

Withdrawal (W), Administrative Withdrawal for Excessive Absences (WE) and Student Withdrawal Failure (WF)

For information about grades of W, WE and WF refer to the Withdrawal from Courses and Withdrawal from University sections of this catalog.

### Pass/No Credit Option

A student may register for an unrestrictive elective course on a Pass/No Credit basis. The following policies apply to this option:

- A passing grade of P is recorded on the transcript for a course in which acceptable work was done. Grades of P are not included in the computation of grade point averages.
- An unsatisfactory grade in the course is recorded as NC (no credit) on the transcript and is not computed in the grade point average.
- If a student changes his or her major, all courses previously taken as Pass/No Credit courses in the new major must be changed to the grade that was assigned at the time the course was taken.
- Pass/No Credit is not an option for non-traditional students.

Students requesting the Pass/No Credit option must have a 2.0 grade point average or higher. No more than one course per semester may be taken as a Pass/No Credit course. The maximum number of Pass/No Credit options a student may have in his/her university career is as follows:

- Associate degree candidates may have a total of two (2) Pass/No Credit courses.
- Bachelor's degree candidates may have a total of four (4) Pass/No Credit courses.

Students who wish to elect this option must indicate their choice by completing the Pass/No Credit form within the following time frame: four (4) weeks from the start of the semester, one (1) week from the start of the Summer Session, or three (3) days from the start of the May term. This form and instructions for completing and submitting it are available online on the Academics page of the website at <http://intranet.oak.edu/academics/index.php>.

### Grade Reports

Undergraduate traditional students receive midterm and final grade reports, which are available through the OCU Student Portal (available at <https://estudent.oak.edu/login.asp>).



### Dean's List

To qualify for the Dean's List, a student must be a candidate for a degree, enrolled as a full-time student, and maintain a grade point average of 3.50 or higher. The Dean's List for traditional students is published at the end of Fall and Spring semesters. The Dean's List is calculated and published once a calendar year around July 1 for non-traditional students who have completed fifteen (15) credit hours or more during the previous year.

### Repeating Courses

Students may repeat any course. In these cases, credit for the courses is counted once, and only the highest grade earned for the repeated course is counted in the grade point average and for meeting graduation requirements. For students receiving veteran's benefits, Veteran Affairs (VA) will not pay students for repeating a course in which a passing grade has been received, unless a specific grade for the course is required. If a student receives a failing grade in a course, VA will pay for the retaking of the course. If the student receives a second failing grade in the course and retakes the course again, VA will request a refund from the student for the original course.

### Academic Standards

Graduation requires a minimum cumulative grade point average (GPA) of 2.0. Specific majors may have additional GPA requirements. For more information about each major's required GPA, see the appropriate section of this catalog.

The university reserves the right to dismiss at any time a student whose academic standing or progress is regarded as unsatisfactory.

### Academic Good Standing

Good standing refers to the normal academic progress of students who are not on probation or on academic dismissal. The following semester and cumulative grade point averages are required for good standing:

- GPA of 1.50 for 0-29 hours attempted\*
- GPA of 1.75 for 30-59 hours attempted\*
- GPA of 2.00 for 60+ hours attempted\*

*\*Hours attempted refers to all courses with a computable letter grade (A-F), including failed or repeated courses.*

Academic good standing for traditional students is reviewed by the Registrar at the end of each semester.

### Academic Progress

All students enrolled in courses for credit are expected to make satisfactory academic progress toward completion of their degree in a reasonable time. Students must be making satisfactory

progress towards a degree to be eligible for financial aid. For more information about OCU's [satisfactory academic progress policy](#), see the appropriate section of the catalog.

### Academic Probation

Students who fail to meet academic good standing (see the Academic Good Standing section above) are placed on academic probation. Traditional students placed on academic probation face the following consequences/restrictions during their first semester on probation:

- Additional course requirements: students must enroll in Study Skills (T105);
- Limited academic/course load: maximum enrollment at thirteen (13) semester hours during their first semester under probation; and
- Participation in extracurricular activities: students may participate in up to one extracurricular activity but must not miss any classes due to this involvement. Extracurricular activities are defined as any school sponsored non-credit activity such as athletics, clubs, drama, musical groups, or student government.

The academic probationary status is removed if the student meets good academic standing. If a student does not meet good academic standing after one semester on probation, he or she remains on probationary status for a second semester and the following consequences/restrictions apply:

- Additional course requirements: students must enroll in Study Skills (T105);
- Limited academic/course load: maximum enrollment at thirteen (13) semester hours during their second semester under probation; and
- Participation in extracurricular activities: students must drop all extracurricular activities until his or her probationary status is removed.

After two (2) semesters on probation, students are expected to meet good academic standing requirements. In such cases, the academic probationary status is removed. If a student does not meet good academic standing requirements for a second consecutive semester, he or she is dismissed.

### Academic Honor Code

Students are expected to respect and uphold generally accepted standards of honesty in examinations and written work submitted to instructors. Plagiarism, although occurring in many forms, in essence involves the presentation of another person's work as if it were the work of the presenter.

Researched information must be properly documented, and quoted material must be so designated. Students guilty of plagiarism or cheating may be suspended, receive a failing grade, and/or face additional consequences, including potential dismissal from the university. Instructors may use plagiarism detection software in the determination of plagiarism.

## Grade Appeals and Other Academic Grievances/Due Process

Students who experience academic problems or disputes (e.g., grades, cheating, plagiarism, instructor fairness) can file complaints and/or request an appeal for decisions made regarding their academic record. For information about the academic grievance process, please refer to the appropriate section of the OCU Student Handbook available on the Student Resources page of the university's website at <http://intranet.oak.edu/current-students/student-resources.php>.

## Academic Dismissal

Students who do not demonstrate satisfactory improvement after two (2) consecutive semesters (exclusive of summer terms) may be dismissed from the university. OCU reserves the right to dismiss a student not making satisfactory progress towards a degree at the end of any semester in which minimum academic standards are not met.

Students who have not been dismissed from OCU may take courses during the summer term to improve their cumulative grade point average and/or to accumulate earned hours towards satisfactory progress. Transfer credit will only apply to accumulated earned hours and not the cumulative grade point average.

## Academic Bankruptcy

Academic bankruptcy refers to cases in which a student's academic record is voided and is not calculated in a student's cumulative grade point average for graduation purposes. To qualify for academic bankruptcy, a student must have been out of college for at least five (5) years and then completed two (2) consecutive semesters and at least twenty- four (24) semester hours with a 2.00 or higher cumulative grade point average.

Academic bankruptcy requires a student forfeit all courses previously taken. These previous courses are not counted in the total number of hours towards the future program of study, are not included in the cumulative grade point average, and are not used to calculate honors. A student can declare "academic bankruptcy" only once in his or her career.

## Academic Exception Petition

Students may submit a formal appeal to any academic regulation or policy stated in the academic catalog. To do so, students can submit a written petition to the Provost. The Provost will review the student's request and render a decision.

## Education Records

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day Oakland City University receives a request for access. A student should submit to the Registrar or Provost a written request that identifies the record(s) the student wishes to inspect. The

university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask Oakland City University to amend a record should write to the Registrar, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If OCU decides not to amend the record as requested, the Registrar will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before Oakland City University discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The university discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by Oakland City University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official may also include a volunteer or contractor outside of Oakland City University who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the university with respect to the use and maintenance of PII from educational records, such as an attorney, auditor, or collection agent or a student volunteering to assist another university official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for Oakland City University.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Oakland City University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

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

#### Disclosures without Consent

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued

subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student –

- To other school officials, including teachers, within Oakland City University whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the

disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))

- To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))
- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

### Directory Information Disclosure

The Family Educational Rights and Privacy Act (FERPA), a federal law, requires that Oakland City University, with certain exceptions, to obtain students' consent prior to the disclosure of personally identifiable information from their education records. However, the university may disclose appropriately designated "directory information" without written consent, unless a student has advised the university to the contrary in accordance with OCU procedures. The primary purpose of directory information is to allow the university to include this type of information from your education records in certain publications. Examples include:

- A playbill, showing a student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. If a student does not wish Oakland City University to disclose directory information from his/her education records without prior written consent, he/she must notify the Office of Academic Affairs in writing. Oakland City University has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards

- The most recent educational agency or institution attended
- Student Identification Number

### Updating Student Record Information

Students are encouraged to notify OCU of changes in personal information included in education records. Updated education records ensure students can receive important notifications in a timely manner, successfully access transcripts, etc.

To notify the university of such changes (e.g., address, phone number, email address, legal name), students can complete the Change of Personal Information form and submit it to the Office of Academic Affairs. The form is available online on the Academics page of the OCU website at <http://intranet.oak.edu/academics/index.php>.

### Transcript Requests

Official OCU transcripts are issued by the Registrar. Students can request unofficial transcripts (no signature, no seal) and/or official transcripts (including signature and seal) the following ways:

- In person, by completing a Transcript Request form and submitting payment in the Office of Academic Affairs.
- By mail, downloading, completing and mailing the Transcript Request form to the Office of Academic Affairs.
- Online at [www.oak.edu/academics](http://www.oak.edu/academics) by requesting an electronic transcript through the National Student Clearinghouse.

All transcript requests must be signed by the student. Payment for transcripts must be submitted at the time of request. Transcript orders will not be completed if the student has an account balance at the university, including being in default for any student loan, or if the student has not completed their exit interview with the Financial Aid or Business Offices (where applicable).

If an error in fulfilling a transcript request is the fault of Oakland City University, the Registrar will resend the transcript without additional charges to the student. Students who think such an error has occurred should contact the Registrar to address this issue.

For more information about transcript costs and how to request them, please visit [www.oak.edu/academics](http://www.oak.edu/academics).

### Student Right to Education Record Information

Each student has the right to personally inspect his or her own official student records, subject to reasonable restrictions as to time, place, and supervision. Challenges as to the accuracy of the content of the student records may be made by the eligible student in writing. The written document must be submitted to the office responsible for maintaining those records.

**Release of Information.** The following student information maintained in the Registrar's Office is considered public and will be released upon request (see Family Educational Rights and Privacy Act



of 1974): name, address (local and permanent), affirmation of current enrollment, and degree(s) received.

If a student does not want his or her local or permanent address released to anyone other than a college faculty or staff person, she or he may file a written request with the Office of Admissions, asking that disclosure not be made without the student's written permission.

All other information in the university records is considered restricted and released only by written permission from the student, except that faculty, administration, and staff of the university have access only to the information about the student necessary for the performance of their academic or administrative duties. Statistical summary information about all students that is not named-linked and is necessary for reports to various persons or agencies is legitimate under the Privacy Act.

**Social Security Number.** In accordance with the Privacy Act of 1974 and Indiana PL 22 of 1977, students or applicants are advised that disclosure of their social security number (SSN) to designated university offices is voluntary for admission to education programs. However, IRS regulations require SSN for registration fees, etc. reported to the government for 1098T reporting requirements. Additionally, no financial aid can be processed without a student's SSN. Note: Each student is automatically assigned a student identification number by the Office of Admissions.

### Inactivity of Student Records

The university maintains the following student information records after five (5) years following the student's graduation and/or last registered semester:

- Permanent record of academic achievement, including supporting documents;
- Career Planning and Placement files that remain active upon request; and
- Such financial records as are necessary, as long as there exists a financial obligation to the university.

All retained official records continue to be subject to the provisions of the Privacy Act of 1974.

## Graduation

### Graduation Honors

Honors at graduation are awarded to students who have established academic residency at Oakland City University (by completing at least 30 credit hours at the university) and meet the required grade point averages (GPA):

Honors GPA Requirements	
<b>Cum Laude</b>	3.50 – 3.69
<b>Magna Cum Laude</b>	3.70 – 3.89
<b>Summa Cum Laude</b>	3.90 and above

Cumulative GPAs for honors are calculated differently depending on the specific degree type and number of credit hours of graded coursework completed at OCU:

- Cumulative GPA of candidates in a baccalaureate program who have earned at least sixty (60) credit hours of graded coursework at OCU is based on the total hours and points completed at OCU.
- Cumulative GPA of candidates in an associate program who have earned at least thirty (30) credit hours of graded coursework at OCU is based on the total hours and points completed at OCU.
- Cumulative GPA of candidates who have earned less than the required credit hours of graded coursework at OCU is based on all hours and points from previously attended institutions as well as hours and points earned at OCU.

### Time Limitation for Degree Completion

Students seeking an associate degree must complete it within three (3) years of initial enrollment, while students seeking a bachelor's degree must complete it within six (6) years of initial enrollment. Students who do not complete their degrees in the established timeline are subject to the terms and conditions of the latest issue of the catalog and will be expected to meet the academic requirements set forth in it. The online edition of the catalog posted on the university website is the most current catalog.

A student who withdraws from OCU and later returns to the university will be subject to the latest catalog and the requirements of currently offered programs. Coursework that is more than seven (7) years old will be reviewed for relevancy given current requirements. At times this may mean students could be required to take additional courses to complete a program.

### Degree Application and Graduation Fee

All requirements for a degree must be satisfactorily met before a degree is actually conferred. A candidate for a degree must apply for graduation online by the deadline of the year in which she or he expects to finish all of the degree requirements.

All students applying for a degree are charged the graduation fee whether or not they participate in the graduation ceremony. The fee covers graduation expenses, diplomas, honors cords, mailing supplies, postage, and first year dues for the Alumni Association.

### Commencement Ceremony and Graduation Dates

The university has several graduation dates but commencement happens only once each year in May. Regardless of graduation date, all OCU graduates are invited to participate in the commencement ceremony, although attendance is optional. Graduates will receive detailed instructions concerning the commencement from the Registrar once they apply for graduation and coursework is reviewed to ensure program completion.

The university has established graduation dates in the following months: February, May, July, August, October, and December. Non-traditional students may complete requirements and have

degrees conferred at any of these graduation dates. Traditional students typically complete degree requirements for the May, July, August, and December graduation dates.

Additional considerations for specific graduation dates are as follows:

- Students who have completed all requirements by the end of the Spring semester (February – May) will have a May graduation date.
- Students who have completed all requirements for their degrees by the end of the Fall semester will have a December graduation date and will be acknowledged at a Recognition Ceremony in December.
- Traditional students who have completed all requirements by the end of the Summer term will have a July or August graduation date.

### Diplomas

Diplomas are mailed to students after all academic and financial requirements are met (including relevant exit interviews with the Office of Financial Aid, as well as clear accounts with the Library and Business Office).

### Correctional Education Academic Policies

Oakland City University offers correspondence courses to individuals at Indiana Department of Correction (IDOC) facilities. Students enrolled in this program should adhere to the university's academic policies and procedures as outlined in this catalog. The following exceptions should be noted:

**Academic Load.** In accordance with IDOC policy, incarcerated students can register for six (6) hours in their first semester, twelve (12) hours in subsequent Fall or Spring semesters, and six (6) hours in the Summer term.

**Dropping Courses.** Incarcerated students are not permitted to drop courses once enrolled. Exceptions to this rule must be approved by the DOC education officer, the OCU site manager at the facility, and the Director of Correctional Education or her or his designee.

**Financial Aid.** State and federal financial aid are not available for incarcerated students.

**Student Support.** Academic advising is available at each facility by OCU site representatives. Students should become familiar with requirements of the program in which they are enrolled. The student is responsible for meeting degree requirements.

**Disciplinary Issues.** Incarcerated students must comply with IDOC Adult Disciplinary Policy (ADP). Incarcerated students must meet facility requirements for enrollment in education. Violation of the ADP could result in sanctions that would remove the student from education eligibility.

**Graduation.** Correspondence students who have successfully completed all requirements for their degrees are able to graduate on the next graduation date identified in the university calendar, including those dates generally reserved for non-traditional students.

## Learning Resources

### Barger-Richardson Learning Resource Center

The Barger-Richardson Learning Resource Center is located on the main campus of Oakland City University. It is the mission of the library staff to educate and enrich the lives of students and the learning community by:

- Providing informational services and resources to meet the requirements of the educational programs of Oakland City University.
- Providing a setting conducive for academic excellence, technical preparation, and life-long learning.
- Aiding in the promotion of Christian ethical and moral values in the conducting of academic research.
- Striving to become a leader in preparing students and the learning community for success in their endeavors to live and work in the 21st century productively; spiritually, intellectually, and morally.

The Barger-Richardson library currently has physical holdings of over 84,400 items and a collection of approximately 18,000 eBooks. In addition, through the affiliation with organizations/programs such as Academic Libraries of Indiana (ALI), Academic Christian Librarians (ACL), Christian Librarian Consortium (CLC), Midwest Collaborative for Library Services (MCLS), and Interlibrary Loan services, OCU's students have access to research materials throughout Indiana. OCU's library also participates in and operates through WMS, (World Management System) which offers access to items from libraries around the world and 50,255 (and growing) online articles.

OCU's library has always been committed to its endeavor to provide a facility that would support student learning and faculty/staff research and advancement. Through the WMS program, both on campus students and online students have access to all the material owned by this library and the option to borrow from libraries worldwide. Students will be given access information once enrollment is completed.

The four-level, air- conditioned structure, provides reading and research space for students, offices, workrooms, and group work. A modern computer lab, which is open to all classes during library hours, is located on the 2nd level. A new, up-to-date, communication lab is located on the 4th level and is open to all communication students. Also, instructional classes on how to use the library's resources are offered in the computer lab as well as online through PREZI.

**Library Hours.** Library hours are subject to change during holidays and semester breaks. The hours and days open can be checked by calling (812) 749-1269 or at <http://intranet.oak.edu/library/Discover.html>.

Regular Library Hours	
<b>Monday-Thursday</b>	8:00 am – 4:30 pm
<b>Friday</b>	11:00 am – 3:00 pm
<b>Saturday &amp; Sunday</b>	6:00 pm -10:00 pm

### Moodle Online Learning Center

Oakland City University makes online learning available to students through two types of classrooms. Fully online courses are intensive studies completed in five (5) or (8) weeks. Web Assist classrooms are online resource rooms for faculty to distribute course materials in preparation for face-to-face instruction.

OCU's E-Learning Center uses the Moodle Learning Management System (LMS). Tutorials on how to use Moodle are made available to students on the homepage of the ELC.

## Academic Programs

### Academic Degrees

Oakland City University offers a variety of two and four-year undergraduate academic degrees such as Associate of Arts (AA), Associate of Science (AS), Bachelor of Arts (BA), Bachelor of Applied Science (BAS), and Bachelor of Science (BS).

### Organizational Structure and Programs of Study

The university's instructional program is organized into four schools: the School of Arts and Sciences, the School of Business, the School of Education, and the Chapman School of Religious Studies.

#### School of Arts and Sciences

The School of Arts and Sciences offers quality liberal arts education to help students understand themselves and their environment, perceive relationships among different disciplines, and achieve proficiency in one or more concentrated areas of study. The School offers programs of study in the following areas:

Department	Programs of Study	Minors
Art	Associate of Arts in Graphic and Web Design	
	Bachelor of Arts in Art <i>Graphic Design Concentration</i> <i>Art &amp; Technology Concentration</i> <i>Digital Media Concentration</i> <i>Web Design Concentration</i> <i>Photography Concentration</i>	Art
Biology	Bachelor of Science in Biology <i>Biotechnology Concentration</i> <i>Human Biology Concentration</i> <i>Life Science Education Licensure</i> <i>General Biology with Life Science Secondary Education Minor</i>	Biology Chemistry
Communication	Bachelor of Arts in Communication <i>Graphic Design Concentration</i> <i>Journalism Concentration</i> <i>Public Relations Concentration</i> <i>Web Design Concentration</i> <i>Health Communication Concentration</i>	Communication Journalism
Criminal Justice	Associate of Science in Criminal Justice	
	Bachelor of Science in Criminal Justice <i>Criminal Justice Generalist Concentration</i> <i>Investigative Forensics Concentration</i>	Criminal Justice Investigative Forensics Corrections
English	Bachelor of Arts in English	English

	<i>English with Secondary Education Minor</i> <i>English with Secondary Education Licensure</i>	Creative Writing
History	Bachelor of Science in History <i>History with Secondary Education Minor</i> <i>History with Secondary Education Licensure</i>	History Social Science Global Studies
Mathematics	Bachelor of Science in Applied Mathematics <i>Science Concentration</i> <i>Business Concentration</i> <i>Science/Business Concentration</i> <i>Secondary Education Minor</i> <i>Secondary Education Licensure</i>	Mathematics
Music	Bachelor of Arts in Music: <i>General Studies</i> <i>Worship Arts</i>	Worship Arts
Psychology	Bachelor of Science in Psychology <i>Addictions Counseling Concentration</i>	Psychology
University Studies	Associate of Arts in University Studies	
	Bachelor of Arts in University Studies <i>Education</i> <i>Psychology</i>	

The School of Arts and Sciences also offers the following fully online programs:

- Bachelor of Science in Criminal Justice

### School of Business

The School of Business offers programs in a variety of areas such as accounting, human resources, management, and marketing, equipping students to pursue graduate coursework and careers in related fields.

The School offers the following programs of study for traditional students:

Department	Programs of Study	Minors
Accounting	Associate of Science in Accounting	
Business Administration	Associate of Science in Business Administration	
	Bachelor of Science in Business Administration <i>Accounting Concentration</i> <i>Human Resource Management Concentration</i> <i>Management Concentration</i> <i>Marketing Concentration</i> <i>Sports Administration Concentration</i>	Accounting Business
Management	Bachelor of Applied Science in Operation Management <i>Quality Systems Concentration</i> <i>Logistics &amp; Product Distribution Concentration</i> <i>Leadership Concentration</i>	Accounting Business



Business Education	Bachelor of Science in Secondary Business Education <i>Secondary Business Education with Licensure</i>	
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The School of Business also offers the following fully online programs:

- Associate of Science in Business Administration
- Bachelor of Science in Business Administration
  - Accounting Concentration*
  - Human Resource Management Concentration*
  - Management Concentration*
- Bachelor of Applied Science in Operation Management
  - Quality Systems Concentration*
  - Logistics & Product Distribution Concentration*
  - Leadership Concentration*

### School of Education

The School of Education is a collaborative learning community committed to equipping servant leaders to positively influence the next generation of learners. The School offers the following programs of study:

Department	Programs of Study	Minors
All Grade Education	Bachelor of Science in Health and Physical Education <i>Education Licensure (All-Grade)</i>	Secondary Education Minor
	Bachelor of Arts in Special Education – Mild Intervention	
Early Childhood	Associate of Arts in Early Childhood Education	
	Bachelor of Arts in Early Childhood Education <i>Non-licensure Program</i> <i>P-3 Licensure Program</i>	
Elementary Education	Bachelor of Arts in Elementary Education <i>Language Arts/English Concentration</i> <i>Fine Arts/Arts Concentration</i> <i>Fine Arts/Music Concentration</i> <i>History Concentration</i> <i>Life Science/Biology Concentration</i> <i>Mathematics Concentration</i> <i>Health &amp; Physical Education Concentration</i> <i>Special Education Concentration</i>	

### Chapman School of Religious Studies

The Chapman School of Religious Studies is committed to developing the spiritual, moral, and intellectual maturity necessary for effective leadership in the Church. Chapman offers the following programs of study:

Programs of Study	Minors
Associate of Arts in Christian Studies	
Bachelor of Arts in Christian Studies <i>Pastoral Ministry Concentration</i> <i>Pre-Seminary Concentration</i> <i>Christian Missions Concentration</i> <i>Christian Education Concentration</i> <i>Worship Leadership Concentration</i>	Pastoral Ministry Christian Education Christian Missions Lay Ministry Philosophy

The Chapman School of Religious Studies also offers the following fully online program:

- Associate of Arts in Christian Studies

### Adult and Professional Studies

Oakland City University offers the following programs through Adult and Professional Studies (APS):

APS Site	Programs of Study	Minors
<b>Bedford</b>	Associate of Science in Business Administration	
	Bachelor of Science in Business Administration	
	<i>Management Concentration</i>	
	<i>Human Resource Management Concentration</i>	
	Bachelor of Applied Science in Operation Management	
<b>Evansville</b>	<i>Quality Systems Concentration</i>	
	<i>Logistics &amp; Product Distribution Concentration</i>	
	<i>Leadership Concentration</i>	
	Associate of Science in Business Administration	
	Bachelor of Science in Business Administration	
<b>Oakland City – Main Campus</b>	<i>Management Concentration</i>	
	<i>Human Resource Management Concentration</i>	
	Bachelor of Applied Science in Operation Management	
	<i>Quality Systems Concentration</i>	
	<i>Logistics &amp; Product Distribution Concentration</i>	
	<i>Leadership Concentration</i>	

<b>Plainfield</b>	Associate of Science in Business Administration	
	Bachelor of Science in Business Administration <i>Management Concentration</i> <i>Human Resource Management Concentration</i> Bachelor of Applied Science in Operation Management <i>Quality Systems Concentration</i> <i>Logistics &amp; Product Distribution Concentration</i> <i>Leadership Concentration</i>	
<b>Rockport</b>	Associate of Science in Business Administration	
	Bachelor of Science in Business Administration <i>Management Concentration</i> <i>Human Resource Management Concentration</i> Bachelor of Applied Science in Operation Management <i>Quality Systems Concentration</i> <i>Logistics &amp; Product Distribution Concentration</i> <i>Leadership Concentration</i>	

### Correctional Education Programs

Oakland City University offers the following programs through correspondence education:

- Associate of Arts in University Studies
- Bachelor of Arts in University Studies

### General Requirements for Academic Programs

The following sections outline general requirements for associate and bachelor's degrees offered at Oakland City University. Specific requirements for each major or program of study can be found within the catalog sections of the school in which the program is offered.

At the end of a student's course of study, OCU faculty and Board of Trustees vote on conferring degree/s for which a student has applied. If established requirements have not been satisfied, the degree is withheld pending adequate fulfillment. For this reason, it is important that students acquaint themselves with university policies and program requirements, as well as relevant changes to these policies and requirements throughout their academic career.

#### General Requirements for Associate Degrees

To receive an associate degree from Oakland City University, a student must:

1. Be granted admission to the university as a degree-seeking student;
2. Complete the Foundational Core curriculum and an area of specialization or major;
3. Complete a total of sixty (60) semester hours;
4. Earn a minimum cumulative grade point average (GPA) of 2.00;

5. Satisfy the residency requirement by completing at least fifteen (15) credit hours at OCU; and
6. Formally apply for the degree to the Registrar (Office of Academic Affairs) within established graduation deadlines.

### General Requirements for Bachelor's Degrees

To receive a bachelor's degree from Oakland City University, a student must:

1. Be granted admission to the university as a degree-seeking student;
2. Complete the Foundational Core curriculum and an area of specialization or major;
3. Complete a total of 120 semester hours;
4. Earn a minimum cumulative grade point average (GPA) of 2.00;
5. Satisfy the residency requirement by completing at least thirty (30) credit hours at OCU; and
6. Formally apply for the degree to the Registrar (Office of Academic Affairs) within established graduation deadlines.

### Residency Requirement

To earn a degree from Oakland City University, students must complete a minimum number of credit hours at the university. Students seeking an associate degree must complete at least fifteen (15) credit hours at OCU, while students seeking a bachelor's degree must complete at least thirty (30) credit hours at OCU.

### Requirements for Additional Degrees

Students are encouraged to pursue additional degrees at Oakland City University as part of their academic and professional careers. The following guidelines apply in situations where former OCU students are pursuing additional degrees at the university:

- **Second Associate Degree.** Students who have earned an associate degree at OCU and wish to pursue a second must complete at least twenty-four (24) additional credit hours at OCU and meet all the requirements of the area of specialization or major for the degree they are seeking.
- **Second Bachelor's Degree.** Students who have earned a bachelor's degree at OCU and wish to pursue a second must complete at least thirty (30) additional credit hours at OCU and meet all the requirements of the area of specialization or major for the degree they are seeking.

## Requirements for Minors

A minor is not required for graduation, although students may benefit from using unrestricted elective hours to complete a minor in a given area. If a school offers a minor, the requirements for that minor are listed in that school's section of the catalog. In general, a minor is composed of at least eighteen (18) credit hours of course work. A minimum GPA of 2.3 must be earned in the minor.

## Foundational Core Curriculum

Oakland City University is committed to helping develop all students for leadership and service in an increasingly complex, diverse and rapidly-changing world. The Foundational Core curriculum supports this commitment by providing students a strong foundation in the liberal arts and sciences, regardless of their chosen major. This curriculum aims to expose students to diverse perspectives, ideas, and values as a way to open their minds to a higher and more complex world; help them formulate a Christian philosophy of life; and foster the development of appropriate intellectual and interpersonal skills. It is a required component of all undergraduate degrees at the university, and makes up about one third of each program of study.

The Foundational Core curriculum helps students engage with coursework in the following broad categories:

- Communication (written and oral)
- Critical Thinking and Decision Making
- Cultural Knowledge with a Global Outlook (Global History & Societies and Cultural Arts)
- Analytical Knowledge
- Scientific Knowledge
- Physical Well-Being
- Christian Influenced Values

*\* General Baptist students receiving a General Baptist Scholarship also take a course in General Baptist Life (lay students) or General Baptist Heritage (ordained students).*

Students who have completed the Foundational Core curriculum should be able to:

1. Appreciate how the Christian ethic applies to life situations by clarifying values through developing the ability to identify one's own values and the values of others; understand how values develop; and analyze the implications of decisions made by oneself or others on the basis of these values.
2. Communicate by developing the ability to send and receive information by using a variety of modes (written, graphic, and oral) for a variety of purposes (to inform, to persuade, to analyze).

3. Solve problems by developing the ability to identify a variety of problems, select approaches to solve problems, generate solutions, collect information, check logical consistency, select a good solution, and evaluate the process by which a problem was solved.
4. Function within social institutions by developing the ability to identify those activities and institutions that constitute the social aspects of a culture through the study of work, civilization, history, government, economics, and behavioral sciences; understand the impact that social institutions have on individuals and analyze one's own and others' personal functioning within social institutions.
5. Identify, understand, and use the scientific principles and technological aspects of culture that include 1) physical and mental health, 2) physical, biological, and earth sciences, and 3) modern technology; understand the impact of science and technology on individual lives and the environment; and analyze the consequences of using and developing technological products for self and culture.
6. Understand and appreciate the various ways in which art activities and products enrich cultures; understand the impact that art in its various forms has on individuals; and analyze one's own and others' responses to works of art.

#### Foundational Core Requirements for Associate Degrees

The Foundational Core curriculum for associate degree programs consists of twenty-seven (27) semester hours as follows:

Foundational Core Requirements for Associate Degrees			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
<b>Communication Skills (9 Hours)</b>			
<i>Written Communication (6 Hours)</i>			
ENG	101	English Composition I	3
ENG	102	English Composition II	3
<i>Oral Communication (3 Hours– Choose one course depending on major)</i>			
ENG	202	Fundamentals of Speech	3
BUS	202	Professional Presentations (Business Majors)	3
PS	310	Introduction to Preaching (Christian Studies Majors)	3
<b>Critical Thinking &amp; Decision-Making Skills (3 Hours)</b>			
T	101	Freshman Foundations	3
<b>Cultural Knowledge with Global Outlook (6 Hours)</b>			
<i>Global Histories and Societies (3 Hours)</i>			
HIS	101	World Civilization I	3
HIS	102	World Civilization II	3
HIS	103	Contemporary World History	3
HIS	241	Introduction to American History I	3
HIS	242	Introduction to American History II	3
HIS	243	Modern America	3
ECON	203	Macroeconomics	3
BUS	302	Business Economics	3
GEOG	101	Elements of Geography	3

PSY	101	General Psychology	3
SOC	201	Introduction to Sociology	3
SS	101	Introduction to Social Sciences	3
<b>Cultural Arts (3 Hours)</b>			
ART	115	Western Art History	3
ART	214	Art of Non-Western Cultures	3
ART	216	History of Communication Design	3
FA	201	Fine Arts & Modern World	3
FA	202	Christianity and the Arts	3
ENG	201	Masterpieces of World Literature (Prerequisite: ENG 102)	3
ENG	210	Introduction to British Literature (Prerequisite: ENG 102)	3
ENG	215	Introduction to American Literature (Prerequisite: ENG 102)	3
MUS	225	History of American Popular Music	3
<b>Analytical Knowledge (3 - 4 Hours – Choose one course MATH 110 or higher)</b>			
MATH	105	Intermediate Algebra (counts as elective)*	3
MATH	110	Mathematics and Its Applications	3
MATH	115	College Algebra	3
MATH	120	Trigonometry	3
MATH	125	Introduction to Probability and Statistics	3
BUS	320	Business Statistics	3
CJ	125	Criminal Justice Statistics	3
PSY	125	Psychological Statistics	3
SOC	125	Social Science Statistics	3
<b>Scientific Knowledge (3 or 4 Hours – Choose one course)</b>			
BIO	101	Introduction to Life Sciences	3
BIO	105	Environmental Biology	3
CHEM	101	General Chemistry (Co-requisite: CHEM 101L)	3
CHEM	101L	General Chemistry Lab	1
PHSC	101	Introduction to Physical Sciences	3
PHY	101	General Physics (Co-requisite: PHY 101L)	4
PHY	101L	General Physics Lab	0
<b>Christian Influenced Values (3 Hours)</b>			
BIB	205	New Testament Literature	3

\*MATH 105 is exempted when proficiency is demonstrated.

### Foundational Core Curriculum Requirements for Bachelor's Degrees

The Foundational Core requirements for bachelor's degree programs is thirty-five (35) semester hours as follows:

Foundational Core Requirements for Bachelor's Degrees			
Dept.	Number	Name	Credit Hours
<b>Communication Skills (9 Hours)</b>			
<i>Written Communication (6 Hours)</i>			
ENG	101	English Composition I	3
ENG	102	English Composition II	3
<i>Oral Communication (3 Hours – Choose one course depending on major)</i>			



ENG	202	Fundamentals of Speech	3
BUS	202	Professional Presentations (Business Majors)	3
PS	310	Introduction to Preaching (Christian Studies Majors)	3
<b>Critical Thinking &amp; Decision Making Skills (3 Hours)</b>			
T	101	Freshman Foundations	3
<b>Cultural Knowledge with Global Outlook (12 Hours)</b>			
<i>Global Histories and Societies (6 Hours – HIS 103 and one other course)</i>			
HIS	103	Contemporary World History	3
HIS	101	World Civilization I	3
HIS	102	World Civilization II	3
HIS	241	Introduction to American History I	3
HIS	242	Introduction to American History II	3
HIS	243	Modern America	3
ECON	203	Macroeconomics	3
BUS	302	Business Economics	3
GEOG	101	Elements of Geography	3
PSY	101	General Psychology	3
SOC	201	Introduction to Sociology	3
SS	101	Introduction to Social Sciences	3
<b>Cultural Arts (6 Hours – Choose one LIT and one ART or FA course)</b>			
ART	115	Western Art History	3
ART	214	Art of Non-Western Cultures	3
ART	216	History of Communication Design	3
FA	201	Fine Arts & the Modern World	3
FA	202	Christianity and the Arts	3
ENG	201	Masterpieces of World Literature (Prerequisite: ENG 102)	3
ENG	210	Introduction to British Literature (Prerequisite: ENG 102)	3
ENG	215	Introduction to American Literature (Prerequisite: ENG 102)	3
MUS	225	History of American Popular Music	3
<b>Analytical Knowledge (3 - 4 Hours – Choose one course MATH 110 or higher)</b>			
MATH	105	Intermediate Algebra (counts as elective)*	3
MATH	110	Mathematics and Its Applications	3
MATH	115	College Algebra	3
MATH	120	Trigonometry	3
MATH	125	Introduction to Probability and Statistics	3
MATH	216	Analytical Geometry/Calculus I	4
BUS	320	Business Statistics	3
CJ	125	Criminal Justice Statistics	3
PSY	125	Psychological Statistics	3
SOC	125	Social Science Statistics	3
<b>Scientific Knowledge (3 or 4 Hours – Choose one course)</b>			
BIO	101	Introduction to Life Sciences	3
BIO	105	Environmental Biology	3
BIO	220/220L	General Botany	4
BIO	221	General Zoology	3
BIO	301	Basic Human Anatomy & Physiology I	3
BIO	302	Basic Human Anatomy & Physiology II	3

CHEM	101	General Chemistry (Co-requisite: CHEM 101L)	3
CHEM	101L	General Chemistry Lab	1
PHSC	101	Introduction to Physical Sciences	3
PHY	101/101L	General Physics and General Physics Lab	4
<b>Physical Well-Being (2 Hours)</b>			
HPE	201	Fitness and Wellness	2
HPE	___	Basic Skills Elective	1
HPE	___	Basic Skills Elective	1
<b>Christian Influenced Values (6 Hours – BIB 205 and one other course)</b>			
BIB	201	Old Testament Literature	3
BIB	205	New Testament Literature	3
PHIL	210	Faith and Reason	3
PHIL	220	Introduction to Ethics	3

*\*MATH 105 is exempted when proficiency is demonstrated.*

## Assessment of Academic Programs

The university reviews academic programs every three years in order to maintain a high-quality learning environment and engage in continuous improvement. Throughout the years, different academic departments and programs at OCU have engaged in both formal and informal program reviews as part of their accreditation. In spring of 2016, the process was redeveloped and implemented in Academic Year 2016-2017. Program review is a collaborative endeavor between faculty, staff, and administrators. OCU's Campus Labs assessment management system is used as a platform for aligning learning outcomes, gathering data, and evaluating programs.

The Program Review Template, utilized by faculty leaders, a review committee, Deans, and the Provost, outlines key information gathered and analyzed during the process. It includes data such as:

- General program information (e.g., program description, check sheet, faculty full-time equivalency)
- Assessment of student learning (e.g., program learning outcomes and how they are met by students, methods of data collection and use of student learning data, recent curriculum changes/adjustments)
- Diversity issues (e.g., faculty and student diversity-related initiatives and goals)
- Enrollment data (e.g., trends, current numbers, relevant rates – completion, persistence, retention)
- Financial data (e.g., instructional and administrative costs, revenue, scholarships)
- Strategic planning (e.g., curricular, recruitment, and facilities plans, long-range planning)
- Summative reports from reviewers and final results of the review

The following figure outlines OCU's current Program Review process:

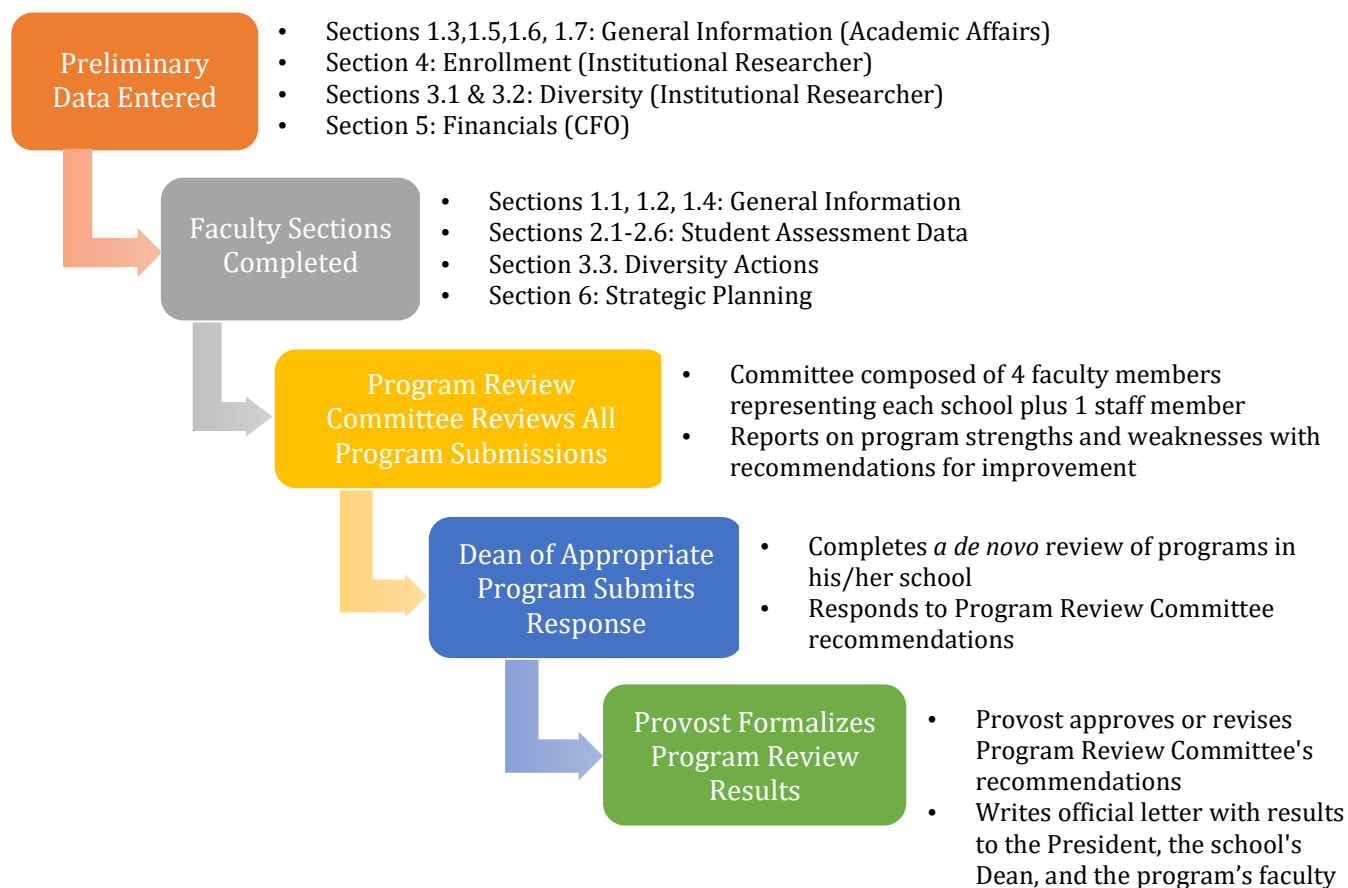


Figure 1. Program Review Process

## School of Arts and Sciences

### About the School

Courses in the arts and sciences help students to understand themselves and their environment, to perceive relationships among many kinds of knowledge and to achieve proficiency in one or more concentrated areas of study relating to the students' career choices.

Most of the Foundational Core courses required of all degree students at Oakland City University are taught in this school. The Foundational Core curriculum is designed to prepare students to think logically, communicate clearly, solve problems, clarify values, function within social institutions, use science and technology, and appreciate art.

The School of Arts and Sciences offers associate and bachelor's degrees. Associate degrees are offered in Criminal Justice, University Studies, and Graphic and Web Design. Bachelor's degrees are offered with majors in Art, Biology, Communication, Criminal Justice, English, University Studies, Applied Mathematics, Music, Psychology, and History. Minors are offered in Art, Biology, Chemistry, Communication, Creative Writing, Criminal Justice, Investigative Forensics, Corrections, English, History, Journalism, Mathematics, Psychology, Social Science, Global Studies, and Worship Arts.

### Faculty of the School of Arts and Sciences

Atiat Alsaaidh, Ph.D., Assistant Professor of Physics and Mathematics

Michael Atkinson, Ed.D., Professor of Biology

Amy Barrett, Ed.D., Assistant Professor of Mathematics

Cynthia Blough-Retana, B.A., Lecturer in Music

Michael Boling, Ph.D., Associate Professor of Communications

Christopher Cook, M.S.M.T., Lecturer in Music

Terry Cooper, Ed.D., Ph.D., Psy. D., Professor of Psychology, Pastoral Counseling, & Religious Studies, Campus Counselor

Paul Bowdre, Lecturer in Criminal Justice

Ashley Elliott, M.S., Lecturer in Psychology

Ryan Fletcher, Ph.D., Associate Professor of History

Kiev Gracias, Ed.D., Associate Professor of Biology

Donna Hazelwood, Ph.D., Professor of Art

Randy K. Mills, Ed.D., Professor of Social Science

Roxanne Mills, Ed.D., Professor of English

Barnabas, Otoo, Ph.D., Assistant Professor of Chemistry

Denise Pinnick, Ed.D., Librarian

### Mission of the School of Arts and Sciences

As an integral part of Oakland City University, the School of Arts and Sciences seeks to educate the whole person in preparation for service and leadership in local and global communities.

## Objectives of the School of Arts and Sciences

Graduates from the School of Arts and Sciences should be able to:

1. Demonstrate competency in their area of study.
2. Conduct themselves professionally and ethically.
3. Contribute to society through leadership in their field and service to the community.

## Professional Programs

### *Pre-Medicine and Dentistry*

Admission to a college of medicine is usually conditional on the basis of a four-year degree, usually but not necessarily in the sciences. Students desiring to enter a medical or dental school should examine the catalogs from the schools to which they wish to apply. Usually, the basic requirements include two (2) semesters of general chemistry, two (2) semesters of organic chemistry, two (2) semesters of physics, and two (2) semesters of biology, **not** including basic medical science courses such as anatomy and physiology, or medical microbiology. General microbiology would count.

It is highly recommended that the pre-medical student take a major in biology with a concentration in human biology because the number of applicants to a school of medicine far exceeds the capacity of that school. In addition, students should consider completing a minor in chemistry. In following this recommendation, the student will be better prepared for graduate work in those areas, in the event that entrance into medical school is denied.

Students should be aware of the stiff competition in the field, and if they have not exhibited keen interest and maintained high aptitude in high school, especially in science, and continued that commitment throughout their undergraduate studies, it will be difficult to meet the high standards required for pre-medical work and admission to a medical school.

Undergraduates should take the Medical College Admission Test (MCAT) at least fifteen (15) months ahead of their expected entrance into medical school and after having taken two (2) semesters of organic chemistry and general physics. Further, since admission to a medical school is so competitive, the completion of an undergraduate pre-medical curriculum does not guarantee admission to a medical school.

## Associate of Arts Degree Programs

### Associate of Arts in Graphic and Web Design

The Associate of Arts degree in Graphic and Web Design prepares the student for future employment in the areas of graphic design and web design. The student is to complete the required twenty-four (24) semester hours of Foundational Core courses for the associate degree and thirty-six (36) semester hours in Art and Graphic and Web Design.

Art and Web Design (33 – All Courses are Required)			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
ART	110	Two-Dimensional Design	3
ART	120	Web Design I	3
ART	216	History of Communication Design	3
ART	222	Web Design II	3
ART	250	Graphic Design I	3
ART	251	Graphic Design II – InDesign	3
ART	255	Typography	3
ART	330	Web Design III	3
ART	355	Electronic Imaging: Introduction to Adobe Photoshop	3
ART	360	Graphic Design III	3
ART	455	Digital Production	3
<b>Choose One from the Following (3):</b>			
MUT	200	Media Production	3
MKT	201	Principles of Marketing	3
ART	230	Introduction to Photography	3
ART	331	Web Design IV	3
ART	351	Electronic Illustration: Introduction to Adobe Illustrator	3
ART	365	Graphic Design IV	3
ART	370	Introduction to Flash	3
ART	380	Interactive Media	3
ART	415	Motion Graphics	3

## Associate of Science Degree Programs

### Associate of Science in Criminal Justice

The Associate of Science degree in Criminal Justice prepares the student for future employment in the criminal justice area. The student is to complete the required twenty-four (24) semester hours in Foundational Core courses for the associate degree and thirty-three (33) semester hours in Criminal Justice.

Criminal Justice Core (33 Hours – All Courses are Required)			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
CJ	101	Introduction to Criminal Justice	3
CJ	102	Introduction to Law Enforcement	3
CJ	105	Community Policing	3
CJ	110	Juvenile Justice	3
CJ	150	Alternatives to Incarceration	3
CJ	201	Criminal Law	3
CJ	202	Criminal Procedures	3
CJ	215	Introduction to Criminology	3
CJ	275	Ethical Issues in CJ	3
CJ	292	Terrorism	3
SOC	201	Introduction to Sociology	3

## Bachelor of Arts Degree Programs

### Bachelor of Arts in Art

The Bachelor of Arts in Art is designed to provide a broad background in a variety of media for those students who plan to pursue careers in graphic design, web design, photography, digital media, or studio by helping them achieve the necessary artistic and/or computer skills to create marketable imagery and for those students who wish to further graduate or professional work in these or related studies. The School of Arts and Sciences offers Bachelor of Arts in Art with concentrations or emphases in Art and Technology, Graphic Design, Digital Media, Photography, and Web Design.

The student is to complete the required thirty-eight (38) semester hours in Foundational Core courses for the bachelor's degree, along with the thirty (30) semester hours of the Visual Art Core, twenty-four (24) semester hours of a concentration or emphasis, and unrestricted electives for a total of 120 semester hours. Required courses in one emphasis may not be substituted for required courses in another emphasis.

For every credit hour in a studio class, two (2) studio contact hours are required. When this requirement is not scheduled, studios will be open and accessible to students. Because of scheduling and the nature of certain studio materials, course times may vary.

#### Visual Art Core

Visual Art Courses (24 Hours)			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
ART	101	Drawing I	3
ART	110	Two-Dimensional Design	3
ART	111	Three-Dimensional Design	3
ART	120	Web Design I	3
ART	250	Graphic Design I	3
ART	315	Modern Art History	3
ART	355	Electronic Imaging: Introduction to Adobe Photoshop	3
ART	446	Senior Exhibit	3
Art History Courses (6 Hours – Choose Two)			
ART	115	Western Art History	3
ART	214	Art of Non-Western Cultures	3
ART	216	History of Communication Design	3

#### Concentrations

Art and Technology Concentration (Choose 24 Hours of Art Electives)			
			24 Credit Hours

Graphic Design Concentration (24 Hours)			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
ART	230	Introduction to Photography	3
ART	251	Graphic Design II: Introduction to Adobe InDesign	3



ART	255	Typography	3
ART	300	Advanced Typography	3
ART	351	Electronic Illustration: Introduction to Adobe Illustrator	3
ART	360	Graphic Design III	3
ART	365	Graphic Design IV	3
ART	455	Digital Production	3

Digital Media Concentration (24 Hours)			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
ART	222	Web Design II	3
ART	251	Graphic Design II: Introduction to Adobe InDesign	3
ART	255	Typography	3
ART	351	Electronic Illustration: Introduction to Adobe Illustrator	3
ART	370	Introduction to Flash	3
ART	380	Interactive Media	3
ART	415	Motion Graphics	3
ART	416	Video	3

Web Design Concentration (24 Hours)			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
ART	222	Web Design II	3
ART	255	Typography	3
ART	300	Advanced Typography	3
ART	330	Web Design III	3
ART	331	Web Design IV	3
ART	351	Electronic Illustration: Introduction to Adobe Illustrator	3
ART	370	Introduction to Flash	3
ART	380	Interactive Media	3

Photography Concentration (24 Hours)			
<b>ART</b>	230	Introduction to Photography	3
<b>ART</b>	234	Photography II	3
<b>ART</b>	251	Graphic Design II: Introduction to Adobe InDesign	3
<b>ART</b>	374	Photography III	3
<b>ART</b>	410	Photography IV	3
<b>Art Courses (9 Hours of Art Courses Not Already Taken)</b>			
			9 Credit Hours

### Minor

**Art Minor:** The Art Minor consists of twenty-four (24) semester hours – twelve (12) hours of required Art courses (ART 101, 110, 111, 250); six (6) hours of Art History courses (ART 115, 214, 216, and 315); and six (6) hours of selected Art History courses.

## Bachelor of Arts in Communication

The Communication major equips students with strong writing and speaking skills, the ability to understand and use media in a responsible manner, and the choice to concentrate learning in one of five areas: graphic design, journalism, public relations, web design, and health communication. Students may choose from a broad range of electives to round out their major. A major in Communication consists of the Foundational Core curriculum plus forty-eight (48) semester hours in the major.

## Communication Core

Communication Core (18 Hours)			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
ENG	220	Mass Media	3
ENG	225	Writing for the Media	3
COMM	340	Introduction to Persuasion	3
ENG	401	Advanced Speech	3
ENG	410	Modern English Usage and Editing	3
COMM	420	Law and Ethics in Communication	3

## Concentrations

Graphic Design Concentration Core (15 Hours)			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
ART	120	Web Design I	3
ART	250	Graphic Design I	3
ART	251	Graphic Design II	3
ART	255	Typography	3
COMM	440	Communication Internship or On-Campus Project and	3
<b>Graphic Design Concentration Electives (15 hours)</b> <b>Choose 5 from the following disciplines: ART, COMM, ENG, MUT, PHIL, PSY, and SS. With the exception of PSY 101 and PHIL 105, all should be 200 level or higher.</b>			
			15 Hours

Journalism Concentration Core (15 Semester Hours)			
<i>ENG</i>	<i>240</i>	<i>Feature Writing</i>	<i>3</i>
COMM	310	On-Campus Practicum	3
COMM	355	Online Journalism	3
ART	355	Electronic Imaging: Introduction to Adobe Photoshop	3
COMM	440	Communication Internship	3
<b>Journalism Concentration Electives (15 hours)</b> <b>Choose 5 from the following disciplines: ART, CJ, COMM, ENG, GOV, PHIL, PSY, and SS. With the exception of ART 120, PSY 101 and PHIL 105, all should be 200 level or higher.</b>			
			15 Hours

Public Relations Concentration Core (15 Semester Hours)			
BUS	101	Introduction to Business	3
MKT	201	Principles of Marketing	3
MKT	310	Consumer Behavior	3
MKT	340	Social Media and E-Marketing	3
COMM	440	Communication Internship	3
<b>Public Relations Concentration Electives (15 hours)</b> <b>Choose 5 from the following disciplines: ACCT, ART, BUS, COMM, ECON, ENG, MKT, PHIL, PSY, and SS. With the exception of ART 120, PSY 101 and PHIL 105, all should be 200 level or higher.</b>			
			15 Hours

Web Design Concentration Core (15 Hours)			
ART	120	Web Design I	3
ART	222	Web Design II	3
ART	250	Graphic Design I	3
ART	330	Web Design III	3
COMM	440	Communication Internship or On-Campus Project	3
<b>Web Design Concentration Electives (15 hours)</b> <b>Choose 5 from the following disciplines: ART, COMM, ENG, MUT, PHIL, PSY, and SS. With the exception of PSY 101 and PHIL 105, all should be 200 level or higher.</b>			
			15 Hours

Health Communication Concentration Core (18 Hours)			
COMM	210	Health Communication	3
MKT	201	Principles in Marketing	3
COMM	320	Technology in Health Communication	3
COMM	330	Health Care Systems	3
HPE	440	Community Health	3
COMM	440	Communication Internship	3
<b>Health Communication Concentration Electives (12)</b> <b>Choose 4 from the following disciplines: ART, BIO, BUS, COMM, ECON, HPE, MKT, PHIL, and PSY. These should be at the 200 level or higher with the exception of ART 120, PHIL 105, and PSY 101.</b>			
			12

### Minors

**Communication minor:** A minor in communication consists of twenty-four (24) semester hours. Course requirements are as follows: ENG 220, ENG 225 or ENG 330, ENG 401, ENG 410, COMM 340, COMM 420, and two electives (6 hours) chosen from ART 120, ART 222, ART 230, ART 250, ART 355, ENG 225, ENG 330, COMM 310, PHIL 105, PSY 101 and/or PSY 290.

**Journalism Minor:** A minor in journalism consists of twenty-four (24) semester hours. Course requirements are as follows: ENG 220, ENG 225, ENG 240, COMM 310, ENG 410, COMM 420, and two

electives (6 hours) chosen from ART 120, ART 222, ART 230, ART 250, ART 355, COMM 310, COMM 340, COMM 355, COMM 430, ENG 330, PHIL 105, PSY 101, PSY 290 and/or SS 101.

### Bachelor of Arts in English

The English major equips students with writing and speaking skills, an understanding of the English language, and a depth and breadth of knowledge in the literature of the world. Students are taught to think creatively and rationally and to appreciate the beauty of the masterpieces of literature. Students are prepared to continue their study in a graduate school.

A major in English consists of forty-eight (48) semester hours of required English courses and electives.

### English Core

English Core Courses (48 Hours)			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
ENG	201	Masterpieces of World Literature	3
ENG	210	Introduction to British Literature	3
ENG	215	Introduction to American Literature	3
ENG	220	Mass Media	3
ENG	315	Introduction to Literary Criticism	3
ENG	326	Adolescent and Young Adult Literature	3
ENG	330	Professional and Technical Writing	3
ENG	401	Advanced Speech	3
ENG	405	Studies in Composition*	3
ENG	410	Modern English Usage and Editing	3
ENG	415	History of the English Language	3
ENG	444	Studies in Minority Literature*	3
ENG	465	Research Seminar in English	3
<b>Choose One from the Following (3):</b>			
ENG	301	Topics in British Literature*	3
ENG	305	Topics in American Literature*	3
ENG	310	Topics in World Literature*	3
<b>Choose Two English Electives from the Following (6 Hours):</b>			
ENG	225	Writing for the Media	3
ENG	240	Feature Writing	3
ENG	320	Presentation of Dramatic Literature	1
ENG	325	Children's Literature	3
ENG	335	Studies of Genre in Literature	3
ENG	425	Studies in Creative Writing	3
ENG	445	Studies in Drama	3
<i>Or courses marked with an * above if the topic is different.</i>			

*English Major with Secondary Education*

Students pursuing an English major who are interested in teaching in secondary education settings can add one of two education concentrations: one including a general secondary education minor or another leading to state licensure in secondary English education. This second option includes additional licensure requirements, such as maintaining a 2.70 GPA in major courses, demonstrating proficiency in state licensure exams, and completing student teaching. Students pursuing these education minors must also complete elective courses to reach the program requirement of 120 hours.

**English with Secondary Education Minor**

<b>English Core Content (48 Hours)</b>			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
ENG	201	Masterpieces of World Literature	3
ENG	210	Introduction to British Literature	3
ENG	215	Introduction to American Literature	3
ENG	220	Mass Media	3
ENG	315	Introduction to Literary Criticism	3
ENG	326	Adolescent and Young Adult Literature	3
ENG	330	Professional and Technical Writing	3
ENG	401	Advanced Speech	3
ENG	405	Studies in Composition*	3
ENG	410	Modern English Usage and Editing	3
ENG	415	History of the English Language	3
ENG	444	Studies in Minority Literature*	3
ENG	465	Research Seminar In English (CAPS)	3
<b>Choose one Literature Elective:</b>			
ENG	301	Topics in British Literature*	3
ENG	305	Topics in American Literature*	3
ENG	310	Topics in World Literature*	3
<b>Choose at least two English Electives (6 hours) from the following:</b>			
ENG	225	Writing for the Media	3
ENG	240	Feature Writing	3
ENG	320	Presentation of Dramatic Literature	1
ENG	325	Children's Literature	3
ENG	335	Studies in Genre in Literature	3
ENG	425	Studies in Creative Writing	3
ENG	445	Studies in Drama	3
<i>Or courses marked with an * above if the topic is different.</i>			
<b>Secondary Education Minor (25 Hours)</b>			
EDUC	101	Foundations of Education	3
EDUC	135	Cultural Competency	1
EDUC	136	English Language Learner	1
EDUC	137	Technology and Media	1
EDUC	103	Exceptional Children	3
EDUC	213	Developmental Psychology	3

EDUC	295	Differentiated Instruction	3
EDUC	301	Assessment of Student Learning	2
EDUC	315	Classroom Management	2
EDUC	330	Middle School/Secondary Reading Problems	3
EDUC	346e	Secondary Language Arts Methods	3

### English with Secondary Education Licensure

English Core Courses (48 Hours)			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
ENG	201	Masterpieces of World Literature	3
ENG	210	Introduction to British Literature	3
ENG	215	Introduction to American Literature	3
ENG	220	Mass Media	3
ENG	315	Introduction to Literary Criticism	3
ENG	326	Adolescent and Young Adult Literature	3
ENG	330	Professional and Technical Writing	3
ENG	401	Advanced Speech	3
ENG	405	Studies in Composition*	3
ENG	410	Modern English Usage and Editing	3
ENG	415	History of the English Language	3
ENG	444	Studies in Minority Literature*	3
ENG	465	Research Seminar in English (CAPS)	3
Choose one Literature Elective:			
ENG	301	Topics in British Literature*	3
ENG	305	Topics in American Literature*	3
ENG	310	Topics in World Literature*	3
Choose two English Electives (6 hours) from the following:			
ENG	225	Writing for the Media	3
ENG	240	Feature Writing	3
ENG	320	Presentation of Dramatic Literature	1
ENG	325	Children's Literature	3
ENG	335	Studies of Genre in Literature	3
ENG	425	Studies in Creative Writing	3
ENG	445	Studies in Drama	3
<i>Or courses marked with an * above if the topic is different.</i>			
Professional Secondary Education Core (37 Hours)			
EDUC	101	Foundations of Education	3
EDUC	135	Cultural Competency	1
EDUC	136	English Language Learner	1
EDUC	137	Technology and Media	1
EDUC	103	Exceptional Children	3
EDUC	213	Developmental Psychology	3
EDUC	295	Differentiated Instruction	3
EDUC	301	Assessment of Student Learning	2
EDUC	315	Classroom Management	2

EDUC	330	Middle School/Secondary Reading Problems	3
EDUC	346e	Secondary Language Arts Methods	3
<b>Student Teaching – All requirements for student teaching must be met prior to starting placement, including First Aid/CPR certification and criminal background check.</b>			
EDUC	418	Seminar in Education	2
EDUC	419	Student Teaching in Middle School (6 wks) <u>and</u>	5
EDUC	420	Student Teaching in High School (6 wks)	5
		or	
EDUC	421	Student Teaching High School (12 wks)	10

### Minors

**English Minor:** A minor in English consists of twenty-four (24) semester hours. Course requirements are as follows: ENG 201, 215, 315, 401 or 405, 410, 415, and two courses (6 hours) of selected English electives.

**Creative Writing Minor:** A minor in Creative Writing consists of twenty-four (24) semester hours. Course requirements are as follows: ENG 240, ENG 405 (Short story and poetry), ENG 405 (Beginning a novel), ENG 405 (Beginning a screenplay), ENG 425, and three elective courses (9 hours), selected from ENG 301, ENG 305, ENG 310, ENG 335, and/or ENG 410.

### Bachelor of Arts in Music

The Bachelor of Arts degree in Music is defined by two cognates: General Studies and Worship Arts. This program provides students with a deeper understanding of music as both a vocation and an avocation, encouraging graduates to maintain a high level of professionalism in their performance of music, regardless of the style or genre. In addition, graduates with a Bachelor of Arts Degree in Music will be encouraged to share their love of music with their community, to greater increase the appreciation of the Fine Arts across the wider world.

The Music Core includes theory, music history, sound manipulation, critical listening, and collaboration with performing ensembles, both instrumental and vocal.

The General Studies cognate is designed to accommodate a variety of career options in Music. The specific courses include conducting and arranging, the production of multimedia, and lighting design and technology.

The Worship Arts cognate equips students for real-world situations and ministry by educating them in the use of current music technology, graphic design, and in-depth Biblical worship leadership. Such topics include digital sound sampling, multitrack recording, composition and digital arranging, web design, graphic design, and private instrumental and vocal lessons.

Each student is required to complete the core of thirty-eight (38) semester hours in Foundational Core courses for the bachelor's degree, the Music Core, a cognate of their choice, an instrumental or vocal emphasis, and additional elective hours as needed for a total of 120 hours.



Music Core (30 Hours )			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
MUS	111	Music Theory I	3
MUS	112	Music Theory II	3
MUT	310	Sound Mixing/Critical Listening	3
MUT	320	Recording Technology	3
MUS	225	History of American Popular Music	3
MUS	320	Music History I	3
MUS	321	Music History II	3
MUS	331	Pop Music Theory/Songwriting I	3
MUS	370	Pop Music Theory/Songwriting II	3
MUS	435	Internship/Capstone or Studies in Music	3
MUT	445		

General Studies Concentration (12 Hours )			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
MUS	314	Conducting and Arranging I	3
MUS	316	Conducting and Arranging II	3
MUT	200	Media Productions	3
MUT	215	Lighting Techniques	3
<b>Ensemble Credits: Choose 6 hours. Check course descriptions for audition requirements</b>			
MUS	xx9 or x10	Choir (109, 110, 209, 210, 309, 310, 409, 410)	1
MUS	x78 or x 79	Instrumental Music Ensembles	1
<b>Choose 6 hours from one area of emphasis</b>			
		Private Guitar Private Percussion Private Piano Private Voice	6
<b>Restricted Electives: Choose MUS or MUT courses (10 hours)</b>			
<b>Unrestricted Electives (18 hours)</b>			

Worship Arts Concentration (36 Hours )			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
PS	101	Introduction to Ministry	3
BIB	201	Old Testament Literature	3
BIB	308	Christian Doctrine	3
CE	305	Worship Leadership	3
MUT	101	Survey of Musical Styles in Worship	3
ART	120	Web Page Design	3
ART	250	Graphic Design I	3
ART	251	Graphic Design II	3
MUT	323	History of Church Music	3
MUT	200	Media Productions	3
MUT	310	Digital Arranging I	3
MUT	410	Digital Arranging II	3

<b>Ensemble Credits: Choose 4 hours. Check course descriptions for audition requirements</b>			
MUS	xx9 or x10	Choir (109, 110, 209, 210, 309, 310, 409, 410)	1
MUS	x78 or x 79	Instrumental Music Ensembles	1
<b>Choose 4 hours from one area of emphasis</b>			
		Private Guitar Private Percussion Private Piano Private Voice	1
<b>Choose 4 hours from remaining private lesson options</b>			
<b>Unrestricted Electives (4-7 hours)</b>			

### Minors

**Music Minor:** A minor in Music consists of twenty-eight (28) semester hours. Course requirements are as follows: MUS 111, MUS 112, MUS 225, MUS 320, MUS 321, MUS 331, MUS 370, an MUT course, and four (4) hours of private lessons (piano, guitar, voice, percussion).

**Worship Arts Minor:** A minor in Worship Arts consists of twenty-eight (28) semester hours. Course requirements are as follows: PS 100, CE305, MUT 220, MUS 111, MUS 112, ART 250, ART 251, and four (4) hours of private lessons (keyboard, guitar, voice, percussion).

## Bachelor of Science Degree Programs

### Bachelor of Science in Biology

The Biology major is designed to provide a broad background in biological studies for those students who plan to pursue careers in research, ecology, forestry, agriculture, or laboratories or who may plan further graduate or professional work in medicine, veterinary science, nursing, and other biology-related vocations.

The student is to complete the required thirty-eight (38) semester hours in Foundational Core courses for the bachelor's degree, forty (40) semester hours in the Biology Core, thirty-two (32) semester hours in a concentration (which includes cross-discipline courses), and unrestricted electives as needed for a total of 120 semester hours. Students choosing the *Option IV: Life Science Education with Licensure* should consult degree completion requirements from the School of Education.

### Biology Core

<b>Biology Core Courses (40 Hours)</b>			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
BIO	105	Environmental Biology ( <i>Fall &amp; Spring</i> )	3
BIO	111/111L	Principles of Biology I with Lab	4
BIO	112/112L	Principles of Biology II with Lab	4
BIO	315	General Microbiology ( <i>even Fall</i> )	4
BIO	320	Cell & Molecular Biology ( <i>Fall</i> )	4
BIO	410/410L	Principles of Genetics and Lab ( <i>odd Fall</i> )	4

BIO	440A	Biology Research Internship (off-campus) <b>OR</b>	3
BIO	440B	Biology Research Practicum (on-campus) <b>OR</b>	
EDUC	346ls	Secondary Life Science Methods ( <i>Options IV and V</i> )	
CHEM	101	General Chemistry I	3
CHEM	101L	General Chemistry I Lab	1
CHEM	102	General Chemistry II	3
CHEM	102L	General Chemistry II Lab	1
MATH	115	College Algebra (co-requisite with CHEM 101)	3
MATH	125	Introduction to Probability and Statistics ( <i>Fall</i> )	3

### Concentrations

#### Option I: Human Biology

Human Biology (11)			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
BIO	321/3	Principles of Human Anat & Phys I w/Lab ( <i>even Fall</i> )	4
BIO	322/3	Principles of Human Anat & Phys II w/Lab ( <i>odd Spring</i> )	3
BIO	401	Developmental Biology	3
Cross-Discipline Courses for Option I (19 Hours)			
CHEM	201	Organic Chemistry I ( <i>Fall</i> )	3
CHEM	201L	Organic Chemistry I Lab ( <i>Fall</i> )	1
CHEM	202	Organic Chemistry II ( <i>Spring</i> )	3
CHEM	202L	Organic Chemistry II Lab ( <i>Spring</i> )	1
CHEM	315	Biochemistry ( <i>odd Spring</i> )	3
PHY	101/L	General Physics I w/Lab ( <i>odd Fall</i> )	4
PHY	102/L	General Physics II w/ Lab ( <i>even Spring</i> )	4

#### Option II: Biotechnology Concentration

Biotechnology (12)			
BIO	430	Cell Culturing ( <i>odd Spring</i> )	3
BIO	431	Polymerase Chain Reaction ( <i>even Spring</i> )	3
BIO	432	Proteomics ( <i>even Fall</i> )	3
BIO	433	Bioinformatics ( <i>odd Fall</i> )	3
Cross-Discipline Courses for Option II (19 Hours)			
CHEM	201	Organic Chemistry I ( <i>Fall</i> )	3
CHEM	201L	Organic Chemistry I Lab ( <i>Fall</i> )	1
CHEM	202	Organic Chemistry II ( <i>Spring</i> )	3
CHEM	202L	Organic Chemistry II Lab ( <i>Spring</i> )	1
CHEM	315	Biochemistry ( <i>odd Spring</i> )	3
PHY	101/1	General Physics I w/Lab ( <i>odd Fall</i> )	4
PHY	102/1	General Physics II w/Lab ( <i>even Spring</i> )	4

**Option III: General Biology with Life Science Secondary Education Licensure**

The General Biology with Life Science Secondary Education Licensure option includes thirty-seven (37) hours of Biology Core and supporting courses, 15 hours of Life Science Education courses, and thirty-six (36) hours of professional secondary education licensure courses. Students pursuing this option must maintain at least a 2.70 GPA in their science courses to meet licensure and School of Education requirements.

<b>Biology Core Courses &amp; Supporting Studies (37 Hours)</b>			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
BIO	105	Environmental Biology	3
BIO	220	General Botany	4
BIO	221	General Zoology	4
BIO	315	General Microbiology	4
BIO	320	Cell & Molecular Biology	4
BIO	410/410L	Principles of Genetics	4
CHEM	101	General Chemistry I	3
CHEM	101L	General Chemistry I Lab	1
CHEM	102	General Chemistry II	3
CHEM	102L	General Chemistry II Lab	1
MATH	115	College Algebra	3
MATH	125	Introduction to Probability and Statistics	3
<b>Life Science Education Science Courses (15 hours)</b>			
BIO	321/321L	Principles of Human Anatomy and Physiology I	4
BIO	322/322L	Principles of Human Anatomy and Physiology II	4
BIO	405/405L	Ecology & Field Biology w/Lab ( <i>odd Fall</i> )	4
PHSC	101	Introduction to Physical Science	3
<b>Professional Secondary Education Core Courses (36 Hours)</b>			
EDUC	101	Foundations of Education	3
EDUC	135	Cultural Competency	1
EDUC	136	English Language Learner	1
EDUC	103	Exceptional Children	3
EDUC	213	Developmental Psychology	3
EDUC	295	Differentiated Instruction	3
EDUC	301	Assessment of Student Learning	2
EDUC	315	Classroom Management	2
EDUC	330	Middle School/Secondary Reading Problems	3
EDUC	346LS	Life Science Methods	3
<b>Student Teaching – All requirements for student teaching must be met prior to starting placement, including First Aid/CPR certification and criminal background check.</b>			
EDUC	418	Seminar in Education	2
EDUC	419	Student Teaching in Middle School (5wks) <b>and</b>	5
EDUC	420	Student Teaching in High School (5wks), <b>or</b>	5
EDUC	421	Student Teaching High School (12wks)	10

**Option IIIa: General Biology with Life Science Secondary Education Minor**

The General Biology with Life Science Secondary Education Minor option includes thirty-seven (37) hours in the Biology Core and supporting courses, fifteen (15) hours of Life Science Education courses, and twenty-four (24) hours of secondary education courses. Students pursuing this option must maintain at least a 2.70 GPA in their science courses to meet School of Education requirements.

<b>Biology Core Courses &amp; Supporting Studies (37 Hours)</b>			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
BIO	105	Environmental Biology	3
BIO	220	General Botany	4
BIO	221	General Zoology	4
BIO	315	General Microbiology	4
BIO	320	Cell & Molecular Biology	4
BIO	410/410L	Principles of Genetics	4
CHEM	101	General Chemistry I	3
CHEM	101L	General Chemistry I Lab	1
CHEM	102	General Chemistry II	3
CHEM	102L	General Chemistry II Lab	1
MATH	115	College Algebra	3
MATH	125	Introduction to Probability and Statistics	3
<b>Life Science Education Science Courses (15 Hours)</b>			
BIO	321/321L	Principles of Human Anat & Phys I w/Lab ( <i>even Fall</i> )	4
BIO	322/322L	Principles of Human Anat & Phys II w/Lab ( <i>odd</i> )	4
BIO	405/405L	Ecology & Field Biology w/Lab ( <i>odd Fall</i> )	4
PHSC	101	Introduction to Physical Science	3
<b>Secondary Education Courses (24 Hours Required)</b>			
EDUC	101	Foundations of Education	3
EDUC	103	Exceptional Children	3
EDUC	135	Cultural Competency	1
EDUC	136	English Language Learners	1
EDUC	213	Developmental Psychology	3
EDUC	295	Differentiated Instruction	3
EDUC	301	Assessment of Student Learning	2
EDUC	315	Classroom Management	2
EDUC	330	MS/Sec Reading Problems & Remediation	3
EDUC	346LS	Life Science Methods	3

*Minor*

**Biology Minor:** A minor in Biology consists of thirty (34) semester hours. Course requirements are as follows: BIO 105, BIO 220/220L, BIO 221/221L, BIO 315/315L, BIO 320/320L, BIO 410/410L, CHEM 101/101L, CHEM 102/102L, MATH 115.

## Bachelor of Science in Criminal Justice (Traditional/Main Campus Program)

The Bachelor of Science degree in Criminal Justice provides a broad background in studies related to law enforcement and criminal justice systems and practices. The program consists of a forty-five (45) semester hour Core. Students then select from two options: Option 1 as an eighteen (18) semester hours in general criminal justice; or Option 2 as an eighteen (18) semester hour concentration in investigative forensics.

*Criminal Justice Core*

Criminal Justice Core Courses (45 Hours)			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
CJ	101	Introduction to Criminal Justice	3
CJ	102	Introduction to Law Enforcement	3
CJ	110	Juvenile Justice	3
CJ	125	Statistics in Criminal Justice	3
CJ	150	Alternatives to Incarceration	3
CJ	201	Criminal Law	3
CJ	202	Criminal Procedures	3
CJ	215	Introduction to Criminology	3
CJ	275	Ethical Issues in Criminal Justice	3
CJ	292	Terrorism	3
CJ	315	Conflict Management in Criminal Justice	3
CJ	498	Criminal Justice Capstone Seminar	3
PSY	101	General Psychology	3
SOC	201	Introduction to Sociology	3
GOV	301	State & Local Governments	3

*Options*

Option I: Criminal Justice Generalist Concentration (18 Hours)			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
CJ	105	Community Policing	3
CJ	302	Criminal Investigation	3
CJ	320	Police Administration and Organization	3
CJ	330	Report Writing for Criminal Justice	3
CJ	410	Probation and Parole	3
CJ	415	Criminological Theory	3

Option II: Investigative Forensics Concentration (18 Hours)			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
CJ	302	Criminal Investigation	3
CJ	308	Investigative Photography	3
CJ	323	Basics of Crime Scene Investigation	3
CJ	432	Advanced Crime Scene Investigation	3
CJ	448	Medicolegal Investigation of Death	3

*Minors*

**Corrections Minor:** A minor in Corrections consists of 18 semester hours. Course requirements are as follows: CJ 101, CJ 150, CJ 400, CJ 410, and an additional 6 hours of electives in Criminal Justice at the 300 level or higher.

**Criminal Justice Minor:** A minor in Criminal Justice consists of 18 semester hours. Course requirements are as follows: CJ 101, CJ 201, CJ 275, CJ 302, CJ 315, and an additional 3 of electives in Criminal Justice at the 300 level or higher.

**Investigative Forensics Minor:** A minor in Investigative Forensics consists of twenty-one (21) semester hours. Course requirements are as follows: CJ 101, CJ 201, CJ 202, CJ 302, CJ 308, CJ 323, and CJ 423.

*Bachelor of Science in Criminal Justice (Online Program)*

The Bachelor of Science degree in Criminal Justice provides a broad background in studies related to law enforcement and criminal justice systems and practices. The program consists of a forty-eight (48) semester hour Core and nine (9) hours in restricted electives.

*Criminal Justice Core*

Criminal Justice Core (48 Hours)			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
CJ	101	Introduction to Criminal Justice	3
CJ	102	Introduction to Law Enforcement	3
CJ	105	Community Policing	3
CJ	110	Juvenile Justice	3
CJ	125	Statistics in Criminal Justice	3
CJ	201	Criminal Law	3
CJ	202	Criminal Procedures	3
CJ	275	Ethical Issues in Criminal Justice	3
CJ	301	Introduction to Forensic Science	3
CJ	310	Victimology	3
CJ	315	Conflict Management in Criminal Justice	3
CJ	320	Police Administration and Organization	3
CJ	325	Drugs & Criminal Justice	3
CJ	415	Criminological Theory	3
CJ	430	Community Corrections	3
CJ	441	Comparative Justice	3

*Restricted Electives*

Restricted Electives (9 Hours)			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
GOV	301	State & Local Government	3
PSY	101	General Psychology	3
SOC	201	Introduction to Sociology	3

*Bachelor of Science in History*

The History program of study consists of fifty-seven (57) semester hours. Students must complete forty-two (42) semester hours in history, including twenty-one (21) semester hours of required courses and twenty-one (21) semester hours of history electives. Diversified social science courses constitute the remaining fifteen (15) semester hours and can include additional history courses. Students must also complete elective courses to reach the program requirement of 120 hours.

*Core Content Courses*

Core Content Courses (57 Hours)			
History Courses (42 Hours)			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit</i>
HIS	101	World Civilization I	3
HIS	102	World Civilization II	3
HIS	103	Contemporary World History	3
HIS	241	Introduction to American History I	3
HIS	242	Introduction to American History II	3
HIS	243	Modern American History	3
HIS	450	Research Seminar in History	3
<b>Choose seven History elective courses (21 Hours): One at any level, three at 300 level or above, and at least three at 400 level. HIS 201 is highly recommended for those doing student teaching in Indiana.</b>			
			21 Hours
Social Science Electives (15 Hours)			
			15 Hours

**Bachelor of Science in History with Secondary Education Licensure**

Students pursuing the history major who are interested in teaching in secondary education settings can add a secondary history education concentration leading to state licensure. This concentration includes program requirements such as fifty-one (51) credit hours of core courses in history and social sciences, thirty-seven (37) hours of professional education coursework, and additional requirements such as maintaining a 2.70 GPA in major courses, demonstrating proficiency in state licensure exams, and completing student teaching. Course requirements for this concentration are as follows:



Core Content (51 Hours)			
History (21 Hours)			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
HIS	101	World Civilization I	3
HIS	102	World Civilization II	3
HIS	103	Contemporary World History	3
HIS	241	Introduction to American History I	3
HIS	242	Introduction to American History II	3
HIS	243	Modern American History	3
HIS	450	Research Seminar in History	3
<b>Choose seven History electives (21 Hours) - One at any level, three at 300 level or above, and at least three at 400 level. HIS 201 is highly recommended for those doing student teaching in Indiana.</b>			
			21
Social Science Electives (9 Hours)			
			9
Secondary History Licensure (37 Hours)			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit</i>
EDUC	101	Foundations of Education	3
EDUC	135	Cultural Competency	1
EDUC	136	English Language Learner	1
EDUC	137	Technology and Media	1
EDUC	103	Exceptional Children	3
EDUC	213	Developmental Psychology	3
EDUC	295	Differentiated Instruction	3
EDUC	301	Assessment of Student Learning	2
EDUC	315	Classroom Management	2
EDUC	330	Middle School/Secondary Reading Problems	3
EDUC	346s	Secondary Social Studies Methods	3
<b>Student Teaching – All requirements for student teaching must be met prior to starting placement, including First Aid/CPR certification and criminal background check.</b>			
EDUC	418	Seminar in Education	2
EDUC	419	Student Teaching in Middle School (5wks) <b>and</b>	5
EDUC	420	Student Teaching in High School (5wks), <b>or</b>	5
EDUC	421	Student Teaching High School (12wks)	10

### Bachelor of Science in History with Secondary Education Minor

Students in the history program who are interested in education but do not want to pursue a licensure track may be interested in adding a secondary education minor to their major. The secondary education minor includes fifty-one (51) core content courses in history and social sciences and twenty-five (25) credit hours in professional education courses such as pedagogy (teaching methods), developmental psychology, cultural competency, among others. Students adding this minor must also complete additional elective courses the program requirement of 120 hours.

Core Content (51 Hours)			
History Core (42 Hours)			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
HIS	101	World Civilization I	3
HIS	102	World Civilization II	3
HIS	103	Contemporary World History	3
HIS	241	Introduction to American History I	3
HIS	242	Introduction to American History II	3
HIS	243	Modern American History	3
HIS	450	Research Seminar in History	3
<b>Choose Seven History Electives (21 Hours) - One at any level, three at 300 level or above, and at least three at 400 level. HIS 201 is highly recommended for those doing student teaching in Indiana.</b>			
			21
Social Science Electives (9 Hours)			
			9
Secondary Education Minor (25 Hours)			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit</i>
EDUC	101	Foundations of Education	3
EDUC	135	Cultural Competency	1
EDUC	136	English Language Learner	1
EDUC	137	Technology and Media	1
EDUC	103	Exceptional Children	3
EDUC	213	Developmental Psychology	3
EDUC	295	Differentiated Instruction	3
EDUC	301	Assessment of Student Learning	2
EDUC	315	Classroom Management	2
EDUC	330	Middle School/Secondary Reading Problems	3
EDUC	346s	Secondary Social Studies Methods	3

### Minors

**Global Studies Minor:** The Global Studies Minor consists of twenty-four (24) semester hours in a variety of related disciplines: GOV 105, HIS 103, ART 214 or FA 201, ENG 201 or ENG 310, HS 299, SOC 290, ECON 302, and GOV 202.

**History Minor:** The History minor is composed of twenty-four (24) semester hours of diversified History courses. The minor is composed of eighteen (18) semester hours of required History courses (HIS 101, HIS 102, HIS 103, HIS 241, HIS 242, HIS 243) and six (6) semester hours of History electives at the 300 or 400 level.

**Social Science Minor:** The Social Science minor is composed of twenty-four (24) semester hours of diversified Social Science courses to be determined in consultation with the student's advisor.

## Bachelor of Science in Applied Mathematics

The Bachelor of Science in Applied Mathematics provides students with a thorough knowledge of theoretical and applied mathematics in areas such as calculus, statistics, algebra, geometry and history. It gives students an opportunity to develop critical and logical thinking skills, as well their appreciation of the value of mathematics. This course of study includes thirty-five (35) credit hours of Foundational Core courses, thirty-eight (38) credit hours in Mathematics Core courses, additional credit hours in a chosen concentration, and credit hours in unrestricted electives to complete the overall 120-hour completion requirement. Concentrations can be chosen in the fields of education, science, business, or a combination of science and business.

### Mathematics Core

Mathematics Core Courses (38 Hours)			
Dept.	Number	Name	Credit Hours
MATH	120	Trigonometry	3
MATH	125	Introduction to Probability and Statistics	3
MATH	216	Analytical Geometry & Calculus I	4
MATH	225	Statistics II	3
MATH	251	Discrete Mathematics	3
MATH	317	Analytical Geometry & Calculus II	4
MATH	325	Linear Algebra	3
MATH	335	Modern Geometry	3
MATH	401	Differential Equations	3
MATH	410	Seminar in History of Mathematics	3
Choose Two from the Following Math Courses (6-7 Hours)			
MATH	318	Analytical Geometry & Calculus III	4
MATH	403	Complex Variables	3
MATH	405	Numerical Analysis	3
MATH	415	Number Theory	3

### Concentrations

**Option I – Science:** Includes thirty (30) credit hours of biology, chemistry, and/or physics courses.

**Option II – Business:** Includes thirty (30) credit hours of accounting, business, economics, human resource management, management, marketing and/or sports administration courses.

**Option III – Science and Business:** Includes eighteen (18) credit hours of science courses and twelve (12) credit hours of business courses.

**Option IV – Secondary Education Minor:** Includes twenty-five (25) credit hours of education courses as follows:

Secondary Education (25 Hours)			
Dept.	Number	Name	Credit Hours
EDUC	101	Foundations of Education	3
EDUC	135	Cultural Competency	1
EDUC	136	English Language Learner	1

EDUC	137	Technology and Media	1
EDUC	103	Exceptional Children	3
EDUC	213	Developmental Psychology	3
EDUC	295	Differentiated Instruction	3
EDUC	301	Assessment of Student Learning	2
EDUC	315	Classroom Management	2
EDUC	330	Middle School/Secondary Reading Problems	3
EDUC	346m	Secondary Mathematics Methods	3

**Option V – Secondary Education Mathematics Licensure:** Includes thirty-seven (37) hours of professional secondary education core courses as follows:

Professional Secondary Education Core Courses (37 Hours)			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
EDUC	101	Foundations of Education	3
EDUC	135	Cultural Competency	1
EDUC	136	English Language Learner	1
EDUC	137	Technology and Media	1
EDUC	103	Exceptional Children	3
EDUC	213	Developmental Psychology	3
EDUC	295	Differentiated Instruction	3
EDUC	301	Assessment of Student Learning	2
EDUC	315	Classroom Management	2
EDUC	330	Middle School/Secondary Reading Problems	3
EDUC	346m	Secondary Mathematics Methods	3
<b>Student Teaching – All requirements for student teaching must be met prior to starting placement, including First Aid/CPR certification and criminal background check.</b>			
EDUC	418	Seminar in Education	2
EDUC	419	Student Teaching in Middle School (5wks) <b>and</b>	5
EDUC	420	Student Teaching in High School (5wks), <b>or</b>	5
EDUC	421	Student Teaching High School (12wks)	10

### Minors

**Math Minor:** A minor in Math consists of 24 semester hours. Course requirements are as follows: MATH 120, 125, 216, 251, 317, 335, and an additional 4 hours of electives in MATH at the 300 level or higher.

### Bachelor of Science in Psychology

The Bachelor of Science in Psychology teaches students to appreciate the value of psychological practices in a variety of contexts. The Psychology major consists of a ninety-four (94) semester hours: forty-eight (48) semester hours in the Psychology Core, six (6) hours of psychology electives, and additional hours of unrestricted electives to complete the 120 semester hour degree requirement. Students pursuing a Psychology major can also choose to complete a specialization in addictions counseling, which consists of fifteen (15) additional semester hours in psychology beyond those in the Psychology Core, and in place of psychology electives and some unrestricted electives.

*Psychology Core*

<b>Psychology Core (48 Hours)</b>			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
PSY	101	General Psychology	3
PSY	125	Social Science Statistics I (Same as MATH 125)	3
PSY	225	Social Science Statistics II (Prerequisite: PSY 125)	3
PSY	290	Social & Cultural Diversity	3
PSY	351	Psychological Tests & Measures (Prerequisite: PSY 101)	3
PSY	352	Physiological Psychology (Prerequisite: PSY 101)	3
PSY	360	Life Span Human Behavior & Development (Prerequisite: PSY 101)	3
PSY	372	Abnormal Psychology (Prerequisite: PSY 101)	3
PSY	390	Psychoactive Drugs (Prerequisite: PSY101)	3
PSY	401	Social Psychology	3
PSY	405	Personality Theory & Individual Differences (Prerequisite: PSY 101)	3
PSY	410	Internship in Psychology (Prerequisite: PSY 101), <b>or</b> Practicum in Addictions Counseling I	3
PSY	420		
PSY	440	Ethics and Professional Development (Prerequisite: PSY 101)	3
PSY	445	Studies in Psychology (Prerequisite: PSY 101)	3
<b>Choose Two Psychology Electives (6 Hours)</b>			
PSY	201	Introduction to Counseling (Prerequisite: PSY 101)	3
PSY	212	Sports Psychology	3
PSY	251	Industrial/Organizational Psychology	3
PSY	300	Addictions Theory (Prerequisite: PSY 101)	3
PSY	322	Family Education	3
PSY	340	Addictions Counseling (Prerequisite: PSY 101)	3
PSY	380	Treatment Planning (Prerequisite: PSY 101)	3
PSY	412	Criminal Psychology (Prerequisite: PSY 101)	3
PSY	430	Practicum in Addictions Counseling II	3

*Specialization in Addictions Counseling*

<b>Specialization Courses (15 Hours)</b>			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
PSY	300	Addictions Theory ( Prerequisite: PSY 101)	3
PSY	322	Family Education( Prerequisite: PSY 101)	3
PSY	340	Addictions Counseling ( Prerequisite: PSY 101)	3
PSY	380	Treatment Planning ( Prerequisite: PSY 101)	3
PSY	430	Practicum II( Prerequisites: PSY 101 & PSY 420)	3

## Minors

**Psychology Minor:** A minor in Psychology consists of twenty-four (24) semester hours: eighteen (18) semester hours in the Psychology Core plus six (6) semester hours of psychology electives at the 300 or 400 level.

Psychology Minor Core (24 Hours)			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
PSY	101	General Psychology	3
PSY	125	Social Science Statistics I (Same as MATH 125)	3
PSY	225	Social Science Statistics II (Prerequisite: PSY 125)	3
PSY	360	Life Span Human Behavior & Development (Prerequisite:	3
PSY	372	Abnormal Psychology (Prerequisite: PSY 101)	3
PSY	401	Social Psychology	3
Choose Two Psychology Electives from the Following 300 and 400 Level Courses (6 Hours)			
PSY	300	Addictions Theory (Prerequisite: PSY 101)	3
PSY	351	Psychological Tests and Measures (Prerequisite: PSY	3
PSY	352	Physiological Psychology (Prerequisite: PSY 101)	3
PSY	390	Psychoactive Drugs (Prerequisites: PSY 101)	3
PSY	405	Personality Theory and Individual Differences (Prerequisite:	3
PSY	412	Criminal Psychology (Prerequisite: PSY 101)	3
PSY	440	Ethics and Professional Development (Prerequisite: PSY 101)	3
PSY	445	Studies in Psychology (Prerequisite: PSY 101)	3

## Other Minors

**Chemistry Minor:** The Chemistry minor consists of a minimum of twenty-two (22) semester hours in Chemistry courses, as outlined below.

Chemistry Minor (22-23)			
Required Courses (19 Hours):			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
CHEM	101	General Chemistry I	3
CHEM	101L	General Chemistry I Laboratory	1
CHEM	102	General Chemistry II	3
CHEM	102L	General Chemistry II Laboratory	1
CHEM	201	Organic Chemistry I	3
CHEM	201L	Organic Chemistry I Laboratory	1
CHEM	202	Organic Chemistry II	3
CHEM	202L	Organic Chemistry II Laboratory	1
CHEM	315	Biochemistry	3
Choose One Course from Following (3-4 Hours):			
CHEM	301	Quantitative Analysis (co-requisite: CHEM 301L)	4

CHEM	301L	Quantitative Analysis Lab	0
CHEM	351	Introduction to Medicinal Chemistry	3
CHEM	353	Environmental Chemistry	4
CHEM	445	Research in Chemistry	3

### Associate of Arts in University Studies

The Associate of Arts in University Studies degree offers a basic core of learning in the field of liberal arts for those students who wish to begin their studies now and intend to pursue professional studies in a bachelor's degree at a later date.

The Associate of Arts in University Studies degree consists of the Foundational Core for associate degrees of twenty-seven (27) semester hours and thirty-three (33) semester hours in unrestricted electives in communication skills, humanities, social sciences, mathematics, and natural sciences.

### Bachelor of Arts in University Studies

The Bachelor of Arts in University Studies is a flexible liberal arts degree that allows students to engage with our Foundational Core courses and other topics of interest.

The Bachelor of Arts in University Studies offers two concentrations, Education and Psychology. Any approved concentration from another degree program or any minor will also allow a student to complete the University Studies degree without a concentration. The approved University Studies concentrations (i.e., Education and Psychology) include core courses that mirror OCU's bachelor's degrees in those areas but provide space for additional exploration in liberal arts and science courses.

The Bachelor of Arts in University Studies consists of the Foundational Core for bachelor's programs of thirty-five (35) to thirty-eight (38) semester hours, an approved concentration or minor, and at least thirty (30) semester hours at the 300 and 400 level. The total number of credits must reach at least 120 semester hours.

#### Concentration: Education

Core Content Courses (31)			
At least 30 hours of electives in 300 & 400 level courses			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
EDUC	101	Foundations of Educ	3
EDUC	135	Cultural Competency	1
EDUC	136	English Lang Learners	1
EDUC	137	Educational Technology	1
SPED	101	Exceptional Children	3
MATH	210	Math for Elem Teachers	3
EDUC	213	Developmental Psych	3
EDUC	301	Assessment of Stud Learn	2
EDUC	305	Teaching of Reading	3
EDUC	310	Language Arts Methods	2

EDUC	315	Classroom Management	2
EDUC	350	SS Methods	2
EDUC	355	Science / Tech Methods	2
EDUC	450	Senior Capstone	3
<b>Unrestricted Electives (51 Hours)</b>			
Requires 13 hours of 300 & 400 level courses			

*Concentration: Psychology*

<b>Core Content Courses (30)</b>			
<b>Psychology Concentration-18 hours must be 300-400 level courses</b>			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
PSY	101	General Psychology	3
PSY	125	Social Science Stats I	3
PSY	201	Intro to Counseling	3
PSY	215	Sports Psychology	3
PSY	225	Social Science Stats II	3
PSY	251	Indust/Organ Psychology	3
PSY	290	Social & Cultural Div	3
PSY	300	Addictions Theory	3
PSY	322	Family Education	3
PSY	340	Addictions Counseling	3
PSY	351	Psychological T & M	3
PSY	352	Physiological Psychology	3
PSY	360	Life Span Human B & D	3
PSY	372	Abnormal Psychology	3
PSY	380	Treatment Planning	3
PSY	390	Psychoactive Drugs	3
PSY	401	Social Psychology	3
PSY	405	Personality Theory & Ind. Differences	3
PSY	412	Criminal Psychology	3
PSY	410 <i>OR</i> 420	Seminar and Internship in Psych <i>OR</i> Practicum In Addictions Counseling I	3
PSY	430	Practicum in Ad Couns II	3
PSY	440	Ethics & Prof Develop	3
PSY	445	Studies in Psychology	3
<b>Unrestricted Electives (55 Hours) 12 hours must be 300-400 level</b>			



## School of Business

### About the School

In today's competitive market, employers are looking for students that can demonstrate a wide variety of skills with a high level of competency. Students will gain this competitive advantage in the School of Business at OCU. As a business student, you will experience hands-on learning projects, leadership options, team-based experiences and professional internships. You will also receive guidance from an advisor teaching in your chosen field of study.

Oakland City University has received specialized accreditation for its business programs through the International Assembly for Collegiate Business Education (IACBE), located in Olathe, Kansas. The business programs in the following degrees are accredited by the IACBE:

- Associate of Science, Business Administration
- Associate of Science, Accounting
- Bachelor of Science in Business Administration with the following concentrations:
  - Accounting*
  - Management*
  - Human Resource Management*
  - Marketing*
  - Sports Administration*

Information pertaining to student learning and achievement in the business programs accredited by the IACBE can be obtained by visiting the Oakland City University - School of Business website under Professional Accreditation at <https://www.oak.edu/academics/school-business> or by contacting the Director of Institutional Assessment, Oakland City University, 138 N. Lucretia Street, Oakland City, IN 47660 (812.749.1392).

The School of Business offers associate, bachelor's, and master's degrees. Associate degrees in Accounting and Business Administration are offered, as well as bachelor's degrees in Business Administration with concentrations in accounting; human resource management; management; marketing; sports administration. The bachelor's degree in Business Education is offered in cooperation with the School of Education. Minors in Accounting and Business are also offered. Information about graduate programs is available in the Graduate Catalog.

### Faculty of the School of Business

Cathy A. Robb, Ed. D., Dean, Professor of Business  
 William Borders, M.S., Lecturer in Business  
 Stephen Custer, Ed.D., Associate Professor of Business  
 T. Ray Fletcher, M.S.M., Lecturer in Business  
 Jervaise McDaniel, Ed.D., Assistant Professor of Business  
 Rodger Minatra, Ed.D., Associate Professor of Business  
 Carlotta Reynolds, Ed.D., Assistant Professor of Business  
 Shayne Ross, M.S., Lecturer in Business

### Mission of the School of Business

The mission of the School of Business is to create and sustain a learning community focused on preparing program graduates with the current knowledge and skills necessary to be successful in a business enterprise. This includes an emphasis on life-long learning, Christian-based ethical and moral conduct, cultural diversity, community service, teamwork, and leadership.

### Objectives of the School of Business

The School of Business has five (5) broad-based objectives focused on goals for student learning across the curriculum.

#### **Broad-Based Student Learning Goals:**

1. **Professional** – Graduates will demonstrate the ability to apply and synthesize the various concepts, theories, and practices in the functional areas of business in order to facilitate sound business decisions.
2. **Information Technology and Literacy** – Graduates will demonstrate the ability to access, use, and evaluate management information in business decision making.
3. **Disciplined Inquiry** – Graduates will demonstrate the ability to use quantitative and qualitative analytical and critical thinking skills to evaluate information, solve problems, and make sound decisions.
4. **Communication Skills** – Graduates will demonstrate the ability to communicate coherently and effectively using various methodologies.
5. **Ethics and Morality** – Graduates will demonstrate the knowledge and application of appropriate ethical and moral behavior in the workplace.

### Associate Degree Programs

The School of Business offers Associate in Science degrees in two areas: Accounting, and Business Administration. For higher-level positions, today's employers are seeking well-rounded, college-educated individuals. The associate degree programs incorporate development of both vocational competency and a good general education foundation. These programs prepare students for positions in accounting, financial institutions, government offices, investment firms, health care offices, wholesale and retail outlets, and numerous other business positions where paraprofessional personnel are needed.

All associate degree programs have a required Foundational Core as part of the program of study. **All associate degree programs require the successful completion of sixty (60) semester hours.**

#### Associate of Science in Accounting

This program prepares students to provide assistance to top level auditors and accountants. Students are also skilled to perform invoicing, payroll, accounts receivables/payables and basic accounting reporting. Students who complete an associate degree in Accounting are prepared to continue their education toward a bachelor's degree in Accounting or Business. The associate degree in Accounting consists of sixty (60) semester hours.

*Business Core*

<b>Business Core Courses (36 Hours)</b>			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
ACCT	201	Principles of Accounting I	3
ACCT	202	Principles of Accounting II	3
ACCT	301	Intermediate Accounting I	3
ACCT	302	Intermediate Accounting II	3
ACCT	401	Income Tax I	3
BUS	101	Introduction to Business	3
BUS	175	Business Mathematics	3
BUS	185	Business Technology	3
BUS	215	Business Communication	3
BUS	302	Business Economics in the Global Economy	3
MGT	201	Principles of Management	3
MKT	201	Principles of Marketing	3

*Associate of Science in Business Administration*

This program prepares students for a variety of support positions in business and industry. Students examine the principles of the functional areas of business with particular attention to business management. Effective oral and written communication skills for business are developed. Students who complete as associate degree in Business Administration are also prepared to continue their education toward a bachelor's degree in Business. The associate degree in Business Administration consists of sixty (60) semester hours.

*Business Core*

<b>Business Core Courses (33)</b>			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
ACCT	201	Principles of Accounting I	3
ACCT	202	Principles of Accounting II	3
BUS	101	Introduction to Business	3
BUS	175	Business Mathematics	3
BUS	185	Business Technology	3
BUS	206	Management of Information Systems	3
BUS	215	Business Communication	3
BUS	302	Business Economics in the Global Economy	3
BUS	320	Business Statistics	3
MGT	201	Principles of Management	3
MKT	201	Principles of Marketing	3

## Bachelor's Degree Programs

### Bachelor of Science in Business Administration

The School of Business offers the Bachelor of Science degree in Business Administration with a concentration in accounting, human resource management, management, marketing, sports administration, or education. These programs are designed to prepare students for graduate study or for entry-level professional positions in business, industry, government, and education. The bachelor's degree in business consists of 120 semester hours, achieved by completing fifty-one (51) semester hours in Business core courses, twenty-four (24) semester hours in the concentration, and additional hours of unrestricted electives to reach the 120-hour requirement.

***The Bachelor of Science in Business Administration is available on main campus, at four off campus locations (Bedford, Evansville, Plainfield and Rockport) and as a fully online program.***

#### Business Core

There are two different sets of Business Core courses based on the selected concentration: Business Core for Accounting, Human Resource Management, Management, Marketing and Sports Administration concentrations, and Business Core for the Secondary Education concentration.

Business Core for Concentrations in Accounting, Human Resources, Management, Marketing, Sports Administration (51 Hours)			
Dept	Number	Name	Credit Hours
ACCT	201	Principles of Accounting I	3
ACCT	202	Principles of Accounting II (Prerequisite: ACCT 201)	3
BUS	101	Introduction to Business	3
BUS	175	Business Mathematics	3
BUS	185	Business Technology	3
BUS	206	Management Information Systems	3
BUS	215	Business Communication	3
BUS	302	Business Economics in the Global Economy	3
BUS	320	Business Statistics	3
BUS	330	Principles of Finance (Prerequisites: BUS 175, ACCT 202)	3
BUS	335	Business Law and Ethics (Prerequisite: BUS 101)	3
BUS	425	Business Capstone	3
BUS	440	Business Internship Portfolio	3
MGT	201	Principles of Management	3
MGT	415	International Business Management (Prerequisite: MGT 201)	3
MGT	430	Organizational Behavior (Prerequisite: MGT 201)	3
MKT	201	Principles of Marketing	3

#### Concentrations

Accounting (24 Hours)			
Dept	Number	Name	Credit Hours
<b>Required Courses:</b>			
ACCT	301	Intermediate Accounting I	3

ACCT	302	Intermediate Accounting II	3
ACCT	315	Managerial Accounting	3
ACCT	325	Accounting Information Systems	3
ACCT	401	Income Tax I	3
ACCT	402	Income Tax II	3
ACCT	425	Auditing	3
<b>Choose One Additional Course:</b>			
ACCT	410	Advanced Accounting	3
ACCT	445	Studies in Accounting	3
MGT	435	Strategic Management & Marketing	3

Human Resource Management (24 Hours)			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
<b>Required Courses:</b>			
HRM	301	Introduction to Human Resource Management	3
HRM	315	Employee Recruitment, Training, and Development	3
HRM	320	Labor Relations	3
HRM	401	Human Resource Law	3
HRM	404	Compensation & Benefits	3
<b>Choose Three Additional Courses:</b>			
MGT	310	Operations and Facility Management	3
HRM	445	Studies in Management	3
MGT	425	Entrepreneurship	3
MGT	435	Strategic Management & Marketing	3
MGT	438	Management & Leadership	3

Management (24 Hours)			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
<b>Required Courses:</b>			
ACCT	315	Managerial Acct (Prerequisite: ACCT 202)	3
HRM	301	Introduction to Human Resources Management (Prerequisite: MGT 201)	3
HRM	401	Human Resource Law (Prerequisite: HRM 301)	3
MGT	310	Operations & Facility Management (Prerequisite: MGT 201)	3
MGT	435	Strategic Marketing & Management (Prerequisite: MGT 201)	3
MGT	438	Management and Leadership	3
<b>Choose Two Additional Courses:</b>			
HRM	315	Employee Recruitment, Training & Development	3
HRM	320	Labor Relations (Prerequisite: HRM 301)	3
HRM	404	Compensation & Benefits	3
MGT	425	Entrepreneurship (Prerequisite: MGT 201)	3
MGT	445	Studies in Management	3

Marketing (24 Hours)			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
<b>Required Courses:</b>			
MKT	310	Consumer Behavior	3
MKT	305	Marketing Research	3

MKT	315	Sales and Personal Selling	3
MKT	330	Sports Marketing	3
MKT	340	Social Media & E-Marketing	3
MKT	425	International Marketing	3
<b>Choose Two Additional Courses:</b>			
MGT	425	Entrepreneurship	3
MGT	435	Strategic Management & Marketing	3
MKT	445	Studies in Marketing	3

Sports Administration (24 Hours)			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
<b>Required Courses:</b>			
MGT	310	Operations & Facility Management	3
MKT	340	Social Media & E-Marketing	3
SA	101	Introduction to Sports Administration	3
SA	301	Sports Law	3
SA	330	Sports Marketing	3
SA	425	Athletic Administration	3
<b>Choose Two Additional Courses:</b>			
PSY	212	Sports Psychology	3
MGT	435	Strategic Management	3
SA	445	Studies in Sports Administration	3

### Bachelor of Applied Science in Operations Management (2+2 Transfer Program)

The School of Business also offers the Bachelor of Applied Science degree in Operations Management. This degree program is for transfer students who have completed or are near completion of an Associate of Science or an Associate of Applied Science degree in business or industry-oriented program of study from an accredited Community/Technical college or university. Sixty semester hours of associate degree coursework will be accepted toward the Bachelor of Applied Science degree in Operations Management. The bachelor's degree in applied science consists of 120 semester hours.

Students complete thirty-nine (39) semester hours in the Business Applied Core and one concentration.

#### Business Core

Business Core Courses (39 Hours)			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
ACCT	201	Principles of Accounting	3
BUS	101	Introduction to Business	3
BUS	335	Business Law and Ethics	3
BUS	206	Management Information Systems	3
BUS	185	Business Technology	3
HRM	301	Introduction to Human Resource Management	3
MGT	201	Principles of Management	3
BUS	302	Business Economics	3

MGT	415	International Business	3
BUS	320	Business Statistics	3
MGT	430	Organizational Behavior	3
MKT	201	Principles of Marketing	3
BUS	425	Business Capstone	3

### Concentrations

Concentration in Quality Systems (9 Hours)			
Dept	Number	Name	Credit Hours
MGT	452	Quality Systems	3
MGT	453	Six Sigma Principles	3
MGT	454	Quality Project Management	3

Concentration in Logistics & Product Distribution (9 Hours)			
Dept	Number	Name	Credit Hours
MGT	450	Supply Chain Management	3
MGT	452	Quality Systems	3
MGT	455	Logistics & Product Distribution	3

Concentration in Leadership (15 Hours)			
Dept	Number	Name	Credit Hours
MGT	438	Management vs. Leadership	3
MGT	454	Quality Project Management	3
MGT	460	Team Building	3
MGT	462	Servant Leadership	3
MGT	464	Leadership Practicum	3

### Minors

Accounting (24 Hours)			
Dept	Number	Name	Credit Hours
<b>Required Courses:</b>			
ACCT	201	Principles of Accounting I	3
ACCT	202	Principles of Accounting II	3
ACCT	301	Intermediate Accounting I	3
ACCT	302	Intermediate Accounting II	3
ACCT	401	Income Tax I	3
BUS	101	Introduction to Business	3
<b>Choose Two Accounting Electives Approved by the Advisor (6 Hours)</b>			
			6
Business (24 Hours)			
Dept	Number	Name	Credit Hours
ACCT	201	Principles of Accounting I	3
BUS	101	Introduction to Business	3
BUS	185	Business Technology	3
BUS	215	Business Communication	3
BUS	302	Business Economics in the Global Economy	3

HRM	301	Introduction to Human Resource Management	3
MGT	201	Principles of Management	3
MKT	201	Principles of Marketing	3

### Bachelor of Science in Secondary Business Education

The Bachelor of Science in Secondary Business Education requires completion of the Foundational Core, Business Core, and Secondary Education Core courses. This degree path allows for (51) hours of business courses, twenty-five (25) hours of education courses and twelve (12) hours of unrestricted electives.

Business Core (51 Hours)			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
ACCT	201	Principles of Accounting I	3
ACCT	202	Principles of Accounting II	3
BUS	101	Introduction to Business	3
BUS	175	Business Mathematics	3
BUS	185	Business Technology	3
BUS	206	Management Information System	3
BUS	215	Business Communication	3
BUS	302	Business Economics in the Global Economy	3
BUS	320	Business Statistics	3
BUS	330	Principles of Finance	3
BUS	335	Business Law and Ethics	3
BUS	425	Business Capstone Seminar	3
BUS	456	Career & Technology Education	3
MGT	201	Principles of Management	3
MGT	415	International Business Management	3
MGT	430	Organizational Behavior	3
MKT	201	Principles of Marketing	3

Professional Secondary Education Core (25 Hours)			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
EDUC	101	Foundations of Education	3
EDUC	135	Cultural Competency	1
EDUC	136	English Language Learner	1
EDUC	137	Technology & Media	1
EDUC	103	Exceptional Children	3
EDUC	213	Developmental Psychology	3
EDUC	295	Differentiated Instruction	3
EDUC	301	Assessment of Student Learning	2
EDUC	315	Classroom Management	2
EDUC	330	MS/Secondary Reading Problems	3
EDUC	346B	Business Methods in Secondary Teaching	3



### Bachelor of Science in Secondary Business Education with Licensure

The Bachelor of Science in Secondary Business Education with Licensure is the same as the Bachelor of Science in Secondary Business Education with the addition of student teaching.

Business Core (51 Hours)			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
ACCT	201	Principles of Accounting I	3
ACCT	202	Principles of Accounting II	3
BUS	101	Introduction to Business	3
BUS	175	Business Mathematics	3
BUS	185	Business Technology	3
BUS	206	Management Information System	3
BUS	215	Business Communication	3
BUS	302	Business Economics in the Global Economy	3
BUS	320	Business Statistics	3
BUS	330	Principles of Finance	3
BUS	335	Business Law and Ethics	3
BUS	425	Business Capstone Seminar	3
BUS	456	Career & Technology Education	3
MGT	201	Principles of Management	3
MGT	415	International Business Management	3
MGT	430	Organizational Behavior	3
MKT	201	Principles of Marketing	3

Professional Secondary Education Core (37 Hours)			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
EDUC	101	Foundations of Education	3
EDUC	135	Cultural Competency	1
EDUC	136	English Language Learner	1
EDUC	137	Technology & Media	1
EDUC	103	Exceptional Children	3
EDUC	213	Developmental Psychology	3
EDUC	295	Differentiated Instruction	3
EDUC	301	Assessment of Student Learning	2
EDUC	315	Classroom Management	2
EDUC	330	MS/Secondary Reading Problems	3
EDUC	346B	Business Methods in Secondary Teaching	3
<b>Student Teaching - All requirements for student teaching must be met prior to starting placement including First Aid/CPR certification and criminal background check.</b>			
EDUC	418	Seminar in Education	2
EDUC	419	Student Teaching Middle (419) 6 weeks <b>and</b>	5
EDUC	420	Student Teaching High School (420) 6 weeks	5
		<b>or</b>	
EDUC	421	Student Teaching High School 12 weeks	10

## Adult and Professional Studies Programs

The School of Business provides courses and degree programs in a non-traditional, accelerated format designed to meet the needs of working adults. The following undergraduate degrees are offered in the Adult and Professional Studies program: Associate of Science in Business Administration, Bachelor of Science in Business Administration with concentrations in Accounting, Human Resources Management and Management, and Bachelor of Applied Science in Operations Management with concentrations in Quality Systems, Logistics & Product Distribution and Leadership.

In addition to the main campus in Oakland City, the school has extension sites at Evansville, Bedford, Rockport, and Plainfield. Courses and/or cohort groups operate at other locations throughout Indiana. Depending on the program, classes meet evenings or online. The professional development needs of employees of several Indiana businesses are being served with in-house courses, and programs.

The goals of the Adult and Professional Studies Programs are:

- To provide flexible, relevant learning experiences and degree programs for the varied professional development needs of working adults and their employers.
- To enhance oral and written communication skills, strengthen problem-solving and critical-thinking skills, develop organizational leadership skills, and promote ethical human standards and values in adult students.
- To serve a leading role for the University in outreach to communities and businesses in need of further education and career enhancement.
- To support and strengthen the concept of learning as a lifelong process.

Complete program information, including locations, dates, fees, admissions criteria, and course and program descriptions, can be obtained directly from the following:

Adult and Professional Studies Program

138 North Lucretia Street

Oakland City, IN 47660

1-800-737-5126

<https://www.oak.edu/academics/school-business>

Associate of Science Degree in Business Administration

The associate degree program has a required Foundational Core of twenty-seven (27) semester hours as part of the program of study. The associate program requires the successful completion of sixty (60) semester hours.

Business Administration Core Courses (33 Hours)			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
ACCT	201	Principles of Accounting I	3
ACCT	202	Principles of Accounting II	3
BUS	101	Introduction to Business	3

BUS	175	Business Math	3
BUS	185	Business Technology	3
BUS	206	Management Info Systems	3
BUS	215	Business Communication	3
BUS	302	Business Economic in the Global Economy	3
BUS	320	Business Statistics	3
MGT	201	Principles of Management	3
MKT	201	Principles of Marketing	3

### Bachelor of Science in Business Management

The bachelor's degree program has a required Foundational Core of thirty-two (32) semester hours as part of the program of study. The bachelor program requires the successful completion of 120 semester hours.

Business Core Courses for Concentrations in Management, Human Resource Management and Accounting (48 Hours)			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
ACCT	201	Principles of Accounting I	3
ACCT	202	Principles of Accounting II	3
BUS	101	Introduction to Business	3
BUS	175	Business Mathematics	3
BUS	185	Business Technology	3
BUS	206	Management Information Systems	3
BUS	215	Business Communication	3
BUS	302	Business Economics in the Global Economy	3
BUS	320	Business Statistics	3
BUS	330	Principles of Finance	3
BUS	335	Business Law and Ethics	3
BUS	425	Business Capstone	3
MGT	201	Principles of Management	3
MGT	415	International Business	3
MGT	430	Organizational Behavior	3
MKT	201	Principles of Marketing	3

Business Core Courses for Concentration in Management (24 Hours)			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
<b>Required Courses:</b>			
ACCT	315	Managerial Accounting (Prerequisite: ACCT 202)	3
HRM	301	Introduction to Human Resource Management (Prerequisite: MGT 201)	3
HRM	401	Human Resource Law (Prerequisite: HRM 301)	3
MGT	310	Operations & Facility Management	3
MGT	438	Management & Leadership	3
MGT	435	Strategic Management & Marketing	3
<b>Choose Two Additional Courses:</b>			
HRM	315	Employee Recruitment Training & Development	3
HRM	320	Labor Relations (Prerequisites: HRM 301, MGT 201)	3

HRM	404	Compensation & Benefits	3
MGT	425	Entrepreneurship	3
MGT	445	Studies in Management	3

Business Core Courses for Concentration in Human Resource Management (24 Hours)			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
<b>Required Courses:</b>			
HRM	301	Introduction to HRM (Prerequisite: MGT 201)	3
HRM	401	HR Law	3
HRM	404	Compensation and Benefits	3
HRM	315	Employee Recruitment, Training, & Development	3
HRM	320	Labor Relations	3
<b>Choose Three Additional Courses:</b>			
HRM	445	Studies in Human Resource Management	3
MGT	310	Operations & Facility Mgt. (Prerequisite: MGT 201)	3
MGT	425	Entrepreneurship (Prerequisite: MGT 201)	3
MGT	435	Strategic Mgt & Mkt. (Prerequisite: MGT 201)	3
MGT	438	Management & Leadership	3

Business Core Courses for Concentration in Accounting (24 Hours)			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
<b>Required Courses:</b>			
ACCT	301	Intermediate Accounting I	3
ACCT	302	Intermediate Accounting II	3
ACCT	315	Managerial Accounting	3
ACCT	325	Accounting Information Systems	3
ACCT	401	Income Tax I	3
ACCT	402	Income Tax II	3
ACCT	425	Auditing	3
<b>Choose One Additional Course:</b>			
ACCT	410	Advanced Accounting	3
ACCT	445	Studies in Accounting	3
MGT	435	Strategic Management & Marketing	3

## School of Education

### About the School

Oakland City University has historically included an effective Educator Preparation Program. The School of Education at OCU has provided many teachers for schools in the local area, nationally, and internationally. In 1988, the Board of Trustees designated the School of Education as the official unit, responsible to the Indiana Department of Education (IDOE). Faculty members who instruct in early childhood education, elementary and secondary education, health and physical education, special education, curriculum and instruction, and education leadership are all voting members of the School of Education. Faculty members in specific content areas are consulted concerning decisions about secondary education issues. The School of Education is led by a Dean who reports to the University Provost.

### School of Education Faculty

Rachel Yarbrough, Ed.D., Dean, Associate Professor of Education  
 Karen Bevis, Ed.D. Associate Dean, Licensing Advisor, Associate Professor of Education  
 Patti Buchta, M.A. Lecturer in Physical Education, Sports Administration, and History  
 Nancy Miller, Ed.D. Director of Graduate Studies, Associate Professor of Education  
 Camy Davis, Ed.D. Associate Professor of Education  
 Kristi France, M.A., Lecturer in Early Childhood Education  
 Cathy Gonzales, Ed.D. Associate Professor of Education  
 Bridget Lueken Ed.D. Assistant Professor of Special Education; Director of Disability Services  
 Randy Mills, Ph.D. Professor of Education, Editor, Journal of Liberal Arts & Sciences  
 Michael Sandifar, Ed.D, Chair, Department of Health and Physical Education (HPE)  
 Patricia Swails, Ph.D. Professor of Education

### Degrees Offered

Degrees offered in the School of Education (SOE) include: an associate degree in Early Childhood Education, bachelor's degrees in Early Childhood Education, Elementary Education, Elementary Education/Special Education Mild Intervention, Health and Physical Education, and Special Education Mild Intervention.

Secondary education programs (licensure) require a degree in a content area offered by the university and a thirty-seven (37) credit core in education.

To complete an education minor (non-licensure) in a content area requires a twenty-five (25) credit education core.

The School of Education also offers "Transition to Teaching" (initial licensure) programs for individuals who hold a bachelor's degree and are seeking a teaching credential.

### Accreditation

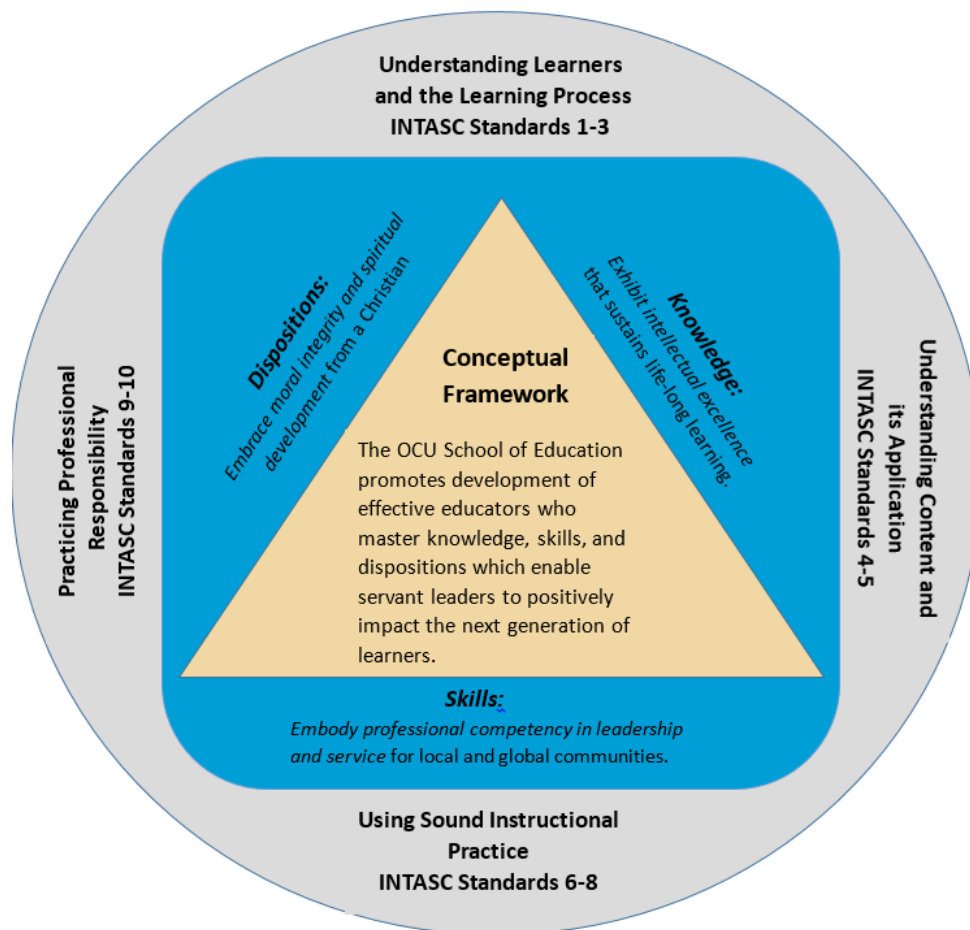
The School of Education is authorized to operate by the IDOE and nationally accredited by the National Council for the Accreditation of Teacher Education / Council for Accreditation of Educator

Preparation (NCATE / CAEP). It is also nationally recognized by the following Specialized Professional Agencies (SPAs):

- Association for Childhood Education International (ACEI)
- National Science Teachers' Association (NSTA)
- National Council of Teachers of English (NCTE)
- National Association of Sports and Physical Educators (NASPE)
- National Council for the Social Studies (NCSS)
- National Council of Teachers of Mathematics (NCTM)
- Council for Exceptional Children (CEC)

### Mission and Conceptual Framework of the School of Education

The mission of the OCU School of education is contained in its Conceptual Framework and is closely aligned with the mission and goals of Oakland City University: *The OCU School of Education promotes development of effective educators who master knowledge, skills and dispositions which enable servant leaders to positively impact the next generation of learners.*



## Teacher Licensing

Oakland City University is accredited by the IDOE, to offer licensure approved programs in Early Childhood Education (P-3), Elementary Education (K-6), Elementary Education/Special Education Mild Intervention (K-6), Junior High/Middle School/Secondary, (6-12) Health and Physical Education (All Grade), Special Education Mild Intervention (all grade). Approved programs require 120 credits of coursework, state mandated testing, and recommendation by the faculty of the School of Education.

Admission to the University does not guarantee admission to a teacher licensure program (candidacy), and admission to a teacher licensure program does not guarantee admission to student teaching.

Candidates for teacher licensure must have a grade point average of 3.0 overall and a 3.0 average in professional education courses. The chart below illustrates the process of candidacy for licensure at OCU.

## The Process of Teacher Education at OCU

Phase I	Phase II	Phase III	Phase IV
<b>Pre-Candidacy</b> <i>Following Admission to OCU</i>	<b>Candidacy or Non-Licensure Program</b> <i>End of Semester 4</i>	<b>Completion of Degree</b> <i>End of Semester 7</i>	<b>Post-Completion of Degree</b> <i>Indiana Dept. of Education Licensure Requirements</i>
<ul style="list-style-type: none"> <li>➤ From Admission to Sophomore Year</li> <li>➤ 100 and 200 Level Courses</li> <li>➤ ACT 24, SAT 1170 or Pass CASA</li> <li>➤ GPA 3.0</li> <li>➤ Interview</li> <li>➤ Disposition Audit I</li> </ul>	<ul style="list-style-type: none"> <li>➤ 300- 400 Level Education Courses</li> <li>➤ GPA 3.0 Overall</li> <li>➤ GPA 3.0 Major and in Education Courses</li> <li>➤ Interview</li> <li>➤ Disposition Audit II</li> </ul>	<ul style="list-style-type: none"> <li>➤ Successful Student Teaching, or Completion of Non-Licensure Program</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pearson Content Assessment/s</li> <li>➤ Pearson Pedagogy Assessment</li> <li>➤ CPR Certification</li> <li>➤ Suicide Prevention</li> </ul>

## Requirements for Admission to the Teacher Education Program

After admission to OCU and four (4) semesters of pre-candidacy, students may apply for admission to candidacy for licensure (candidacy) by the School of Education. Criteria include: an ACT score of 24, or SAT score of 1100 (Reading and Math), or passing scores on the CASA taken after admission; a college GPA of 3.0; EDUC 101 completed with C+ or higher; application for admission; an interview with faculty committee; and recommendation by a minimum of two faculty members.

## Requirements for Pre–Student Teaching Field Experiences

All candidates preparing to be teachers are required to participate throughout their college career in field experiences prior to student teaching. During professional education coursework and some subject matter concentration courses, elementary and secondary education candidates will have the opportunity to observe professional educators in several classrooms and will participate in classroom activities assigned by the cooperating teacher.

## Requirements for Admission to Student Teaching

Criteria include: application for admission to student teaching, a minimum of eighty (80) semester hours completed toward the 120-hour degree program, a minimum GPA of 3.0 in Education core Completion of all content and pedagogy coursework, a minimum GPA of 3.0 in General Education core, interview with faculty committee, and recommendations by at least two faculty members.

A candidate is denied admission to student teaching if any of the above conditions are not met. School of Education faculty members believe that a candidate must be competent in all areas to begin a successful student teaching experience. The faculty interview team is composed of the Director of Student Teaching and a current member of the faculty who has experience at the developmental level to be taught by the candidate.



## Requirements for Program Completion

Program Completion criteria include: satisfactory completion of one semester of student teaching, an Impact on Student Learning project, the completion of a 120 hour degree program, an exit interview, and application for licensure.

## Teaching Licenses Offered

- Early Childhood Education (P-3)
- Early Childhood/El. Ed. (p-6)
- Elementary Education (K-6)
- Special Education Mild Intervention (K-6)
- Elementary Education / Special Education Mild Intervention (K-6)
- Elementary Education / Special Education Mild Intervention (k-6, AG)
- Secondary Education (6-12) – Business, Language Arts, Science, Math, Social Studies
- Health and Physical Education (Secondary 6-12)
- Health and Physical Education (All Grade)

## Associate Degree Programs

### Associate of Arts in Early Childhood Education

The Associate degree in Early Childhood Education is designed to meet family needs and an increased focus on appropriate early education for all young children. The field of early childhood continues to drive the demand for qualified professionals in early childhood education. Early childhood educators are responsible for planning daily routines and curricula, utilizing community resources to enrich programs, and supporting the needs of children and their families. The early childhood graduate may be employed as a Head Start assistant teacher, or teacher in pre-school/childcare facility, nanny, infant/toddler caregiver, or family childcare provider or may also work as paraprofessionals in public schools.

**The associate degree program has a required twenty-seven (27) semester hours Foundational Core as part of the program of study. All associate degree programs require the successful completion of sixty (60) semester hours.**

Early Childhood Education Core Courses (31 Hours)			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
EDUC	101	Foundations of Education	3
EDUC	135	Cultural Competency	1
EDUC	136	English Language Learners	1

EDUC	137	Technology & Media	1
EC	210	Introduction to the EC Profession	3
EC	215	Health, Safety & Nutrition	3
EDUC	220	Children's Literature	3
EC	242	Early Childhood Curriculum	3
EC	285	Infants and Toddlers	2
EC	329	Emerging Literacy	2
EC	341	Early Childhood Programs & Management	3
EDUC	360	Math Concepts & Manipulatives	2
EC	435	Field Experiences in Early Childhood	4

## Bachelor's Degree Programs

All bachelor's degree programs have a required thirty-eight (38) semester hours of Foundational Core courses for the bachelor's degree as part of the program of study. All bachelor programs require the successful completion of 120 semester hours.

### Bachelor of Arts in Early Childhood Education (Non-Licensure)

The Bachelor's degree in Early Childhood Education is designed to prepare students to assume leadership positions as a Lead Teacher in a variety of diverse programs such as licensed childcare facilities, Head Start programs, non-public school settings, and agencies that support these settings. The EC program emphasizes the preparation of teachers by taking a concentration of courses that include child development, curriculum, classroom management and special education. In our program you will gain knowledge, skills and experience to work with young children and families through our field experiences in NAEYC Accredited infant/toddler and pre-school facilities.

Early Childhood Education Core Courses (68 Hours)			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
EDUC	101	Foundations of Education	3
EDUC	135	Cultural Competency	1
EDUC	136	English Language Learners	1
EDUC	137	Technology & Media in Education	1
EDUC	103	Exceptional Children	3
EC	210	Introduction to EC Profession	3
EDUC	213	Developmental Psychology	3
EC	215	Health, Safety & Nutrition	3
EDUC	220	Children's Literature	3
EDUC	240	Creative Arts	3
EC	242	EC Curriculum I	3
EC	285	Infants and Toddlers	2
EDUC	295	Differentiated Instruction	3
EDUC	305	Teaching of Reading	3
EDUC	310	Language Arts Methods	2
EC	313	Child Development	3
EC	329	Emergent Literacy	2
SPED	337	Collaboration and Consultation in Special Educ	3
EC	341	EC Programs & Management	3

EC	342	EC Curriculum II	3
EC	360	Math Concepts & Manipulatives	2
EC	405	Families in Transition	3
EC	435	Field Experience in EC	9
EDUC	450	Education Senior Capstone Course	3

### Bachelor of Arts in Early Childhood Education (P-3 Licensure)

The Bachelor's degree in Early Childhood Education is designed to lead to the Indiana state licenses for Pre-K to third grade. This degree is designed to raise the academic quality through course work and field experiences to meet the need of teaching positions in the public-school system. The program courses include theories of child development, special education, programming for children, as well as prepare students to develop, manage and implement developmentally appropriate curriculum to support the diverse learning needs of young children.

Early Childhood Education Core Courses (76 Hours)			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
EDUC	101	Foundations of Education	3
SS	101	Introduction to Social Sciences	3
EDUC	103	Exceptional Children	3
EDUC	135	Cultural Competency	1
EDUC	136	English Language Learners	1
EDUC	137	Technology & Media in Education	1
EC	210	Introduction to EC Profession	3
EDUC	213	Developmental Psychology	3
EC	215	Health, Safety & Nutrition	3
EDUC	220	Children's Literature	3
EDUC	240	Creative Arts	3
EC	242	EC Curriculum I	3
EC	285	Infants and Toddlers	2
EDUC	295	Differentiated Instruction	3
EDUC	305	Teaching of Reading	3
EDUC	310	Language Arts Methods	2
EC	313	Child Development	3
EDUC	315	Classroom Management	2
EC	329	Emergent Literacy	2
SPED	337	Collaboration and Consultation in Special Educ	3
EC	341	EC Programs & Management	3
EC	342	EC Curriculum II	3
EC	360	Math Concepts & Manipulatives	2
EC	405	Families in Transition	3
EDUC	418	Seminar in Education	2
EDUC	428	P-K Student Teaching	5
EC	429	Elementary 1-3 Student Teaching	5
EDUC	450	Education Senior Capstone Course	3

## Bachelor of Arts in Elementary Education

Licensure for Elementary teaching of all subjects in grades K-6 requires completion of the Foundational Core, courses in professional education, and courses in the subject matter concentration, for a minimum of 120 semester hours and the recommendation of Oakland City University. *The student must select a concentration or complete a double major.*

## Professional Education Core

Professional Education Core (74 Hours)				
Dept	Number	Name	Credit Hours	
EDUC	101	Foundations of Education	3	
EDUC	103	Exceptional Children	3	
EDUC	135	Cultural Competency	1	3 Hr. Block
EDUC	136	English Language Learners	1	
EDUC	137	Technology & Media in Education	1	
EDUC	210	Intro. to Early Childhood Profession	3	
MATH	210	Math for Elementary Teachers	3	
EDUC	213	Developmental Psychology	3	
EDUC	220	Children’s Literature	3	
EDUC	240	Creative Arts	3	
EDUC	295	Differentiated Instruction	3	
EDUC	301	Assessment of Student Learning	2	
EDUC	305	Teaching of Reading	3	7 hr. Block
EDUC	310	Language Arts Methods	2	
EDUC	329	Emerging Literacy	2	
EDUC	315	Classroom Management	2	
EDUC	312	Corrective Reading	3	7 Hr. Block
EDUC	355	Science Methods & Technology	2	
EDUC	360	Math Concepts & Manipulatives	2	
EDUC	350	Social Studies Methods	2	
EDUC	450	Education Senior Capstone (or Content Area Capstone)	3	
Student Teaching - All requirements for student teaching must be met prior to starting placement including First Aid/CPR certification and criminal background check.				
EDUC	418	Seminar in Education	2	
EDUC	424	Twelve Week Student Teaching Elementary	10	

## Concentrations

Note: Courses in Concentration may overlap with Foundational or Professional Education Core courses.

Language Arts – English Concentration (15 Hours)			
9 Hours May Overlap with Foundational or Professional Education Core			
Required Courses:			
Dept	Number	Name	Credit Hours

ENG	201	Masterpieces of World Literature (Required)	3
ENG	202	Fundamental of Speech (Required)	3
ENG	210	Introduction to British Literature	3
ENG	215	Introduction to American Literature	3
ENG	325	Children's Literature (Required; Cross-listed with EDUC	3
<b>Unrestricted Electives (5 Hours):</b>			
			5

Fine Arts Concentration (15 Hours) Choose 11 hours from Visual Arts or Music; 3 May Overlap with Foundational or Professional Education Core			
<b>Art - Choose One Art History Course:</b>			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
ART	115	Western Art History	3
ART	214	Art of Non-Western Cultures	3
<b>Music and Visual Arts - Choose 11s of Coursework:</b>			
ART	101	Drawing I	3
ART	110	Two-Dimensional Design	3
ART	111	Three-Dimensional Design	3
ART	200	Sculpture	3
ART	205	Painting I (Prerequisite: ART 101)	3
ART	310	Introduction to Photography	3
MUS	150	Music Appreciation	3
MUS	111	Music Theory	3
MUS		University Choir (Up to 2)	2
MUS		Private Lessons (Up to 3)	3
MUS	320	Music History & Literature I	2
MUS	321	Music History & Literature II	3

Historical Perspectives Concentration (15 Hours) 6 Hours May Overlap with Foundational or Professional Education Core			
<b>Choose Five Courses from the Following:</b>			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
HIS	101	World Civilization I	3
HIS	102	World Civilization II	3
HIS	103	Contemporary World History	3
HIS	24_	American History Course (HIS 241, 242 or 243)	3
<b>Choose One Course from the Following:</b>			
HIS	201	Indiana History	3
HIS	241	Introduction to American History I	3
HIS	242	Introduction to American History II	3
HIS	243	Contemporary American History	3
HIS	205	American Colonial History	3
<b>Unrestricted Electives (5 Hours):</b>			
			5

Life Sciences – Biology Concentration (17 Hours)			
3 May Overlap with Foundational or Professional Education Core			
Required Courses:			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
BIO	105	Environmental Biology	3
BIO	111/L	Principles of Biology I	4
BIO	112/L	Principles of Biology II	4
BIO	301	Principles of Human Anatomy and Physiology I	3
BIO	302	Principles of Human Anatomy and Physiology I	3

Mathematics Concentration (15 Hours)			
6 Hours May Overlap with Foundational or Professional Education Core			
Required Courses:			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
MATH	110	Mathematics and Its Applications	3
MATH	115	College Algebra	3
MATH	210	Math for Elementary Teachers	3
Choose Two Courses from the Following:			
MATH	120	Trigonometry	3
MATH	125	Statistics I	3
MATH	225	Statistics II	3
MATH	251	Discrete Mathematics	3
MATH	325	Linear Algebra	3
MATH	335	Modern Geometry	3
Unrestricted Electives (5 Hours):			
			5

Health & Physical Education Concentration (15 Hours)			
2 May Overlap with Foundational or Professional Education Core			
Select Two 1 Courses in Basic Skills:			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
HPE		Basic Skills:	1
HPE		Basic Skills:	1
HPE	201	Fitness & Wellness	2
HPE	210	Health Education	2
HPE	215	Safety Education	2
HPE	225	Recreational Activities	2
HPE	220	Rhythmic Activities	2
HPE	410	Elementary School Physical Education	3
Unrestricted Elective (1):			
			1

### Bachelor of Arts in Elementary Education and Special Education - Mild Intervention

The bachelor's degree in Elementary Education and Special Education is designed to prepare students to assume leadership positions in elementary education special education classrooms involving mild intervention support, and agencies that support these settings. The program

requires completion of the Foundational Core, courses in professional education, and courses in the subject matter concentration, for a minimum of 120 semester hours and the recommendation of Oakland City University.

Professional Education Core (82 Hours)				
Dept	Number	Name	Credit Hours	
EDUC	101	Foundations of Education	3	
SPED	101	Exceptional Children	3	
EDUC	135	Cultural Competency	1	3 Hour Block
EDUC	136	English Language Learners	1	
EDUC	137	Technology & Media in Education	1	
MATH	210	Math for Elementary Teachers	3	
EDUC	210	Intro. to Early Childhood Profession	3	
EDUC	213	Developmental Psychology	3	
EDUC	220	Children’s Literature	3	
EDUC	240	Creative Arts	3	
SPED	270	Methods & Materials for Exceptional Learners	3	
SPED	284	Characteristics of Emotional & Behavioral Disorders	3	
EDUC	295	Differentiated Instruction	3	
SPED	302	Diagnostic Assessment	3	
EDUC	305	Teaching of Reading	3	7 Hour Block
EDUC	310	Language Arts Methods	2	
EDUC	329	Emerging Literacy	2	
SPED	306	Legal Issues in Special Education	3	
SPED	337	Collaboration and Consultation in Special Education	3	
EDUC	312	Corrective Reading	3	7 Hour Block
EDUC	355	Science Methods & Technology	2	
EDUC	360	Math Concepts & Manipulatives	2	
EDUC	350	Social Studies Methods	2	
SPED	375	Classroom & Behavior Management	3	
EDUC	450	Education Senior Capstone (or Content Area Capstone)	3	
Other Required Courses				
PHSC	101	Introduction to Physical Science	3	
SS	101	Introduction to Social Sciences	3	
Student Teaching - All requirements for student teaching must be met prior to starting placement including First Aid/CPR certification and criminal background check.				
SPED	418	Seminar in Education	2	
SPED	422	Student Teaching Elementary SPED (6 weeks)	5	
SPED	423	Student Teaching Elementary (6 weeks)	5	

#### Bachelor of Arts in Special Education - Mild Intervention (All Grade)

The bachelor's degree in special education is designed to prepare students to assume leadership positions in special education classrooms involving mild intervention support, and agencies that support these settings. The program requires completion of the Foundational Core, courses in professional education, and courses in the subject matter concentration, for a minimum of 120 semester hours and the recommendation of Oakland City University.

Professional Education Core Courses (82 Hours)				
Dept	Number	Name	Credit Hours	
EDUC	101	Foundations of Education	3	
SPED	135	Cultural Competency	1	3 Hour Block
SPEC	136	English Language Learner	1	
EDUC	137	Technology & Media in Education	1	
MATH	210	Math for Elementary Teachers	3	
SPED	101	Exceptional Children	3	
EC	210	Introduction to EC Profession	3	
EDUC	213	Developmental Psychology	3	
EDUC	220	Children’s Literature	3	
EDUC	240	Creative Arts	3	
SPED	284	Characteristics of Emotional/Behavioral Disabilities	3	
SPED	295	Differentiated Instruction	3	
SPED	270	Methods & Materials for Exceptional Learners	3	
SPED	302	Diagnostic Assessment	3	
SPED	337	Collaboration and Consultation in Special Education	3	
EDUC	350	Social Studies Methods (Fall Only)	2	
SPED	375	Classroom and Behavior Management	3	
SPED	306	Legal Issues in Special Education	3	
EDUC	305	Teaching of Reading	3	7 Hour Block
EDUC	310	Language Arts Methods	2	
SPED	329	Emerging Literacy	2	
EDUC	312	Corrective Reading	3	7 Hour Block
EDUC	355	Science Methods & Technology	2	
EDUC	360	Math Concepts & Manipulatives	2	
SPED	450	Senior Education Capstone Course	3	
Other Required Courses				
PHSC	101	Introduction to Physical Science	3	
SS	101	Introduction to Social Science	3	
Student Teaching - All requirements for student teaching must be met prior to starting placement including First Aid/CPR certification and criminal background check.				
SPED	418	Seminar in Education	2	
SPED	426	Student Teaching Elementary (6 weeks)	5	
SPED	427	Student Teaching Middle/HS (6 weeks)	5	

### Bachelor of Science in Health and Physical Education

The Health and Physical Education major equips candidates with theoretical knowledge and practical skills in the field of health and physical education, ranging from fitness activities and training to advanced performance science and wellness to the study of the human body as related to the science of human movement to techniques and methods in teaching to the organization and administration of health and physical education, including accommodations and modifications for individuals with diverse needs. The program requires completion of the Foundational Core, courses in the professional education core, health and physical education core, and additional studies for a minimum of 120 semester hours.



Physical Education Core (46 Hours)			
Basic Skills Courses – Choose 4 Hours:			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
HPE		Basic Skills	1
HPE		Basic Skills	1
HPE		Basic Skills	1
HPE		Basic Skills	1
Required Health Courses:			
HPE	201	Fitness and Wellness	2
HPE	205	Foundations of Physical Ed	2
HPE	210	Health Education	2
HPE	215	Safety Education	2
HPE	220	Rhythmic Activities	2
HPE	225	Recreational Activities	2
HPE	235	First Aid and CPR	2
HPE	301	Adaptive Physical Education	3
HPE	305	Psychology of Coaching	2
HPE	335	P E Methods for Adolescents & Young Adults	3
HPE	401	Kinesiology	3
HPE	405	Exercise Physiology	3
HPE	410	Elementary School HPE	3
HPE	420	Tests & Measurement in Physical Education	2
HPE	425	Administration & Organization of Physical Education	3
Other Required Courses:			
BIO	301	Basic Human Anatomy & Physiology I	3
BIO	302	Basic Human Anatomy & Physiology II	2

Additional Health Courses (12 Hours)			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
HPE	430	Methods & Admin of School Health	3
HPE	440	Community Health & Risk Behavior	3
HPE	450	Senior Capstone for HPE	3
PSY	101	General Psychology	3

#### Bachelor of Science in Health and Physical Education with Education Licensure (All-Grade)

The Health and Physical Education major equips candidates with theoretical knowledge and practical skills in the field of health and physical education, ranging from fitness activities and training to advanced performance science and wellness to the study of the human body as related to the science of human movement to techniques and methods in teaching to the organization and administration of health and physical education, including accommodations and modifications for individuals with diverse needs. Those who pursue All-Grade School Licensure are qualified to teach health and physical education in grades K-12. The program requires completion of the Foundational Core, courses in the professional education core, health and physical education core, and additional studies for a minimum of 120 semester hours.

Professional Education Core (22 Hours)			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
EDUC	101	Foundations of Education	3
EDUC	103	Exceptional Children	3
EDUC	135	Cultural Competency	1
EDUC	136	English Language Learners	1
EDUC	137	Technology & Media in Education	1
EDUC	213	Developmental Psychology	3
EDUC	295	Differentiated Instruction	3
EDUC	301	Assessment of Student Learning	2
EDUC	315	Classroom Management	2
EDUC	330	MS/Sec Reading Problems & Remediation	3

Physical Education Core (56 Hours)			
Basic Skills Courses - Choose 4 Hours:			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
HPE		Basic Skills	1
HPE		Basic Skills	1
HPE		Basic Skills	1
HPE		Basic Skills	1
HPE	201	Fitness and Wellness	2
HPE	205	Foundations of Physical Ed	2
HPE	210	Health Education	2
HPE	215	Safety Education	2
HPE	220	Rhythmic Activities	2
HPE	225	Recreational Activities	2
HPE	301	Adaptive Physical Education	3
HPE	305	Psychology of Coaching	2
HPE	335	P E Methods for Adolescents & Young Adults	3
HPE	401	Kinesiology	3
HPE	405	Exercise Physiology	3
HPE	410	Elementary School HPE	3
HPE	420	Tests & Measurement in Physical Education	2
HPE	425	Administration & Organization of Physical Education	3
HPE	430	Methods & Admin of School Health (Required)	3
HPE	440	Community Health & Risk Behavior (Required)	3
HPE	450	HPE Senior Capstone	3
Other Required Courses:			
PSY	101	General Psychology (Required)	3
BIO	301	Basic Human Anatomy & Phys I	3
BIO	302	Basic Human Anatomy & Phys II	3
Student Teaching - All requirements for student teaching must be met prior to starting placement including First Aid/CPR certification and criminal background check.			
EDUC	418	Seminar in Education	2
EDUC	426	Six Weeks K-4 All Grade Student Teaching	5
EDUC	427	Six Week 5-12 All Grade Student Teaching	5

*Minors*

**Secondary Education Minor:** Students who are not interested in the licensure concentrations in Biology, English, Applied Mathematics, or History can add a non-licensure education minor to their degree. The education minor requires twenty-five (25) credit hours of professional education courses. State testing and student teaching are not required since this is a non-licensure track.

Secondary Education Minor (25 Hours)				
Dept	Number	Name	Credit Hours	
EDUC	101	Foundations of Education	3	
EDUC	135	Cultural Competency	1	3 Hour Block
EDUC	136	English Language Learner	1	
EDUC	137*	Technology and Media	1*	
EDUC	103	Exceptional Children	3	
EDUC	213	Developmental Psychology	3	
EDUC	295	Differentiated Instruction	3	
EDUC	301	Assessment of Student Learning	2	
EDUC	315	Classroom Management	2	
EDUC	330	Middle School/Secondary Reading Problems	3	
EDUC	346**	Secondary Teaching Methods	3	
*EDUC 137 <b>not required for Life Science licensure candidates</b>				
**EDUC 346 <b>Secondary methods will have a specific designation for each content area: ls (Life Science), e (English), m (Math), or ss (History)</b>				

## Chapman School of Religious Studies

### About the School

The Chapman School of Religious Studies is committed to developing the spiritual, moral, and intellectual maturity necessary for effective leadership in the Church. This school is the product of the aspirations of its founding denomination, the General Baptists. In 1838, Benoni Stinson, the founder of the General Baptists, was inspired to seek to establish a "Seminary of Learning." The idea took greater shape in 1866 when an actual resolution was drafted to establish a college at Oakland, Gibson County, Indiana. Hopes and words became a lasting reality years later. When the college published its first catalog in 1892, the school promised to "sustain a Theological School . . . which will be equal to the best Theological Universities." This school, which would later become Chapman School of Religious Studies and Chapman Seminary, was broadly devoted to any "General Baptist or other minister, or candidate for the ministry." These founding principles define the Chapman schools. Chapman is devoted to the edification of anyone seeking to grow in the ministry of the church.

To the greater ends of vocational ministry development, Chapman School of Religious Studies offers an associate and bachelor's degree as well as a non-degree certificate.

The bachelor's degree is offered with a major available in Christian Studies with potential areas of specialization in Christian Education, Christian Missions, Pre-Seminary, Worship Leadership, and Pastoral Specialization. Most of the specializations have a professional orientation, and all the specializations lay a foundation for continuing graduate study or for immediate entrance into church ministries.

### Faculty of the Chapman School of Religious Studies

Daniel D. Dunivan, Ph.D., Provost, Professor of Theology  
Robert L. Asa, Ph.D., Professor of Old Testament  
Ray G. Barber, D.Min., President, Professor of Spiritual Formation  
Thomas E. Leuze, Ph.D., Professor of Christian Education  
Douglas A. Low, Ph.D., Dean, Professor of New Testament  
Ronald L. Mercer, Jr., Ph.D., Chapman Director of Undergraduate Studies, Professor of Philosophy  
Thomas R. Walls, Ph.D., Associate Professor of Missions

### Mission of the Chapman School of Religious Studies

Conscious of the call of God, honoring our ties to General Baptists, and mindful of the Church universal, the Chapman School of Religious Studies seeks to educate students in the theological, philosophical, and ethical traditions of the Christian faith for informed engagement in society and the Church, and to prepare ministers for further education at the seminary level.

### Objectives of the Chapman School of Religious Studies

The Chapman School of Religious Studies is a learning/teaching community dedicated to OCU's mission. In alignment with the institution's goal of Head, Heart, and Hands, the school mirrors these goals with three main outcomes: thinking theologically, living faithfully, and serving effectively.

These outcomes are met by holistically addressing cognitive, affective, and behavioral objectives. Chapman calls the interweaving of these outcomes and objectives the Tapestry of Theological Education. The stated goals of every individual class offered in Chapman fall somewhere on the Tapestry. There is a Tapestry for both the associate and bachelor's degrees.



**Tapestry of  
Theological  
Education  
(Associate Degrees)**

	<b>Thinking Theologically</b>	<b>Living Faithfully</b>	<b>Serving Effectively</b>
	1. Analyze perspectives in light of the intellectual traditions of the church.	2. Model appropriate perspectives and practices for engagement in society and the church.	3. Conduct essential ministry practices.
<b>Cognitive Objectives (Know)</b>	Course objectives from the syllabus are placed in these blocks as appropriate to the course.  Those objectives have measurable assignments and assessments with corresponding rubrics.		
EXAMPLES Remembering - recall or recognize information long-term  Evaluating - make judgments based on criteria  Creating - generate new ideas and concepts			
<b>Affective Objectives (Feel)</b>			
EXAMPLES Receiving - be open in attitude to alternate points of view  Valuing - appreciate and support perspectives and practices  Characterizing - reflect behavior consistently in personal and interpersonal context			
<b>Behavioral Objectives (Do)</b>			
EXAMPLES Imitating - replicate a behavior observed in others  Performing - model behavior for others  Adapting - modify a behavior according to contextual needs			



### **Tapestry of Theological Education (Bachelor's Degrees)**

#### **Thinking Theologically**

1.0 Analyze perspectives in light of the intellectual traditions of the church.  
4.1 Evaluate practices of education in the church.  
5.1 Evaluate missionary practices and objectives.  
6.1 Comprehend the philosophical traditions utilized in theological discourse.  
7.1 Perform basic tasks to prepare for and lead worship.  
8.1 Comprehend and value the mission and ministry of the local congregation.

#### **Living Faithfully**

2.0 Model appropriate perspectives and practices for engagement in society and the church.  
4.2 Characterize the moral and spiritual integrity of the Christian educator.  
5.2 Characterize the moral and spiritual integrity of the Christian missionary.  
6.2 Characterize the moral and spiritual integrity of the seminary student.  
7.2 Characterize the moral and spiritual integrity of the worship leader.  
8.2 Characterize the moral and spiritual integrity of the pastor.

#### **Serving Effectively**

3.0 Conduct essential ministry practices.  
4.3 Adapt materials and systems for Christian education.  
5.3 Adapt principles and perspectives of Christian missions according to contextual needs.  
6.3 Perform basic translation of the biblical languages.  
7.3 Adapt the practices of worship according to contextual needs.  
8.3 Perform the basic duties of a leader in a local congregation.

#### **Cognitive Objectives (Know)**

##### **EXAMPLES**

Remembering - recall or recognize information long-term  
Evaluating - make judgments based on criteria  
Creating - generate new ideas and concepts

Course objectives from the syllabus are placed in these blocks as appropriate to the course. Those objectives have measurable assignments and assessments with corresponding rubrics.

#### **Affective Objectives (Feel)**

##### **EXAMPLES**

Receiving - be open in attitude to alternate points of view  
Valuing - appreciate and support perspectives and practices  
Characterizing - reflect behavior consistently in personal and interpersonal context

#### **Behavioral Objectives (Do)**

##### **EXAMPLES**

Imitating - replicate a behavior observed in others  
Performing - model behavior for others  
Adapting - modify a behavior according to contextual needs

The school has developed a variety of tools, both quantitative and qualitative, to assess the extent to which students are achieving the objectives of the degrees they are pursuing. The faculty regularly reviews this assessment data to measure the effectiveness of Chapman's programs and to plan further improvements.

## Certificate in Christian Studies

The Certificate in Christian Studies requires 30 semester hours. The curriculum offers basic and practical courses needed by pastors and laypersons involved in local church ministry. Electives in Christian Studies are approved by the faculty advisor.

Christian Studies Core (15 Hours)			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
BIB	201	Old Testament Literature	3
BIB	205	New Testament Literature	3
CE	201	Introduction to Christian Education	3
CH	201	Introduction to Church History	3
CM	301	Evangelism and Church Growth	3
<b>Choose 15 Hours of Unrestricted Electives with the Approval of the Advisor</b>			<b>15</b>

## Associate Degree Programs

### Associate of Arts in Christian Studies

#### *Primary Learning Outcomes*

It is the goal of the Chapman School of Religious Studies that, upon completion of the Associate of Arts degree in Christian Studies, the successful graduate will complete three primary learner outcomes across the program. The three primary learner outcomes are as follows:

1. Analyze perspectives in light of the intellectual traditions of the church.
2. Model appropriate perspectives and practices for engagement in society and the church.
3. Conduct essential ministry practices.

#### *Program Description*

The Associate of Arts in Christian Studies prepares men and women for lay leadership roles in the local church or parachurch ministry. The associate degree program has a required Foundational Core of twenty-four (24) semester hours, a Christian Studies Core of thirty (30) semester hours, and six (6) hours of unrestricted electives as part of the program of study. The associate program requires the successful completion of sixty (60) semester hours.

Christian Studies Core (30 Hours)			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
BIB	201	Old Testament Literature	3
BIB	205	New Testament Literature	3
CE	201	Introduction to Christian Education	3
CE	301	Church Administration	3
CE	305	Worship Leadership	3
CH	201	Introduction to Church History	3
CM	301	Evangelism and Church Growth	3
<b>Choose 9 Hours from BIB, CE, CM, CH, PHIL, and PS with the Approval of the Advisor</b>			
			9
<b>Choose 6 Hours of Unrestricted Electives</b>			
			6

## Bachelor's Degree Programs

### Bachelor of Arts in Christian Studies

#### *Learning Outcomes*

It is the goal of the Chapman School of Religious Studies that, upon completion of the Bachelor of Arts degree in Christian Studies, the successful graduate will complete three primary learner outcomes across the program defined specifically in terms of the area of specialization. The three primary learner outcomes are as follows:

#### **Primary Learning Outcomes**

1. Analyze perspectives in light of the intellectual traditions of the church.
2. Model appropriate perspectives and practices for engagement in society and the church.
3. Conduct essential ministry practices.

These three primary learner outcomes are then further defined according to the selected area of specialization:

#### **Christian Education Specialization**

- 4.1 Evaluate practices of education in the church.
- 4.2 Characterize the moral and spiritual integrity of the Christian educator.
- 4.3 Adapt materials and systems for Christian education.

#### **Christian Missions Specialization**

- 5.1 Evaluate missionary practices and objectives.
- 5.2 Characterize the moral and spiritual integrity of the Christian missionary.
- 5.3 Adapt principles and perspectives of Christian missions according to contextual needs.

#### **Pre-Seminary Specialization**

- 6.1 Comprehend the philosophical traditions utilized in theological discourse.
- 6.2 Characterize the moral and spiritual integrity of the seminary student.
- 6.3 Perform basic translation of the biblical languages.



**Worship Leadership Specialization**

- 7.1 Perform basic tasks to prepare for and lead worship.
- 7.2 Characterize the moral and spiritual integrity of the worship leader.
- 7.3 Adapt the practices of worship according to contextual needs.

**Pastoral Specialization**

- 8.1 Comprehend and value the mission and ministry of the local congregation.
- 8.2 Characterize the moral and spiritual integrity of the pastor.
- 8.3 Perform the basic duties of a leader in a local congregation.

*Program Description*

The course offerings in the Core Curriculum provide a foundation for ministry by equipping students with knowledge and practical skills in the areas of Biblical Studies, Historical-Theological Studies, and Practical Ministry Studies. The Christian Studies Core is required and takes forty-two (42) hours to complete. Students must also choose an area of specialization and complete twenty-nine (29) semester hours of Foundational Core courses as part of the program of study. Including unrestricted electives, the degree requires the successful completion of 120 semester hours.

<b>Christian Studies Core Courses (42 Hours Required)</b>			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
BIB	101	Old Testament I	3
BIB	102	Old Testament II	3
BIB	105	New Testament I	3
BIB	106	New Testament II	3
BIB	308	Christian Doctrine	3
CH	201	Introduction to Church History	3
PHIL	105	Critical Thinking	3
PHIL	220	Introduction to Ethics	3
PHIL	301	Christian Ethics (Prerequisite: PHIL 220)	3
PS	100	Introduction to Ministry and the Church	3
PS	310	Introduction to Preaching	3
PS	445	Practicum in Ministry	3
RS	425	Senior Capstone	3
<b><i>Choose One Course - GB Students Must Take CH 401 (3)</i></b>			
CH	401	GB Heritage	3
CH	410	History of American Christianity	3

*Specializations***Christian Education Specialization (15 Hours)**

The course offerings of the Christian Education Specialization aim to provide the student with greater skills in the church setting to help others know God better and to follow Him more closely. These skills are often utilized in lay leadership positions of education ministry, youth ministry, women's ministry, and family ministry.

Required Course (3 Hours)			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
CE	201	Introduction to Christian Education	3
<b>Choose Three Additional Christian Education Courses (9 Hours):</b>			
CE	301	Church Administration	3
CE	305	Worship Leadership	3
CE	310	Teaching in the Church	3
CE	315	Lay Leadership in the Church	3
CE	400	Family Ministry	3
CE	410	Teaching and Learning in the Online Classroom	3
CE	445	Studies in Christian Education	3
<b>Choose One Missions Course (3):</b>			
CM	201	Introduction to Christian Missions	3
CM	205	History of Christian Missions	3
CM	206	Survey of World Religions	3
CM	210	The Biblical Basis of Missions	3
CM	225	Perspectives in Christian Missions	3
CM	301	Evangelism and Church Growth	3
CM	305	Current Trends in Missions	3
CM	401	Principles of Missionary Service	3
CM	445	Studies in Christian Missions	3
CM	446	World Religions	3
CM	447	Practicum in Missionary Service	3

### Christian Missions Specialization (15 Hours)

The course offerings of the Christian Missions Specialization intend to inspire the student to participate in God's mission by: 1) helping the student to become a better interpreter of political, economic, and social contexts, and 2) helping the student to grasp better the project and programs of the church on mission.

Choose 1 Course (3):			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
CM	201	Introduction to Christian Missions	3
CM	225	Perspectives in Christian Missions	3
<b>Choose Three Additional Missions Courses (9 Hours):</b>			
CM	205	History of Christian Missions	3
CM	206	Survey of World Religions	3
CM	210	The Biblical Basis of Missions	3
CM	301	Evangelism and Church Growth	3
CM	305	Current Trends in Missions	3
CM	401	Principles of Missionary Service	3
CM	445	Studies in Christian Missions	3
CM	446	World Religions	3
CM	447	Practicum in Missionary Service	3
<b>Choose One Christian Education Course (3):</b>			
CE	201	Introduction to Christian Education	3

CE	301	Church Administration	3
CE	305	Worship Leadership	3
CE	310	Teaching in the Church	3
CE	315	Lay Leadership in the Church	3
CE	400	Family Ministry	3
CE	410	Teaching and Learning in the Online Classroom	3
CE	445	Studies in Christian Education	3

### Pastoral Specialization (15 Hours)

The course offerings of the Pastoral Specialization feature a professional orientation intended to prepare students for vocational ministry in the highest leadership positions of a church. The faculty of the Chapman School of Religious Studies encourages students in the Pastoral Specialization to consider furthering their education at the Seminary level upon the completion of the degree.

Required Courses (6 Hours):			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
PS	300	Pastoral Counseling	3
PS	311	Preaching Practicum	3
Choose One Missions Course (3):			
CM	201	Introduction to Christian Missions	3
CM	205	History of Christian Missions	3
CM	206	Survey of World Religions	3
CM	210	The Biblical Basis of Missions	3
CM	225	Perspectives in Christian Missions	3
CM	301	Evangelism and Church Growth	3
CM	305	Current Trends in Missions	3
CM	401	Principles of Missionary Service	3
CM	445	Studies in Christian Missions	3
CM	446	World Religions	3
CM	447	Practicum in Missionary Service	3
Choose Two Christian Education Courses (6 Hours):			
CE	201	Introduction to Christian Education	3
CE	301	Church Administration	3
CE	305	Worship Leadership	3
CE	310	Teaching in the Church	3
CE	315	Lay Leadership in the Church	3
CE	400	Family Ministry	3
CE	410	Teaching and Learning in the Online Classroom	3
CE	445	Studies in Christian Education	3

### Pre-Seminary Specialization (15 Hours)

The faculty of Chapman fervently hopes that graduates will consider further education at the seminary level. With the Pre-Seminary specialization at the Religious Studies level, a student can graduate with advance standing in Chapman Seminary. The seminary offers both master and doctoral degrees.

The course offerings of the Pre-Seminary Specialization prepare those students who are interested in furthering their education at the Seminary level. These courses provide a broader foundation for theological reflection through a focus on the philosophical tradition and language studies.

<b>Required Courses:</b>			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
PHIL	310	Introduction to History of Philosophy I	3
PHIL	320	Introduction to History of Philosophy II	3
<b>Choose Two Semesters of One Language and One Semester of the Other (9 Hours):</b>			
BIB	401	Elementary Greek I	3
BIB	402	Elementary Greek II	3
BIB	403	Old Testament Hebrew I	3
BIB	404	Old Testament Hebrew II	3

### **Worship Leadership Specialization (15 Hours)**

The course offerings of the Worship Leadership Specialization train students to lead worship through music in both aspects of performance and production.

<b>Required Courses (12):</b>			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
CE	305	Worship Leadership	3
MUS	111	Music Theory I	3
MUT	210	Sound Mixing/Critical Listening	3
MUT	220	Recording Technology	3
<b>Choose One Music Elective (3)</b>			
			3

### *Minors*

<b>Christian Education Minor (18 Hours)</b>			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
BIB	201	Old Testament Literature*	3
BIB	205	New Testament Literature**	3
CE	201	Introduction to Christian Education	3
CE	301	Church Administration	3
CE	305	Worship Leadership	3
CE	400	Family Ministry	3

**\*Students who have BIB 101 and BIB 102 can substitute for BIB 201.**

**\*\*Students who have BIB 105 and BIB 106 can substitute for BIB 205.**

<b>Christian Missions Minor (18 Hours)</b>			
<b>Required Courses:</b>			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
BIB	201	Old Testament Literature*	3
BIB	205	New Testament Literature**	3
CE	201	Introduction to Christian Education	3
CM	205	History of Christian Missions	3

CM	301	Evangelism and Church Growth	3
<b>Choose One Course:</b>			
CM	201	Introduction to Christian Missions	3
CM	225	Perspectives in Christian Missions	3

**\*Students who have BIB 101 and BIB 102 can substitute for BIB 201.**

**\*\*Students who have BIB 105 and BIB 106 can substitute for BIB 205.**

Lay Ministry Minor (18 Hours)			
<b>Required Courses (9 Hours):</b>			
Dept	Number	Name	Credit Hours
BIB	201	Old Testament Literature*	3
BIB	205	New Testament Literature**	3
RS	101	General Baptist Life	3
<b>Choose Three Courses from the Bachelor of Arts in Christian Studies Program (9 Hours):</b>			
CE	201	Introduction to Christian Education	3
CE	305	Worship Leadership	3
CE	310	Teaching in the Church	3
CE	315	Lay Leadership in the Church	3
CM	201	Introduction to Christian Missions	3
CM	301	Evangelism and Church Growth	3
RS	445	Seminar in Christian Studies	3

**\*Students who have BIB 101 and BIB 102 can substitute for BIB 201.**

**\*\*Students who have BIB 105 and BIB 106 can substitute for BIB 205.**

Pastoral Ministry Minor (18 Hours)			
Dept	Number	Name	Credit Hours
BIB	201	Old Testament Literature*	3
BIB	205	New Testament Literature**	3
CE	201	Introduction to Christian Education	3
CE	301	Church Administration	3
CE	305	Worship Leadership	3
PS	310	Introduction to Preaching	3

**\*Students who have BIB 101 and BIB 102 can substitute for BIB 201.**

**\*\*Students who have BIB 105 and BIB 106 can substitute for BIB 205.**

Philosophy Minor (18 Hours)			
<b>Required Courses (9 Hours):</b>			
Dept	Number	Name	Credit Hours
PHIL	105	Critical Thinking	3
PHIL	310	History of Philosophy I: Ancient to Medieval	3
PHIL	320	History of Philosophy II: Modern Philosophy	3
<b>Choose Three Philosophy Electives (9 Hours):</b>			
PHIL	110	Introduction to Philosophy	3
PHIL	210	Faith and Reason	3
PHIL	220	Introduction to Ethics	3
PHIL	301	Christian Ethics	3
PHIL	401	Concentrated Special Topic study	3
PHIL	402	Concentrated Study of a Philosopher	3
PHIL	420	Christianity and Postmodernism	3
PHIL	450	Contemporary Continental Philosophy	3

## Course Abbreviations

ACCT	Accounting
ART	Art
BIB	Biblical Studies
BIO	Biology
BUS	Business
CHEM	Chemistry
CE	Christian Education
CH	Church History
CM	Christian Missions
CS	Computer Science
CJ	Criminal Justice, Corrections, and Forensic Science and Technology
COMM	Communication
EC	Early Childhood
ECON	Economics
EDUC	Education
ENG	English
FA	Fine Arts
FREN	French
GEOG	Geology
GERM	German
GOV	Government
GK	Greek
HPE	Health-Physical Education
HIS	History
HRM	Human Resource Management
MGT	Management
MKT	Marketing
MATH	Mathematics
MUB	Music Business
MUS	Music (includes Applied Music in Choir, Flute, Organ, Piano, Violin, and Voice)
MUT	Music Technology
OA	Office Administration
PHIL	Philosophy
PHSC	Physical Science
PS	Practical Studies
PSY	Psychology
RS	Religious Studies
SA	Sports Administration
SS	Social Sciences
SOC	Sociology
SPAN	Spanish
SPED	Special Education
SA	Sports Administration
T	University Studies

## Course Descriptions

### Accounting

**ACCT 110 Introduction to Applied Accounting 3 hours**

This is a basic course in accounting terminology, accounting principles, and the application of accounting within the work place. (Correctional Facilities only.)

**ACCT 201 Principles of Accounting I 3 hours**

This is an introductory course to financial accounting theory and practice in accordance with generally accepted accounting principles. Emphasis is on development and use of financial statements and other necessary financial information.

**ACCT 202 Principles of Accounting II 3 hours**

The course includes the development and use of financial and managerial reports, government accounting, and basic accounting information systems. **Prerequisite: ACCT 201.**

**ACCT 210 Payroll Accounting 3 hours**

This course emphasizes the calculation of the payroll and the payroll taxes. Attention is given to the preparation of those records and reports that form the foundation of an efficient payroll system and to various laws affecting payroll. **Prerequisite: ACCT 201.**

**ACCT 301 Intermediate Accounting I 3 hours**

The course covers accounting theory, generally accepted accounting principles, and financial statement preparation as applied to the assets of an enterprise. **Prerequisite: ACCT 202.**

**ACCT 302 Intermediate Accounting II 3 hours**

The course covers accounting theory, generally accepted accounting principles, and financial statement preparation as applied to the liabilities and equities of an enterprise; the course also covers statement of cash flows. **Prerequisite: ACCT 301.**

**ACCT 315 Managerial Accounting 3 hours**

The course explores the use of accounting data for external reporting and internal planning and control. Areas of study include job order, process, and standard cost accounting systems. Budgeting and profitability analysis, accounting for leases, earnings per share, and accounting for income taxes are also covered. **Prerequisite: ACCT 202.**

**ACCT 325 Accounting Information Systems 3 hours**

This course introduces the concept of data and information, develops the characteristics of general information systems, and presents techniques for their analysis and design. **Prerequisite: ACCT 202.**

**ACCT 401 Income Tax I 3 hours**

This course covers current federal income tax law related to gross income and deductions of individuals and businesses. **Prerequisite: ACCT 202.**

**ACCT 402 Income Tax II 3 hours**

This course covers current federal income tax law dealing with complex problems related to corporations, subchapter S corporations, partnerships, estates, and trusts.

**ACCT 410      Advanced Accounting****3 hours**

The course addresses theory and techniques for accounting and reporting for partnerships, branch operations, and consolidations in accordance with generally accepted accounting principles.

**Prerequisite:** ACCT 302.

**ACCT 425      Auditing****3 hours**

Standards, theories, procedures, techniques, and responsibilities involved in auditing and reporting on financial statements are covered. Compilation and review of financial statements are also addressed. **Prerequisite:** ACCT 202.

**ACCT 445      Studies in Accounting****1-3 hours**

This course is an in-depth study or investigation of a significant topic in accounting practices and theory. It may be taken more than once if the area of study is different. **Prerequisite:** ACCT 202.

## Art

**ART 101      Drawing I****3 hours**

This course focuses on drawing from direct observation in controlled situations. Emphasis is on the development of seeing/drawing skills and sensitivity to form and space. Studies using both dry and wet media include basic drawing techniques and concepts such as proportion, contour, gesture, perspective, light, and shade. A sketch/journal text will be required.

**ART 102      Drawing II****3 hours**

This course continues the development of perceptual awareness with the application of color media. Systematic approaches that move from making convincing representations to contemporary treatments of the picture plane and thematic development are emphasized. Stress is placed on craftsmanship, the application of design elements, and strategies for building and resolving complete drawings. A sketch journal text will be required. **Prerequisite:** ART 101.

**ART 110      Two-Dimensional Design****3 hours**

Exploration of vocabulary, design elements, and principles of spatial organization of the flat two-dimensional plane are addressed using both traditional materials and the computer. Areas of investigation from the principles of art and design include composition, color harmony, contrast, repetition, emphasis, balance, and unity. A design journal will be required.

**ART 111      Three-Dimensional Design****3 hours**

This course is an introduction to three-dimensional art. It explores the ways in which 3-D art is experienced as it differs from 2-D art. It applies classical organizing principles while exploring in-depth the seven elements present in most 3-D works: form, space, line, texture, light, color, and time.

**ART 115      Western Art History****3 hours**

Designed as an introduction to the study of Western art history, this course focuses on the visual contributions of ancient Greece and Rome along with the developments and influences from the European Renaissance. The study will include Western art through the 18<sup>th</sup> century.



**ART 120      Web Design I****3 hours**

Introductory web design and programming is a study of the fundamentals of constructing Web pages and sites through the use of HTML, and CSS. The most current tagging and scripting versions will be covered using Adobe Dreamweaver. Throughout the course we will explore the history, architecture and development of the World Wide Web. (Same as CS 120)

**ART 205      Painting I****3 hours**

Introduction to painting is designed to acquaint the student with the tools and materials of traditional painting. Media may include watercolor, acrylic, and oil. Instruction may include the use of flexible and hard paint supports, canvas stretchers, glue and gesso sizes, and various painting techniques. Emphasis is on developing skills and understanding the plastic qualities of form, color, and composition. A sketch journal will be required.

**ART 214      Art of Non-Western Cultures****3 hours**

The course is an introductory art historical survey of Chinese, Japanese, African, Native American, Indian, and Islamic arts and the arts of other ethnic cultures.

**ART 216      History of Communication Design****3 hours**

This course surveys the key events in the development of text and image in visual communication. Lectures, presentations, and discussions focus on the work of creative individuals and on the historical and cultural significance of visual design, breakthrough technologies, and important innovations. Emphasis is placed on 19<sup>th</sup> and 20<sup>th</sup> century developments.

**ART 222      Web Design II****3 hours**

Advanced web design & programming combines database planning, design, and server-side programming with a review of the concepts discussed in introductory web design & programming. Students will incorporate PHP programming and MySQL databases into their skill-sets, while studying the underlying concepts and theory involved in building web applications. **Prerequisite:** ART 120. (Same as CS 220.)

**ART 230      Introduction to Photography****3 hours**

This course is an introduction to the use of a digital camera for taking photographs. Learning how the digital camera works, transferring images, color space, and lighting are some of the areas to be covered. Projects will be directed toward creative techniques with an emphasis on composition and expression. Students must provide a digital camera with an adjustable lens and manual settings.

**ART 234      Photography II****3 hours**

A continuation of ART 230, this class will be darkroom and film based. Students are required to buy film and developing paper. **Prerequisite:** ART 230.

**ART 250      Graphic Design I****3 hours**

This course provides an introduction to graphic design and the use the computer as a design tool. Problem solving techniques using type and image in layouts are applied to a number of commonly recurring situations in communication design. Basic introductions to Adobe Photoshop, Illustrator, and InDesign are provided.

**ART 251      Graphic Design II: Introduction to Adobe InDesign****3 hours**

This course explores the continuing layout problems of publication—the coordination of art and typography with textual content. Through a series of projects and design problems, this course

examines ways to make pages and spreads in magazines, newspapers, books, and other publications aesthetically interesting.

**ART 255      Typography      3 hours**

Type as a design element and a means to communication is the focus of this course. Type anatomy, visual hierarchy in relation to typographical compositional studies, structure and measurement, body copy, and type effects, are addressed along with the historical development of the alphabet, typestyles, and type families.

**Art 300      Advanced Typography      3 hours**

This course concentrates on the creation and application of the communicative aspects of typographic forms through complex hierarchies, expression, and structures by using traditional and evolving digital techniques. Supplemental readings, writing assignments, lectures, and studio projects will be included. **Prerequisite: ART 255.**

**ART 301      Drawing III      3 hours**

Working with the human figure, students refine visual skills and techniques. Students work primarily in charcoal and pencil and learn advanced techniques of using hue and tone to translate three-dimensional form and space to a two-dimensional surface. The class is based on group and individual instruction. A sketch journal will be required. **Prerequisite: ART 102.**

**ART 302      Drawing IV      3 hours**

The student will identify a single theme, develop it through sketches/journal, submit work for critique, and display a series of finished theme drawings. Students must be able to work independently both in class and outside of class. A sketch journal will be required.

**Prerequisite: ART 301.**

**ART 305      Painting II      3 hours**

The basic principles of color, design, composition, structure, and figure-ground relationships are applied to painted imagery. Assignments involve invented abstract imagery and abstraction from observed information. A sketch journal will be required. **Prerequisite: ART 205.**

**ART 315      Modern Art History      3 hours**

This course is a study of the art of the modern Western world, beginning with Realism and Impressionism of the late 19<sup>th</sup> century. Emphasis is placed on 20<sup>th</sup> and 21<sup>st</sup> century art styles and movements.

**ART 330      Web Design III      3 hours**

The production and construction of a functional website application is the focus of this study. The use of multimedia, web design and animation along with storage issues will be addressed.

**Prerequisite: ART 222.**

**ART 331      Web Design IV      3 hours**

This course covers advanced issues in the development and management of complex websites. Topics include content management systems, cross-platform compatibility, information architecture, online transactions, site mapping and navigational development. **Prerequisite: ART 330.**

**ART 351      Electronic Illustration: Introduction to Adobe Illustrator      3 hours**

The student will learn drawing techniques using Adobe Illustrator. Illustration images for packaging, logos, books, advertising and fine art application will be covered. Preparing interesting and effective illustrations for various applications will be the focus of this course.

**ART 355      Electronic Imaging: Introduction to Adobe Photoshop      3 hours**

This course examines digital image manipulation in relation to electronic software, namely Adobe Photoshop. Experience is gained in electronic editing processes and manipulation of images in black and white and color. The creation of vector art, independent of photographic imagery, is also explored.

**ART 360      Graphic Design III      3 hours**

This course examines the differences in message and concept of communication design. Students will learn the steps of the conceptual design process and produce design samples. Emphasis will be placed on the creative thinking process and the techniques of good design. A variety of media and computer programs will be used. Group critique is included. **Prerequisite: at least two (2) courses in computer graphic applications: ART 250, 251, 351, or 355.**

**ART 365      Graphic Design IV      3 hours**

Advanced design projects using software and other media for communicating a concept will be the focus of this course. Students will be encouraged to work in a team environment. Group critique is included. **Prerequisite: ART 360.**

**ART 370      Introduction to Flash      3 hours**

Students will be introduced to the fundamental features of Flash, a tool for creating interactive media, animation, and web pages. Students will become familiar with the Flash interface (toolbar, timeline, drawing and line tool, layers, etc.) and learn how to add animation and create interactive buttons for web pages. **Prerequisite: ART 351.**

**ART 374      Photography III      3 hours**

This course is a continuation of the exploration of photographic and new media techniques moving towards a greater independence and personal creative and conceptual development. **Prerequisite: ART 234.**

**ART 380      Interactive Media      3 hours**

This course is a study of electronic media software, including the concepts, tools, and techniques for multimedia, interactive design, and graphic design. Exploration of interface design, flow charting, kinetic typography, visual layout and the integration of audio and video elements will be included. **Prerequisite: ART 370.**

**ART 405      Painting III      3 hours**

Individualized instruction will focus on the continued mastery of skills and the development of personalized imagery. Emphasis is on the solutions of pictorial and conceptual problems. **Prerequisite: ART 305.**

**ART 410      Photography IV      3 hours**

Advanced work in lighting and technical processes will be the focus of this course. Development of a personal aesthetic vision through photography will be stressed. **Prerequisite: ART 374.**

**ART 415      Motion Graphics****3 hours**

Advanced issues in the complexities of designing and producing interactive multimedia are offered in this course. Use of collaboration in developing concepts, layouts, storyboards, and the user-interface for the creation and compilation of multimedia presentations will be the focus of this course. **Prerequisite: ART 380.**

**ART 416      Video****3 hours**

This course is an introduction to the principles, practical applications, and creative potential of professional video and sound production. Shooting exercises, editing, visual effects, storyboarding, and other methods are learned and applied in the production of a finished product. **Prerequisite: ART 380.**

**ART 425      Painting IV****3 hours**

This course will focus on advanced work in individualized painting problems and creative solutions. Students must be able to work independently. **Prerequisite: ART 405.**

**ART 445      Independent Studio****3 hours**

Reserved for the serious student, the course may be taken in any media area currently offered by the university. **Prerequisite: Permission of the instructor.**

**ART 446      Senior Exhibit****3 hours**

Senior Exhibit is an independent study and preparation course for senior art majors, including students with an emphasis in art and technology, graphic design, digital media, photography, and web design. Students will be expected to write a research paper in their discipline that relates to the art work theme for their senior show. Students will prepare quality announcements and a public reception for a final student showing. Students will also be responsible for display and dismantling of the show. Information about portfolio development, digital imagery, copyright, artwork quality, and the current job market will be provided.

**ART 449      Internship in Art/Graphic Design****3 hours**

Practical work experience outside the academic environment that coordinates experience in business, industry, organizations, and/or art and includes a comprehensive written report of the experience is the focus of this course. It will allow for paid and unpaid work experience in a variety of settings related to graphic design and art. **Prerequisite: Junior or Senior status.**

**ART 455      Digital Production****3 hours**

This course will focus on preparing electronic designs for press. Resolution, color matching and models, trapping, digital photography, hardware and software applications, printing technologies, and computer program operations for print will be included.

**Biblical Studies****BIB 101      Old Testament I****3 hours**

This course is an introduction to the historical background, literary nature, and theological message of the Books of the Old Testament, with particular emphasis on the content and authority of these Books as Holy Scripture for the Church and the minister. The first semester covers the Pentateuch (Genesis-Deuteronomy) and the Former Prophets (Joshua -2 Kings). (Christian Studies Core.)



**BIB 404 Old Testament Hebrew II****3 hours**

An inductive study of intermediate Hebrew grammar based on a close reading of the Hebrew text of an Old Testament book. Skill in discerning nuances of Hebrew grammar and syntax is stressed. Emphasis is placed on vocabulary building, accurate translation, exegesis, and pronunciation. Theological issues arising out of the Hebrew text are considered.

**BIB 445 Studies in Biblical Literature****3 hours**

Advanced Bible study with the theme changing each time the course is offered. Themes of previous semesters have included: the writings of the prophets, studies in Paul, poetic literature of the Old Testament, the Pentateuch, and the Parables of Jesus.

## Biology

**BIO 101 Introduction to Life Science****3 hours**

A course designed for non-science majors, introducing students to the study of living organisms. The course includes basic introductions to cell and molecular biology as well as a brief kingdom survey of organisms (bacteria, protists, fungi, plants, and animals) and their biology.

**BIO 105 Environmental Biology****3 hours**

Introduction to principles of ecology and the interaction of organisms and the environment, paying particular attention to the impact of humans on the environment. The course addresses topics of environmental and resource conservation.

**BIO 111 Principles of Biology I****4 hours**

Introduction to cellular biology covering basic chemistry, cell structure and function, cell division, photosynthesis and respiration, and introductory genetics.

**BIO 111L Principles of Biology I Lab****0 hours**

Experiments to accompany concepts covered in BIO 111.

**BIO 112 Principles of Biology II****4 hours**

Introduction to organismal biology covering general survey of bacteria, protists, plants, fungi, and animals.

**BIO 112L Principles of Biology II Lab****0 hours**

Experiments to accompany concepts covered in BIO 112.

**BIO 215 Environmental Ethics****3 hours**

This course introduces ethical principles as they apply to the natural world. It examines historic and modern real-world issues concerning environmental management and policy-making. Students will learn how to critically analyze various perspectives related to the environment and explore the moral implications of global and local environmental issues. **Prerequisite: BIO 105.**

**BIO 220/220L General Botany****4 hours**

Principles and patterns of structure, function, and adaptation in the plant kingdom. The course includes study of metabolism, photosynthesis, respiration, plant cells, tissues, organs, and a brief survey of plant groups. Lecture and laboratory.

**BIO 221/221L General Zoology****4 hours**

Principles and patterns of structure, function, and adaptation in the animal kingdom. The course includes study of basic cellular chemistry, animal cells, tissues, organs, and systems with a brief survey of animal phyla. Lecture and laboratory.

**BIO 300 Dendrology****3 hours**

The study of the taxonomy; habitats; range; economic, folk, and historic use; and ecological features of important North American tree species. The course focuses on field and lab techniques for the identification and classification of trees. **Prerequisites: BIO 105, BIO 220.**

**BIO 301 Basic Human Anatomy and Physiology I****3 hours**

The study of cellular structure and function, histology, and the integumentary, skeletal, muscular, and nervous systems of the human body. With laboratory. (Credit available for non-science majors only.)

**BIO 302 Basic Human Anatomy and Physiology II****3 hours**

A continuation of BIO 301 covering the endocrine, circulatory, lymphatic, digestive, respiratory, urinary, and reproductive systems. With laboratory. (Credit available for non-science majors only.)

**Prerequisite: BIO 301.**

**BIO 315/315L Introduction to Microbiology****4 hours**

An introductory study of the structure, function, identification, pathology, and ecology of microorganisms. Laboratory activities include growth techniques through preparation of media, maintenance of cultures, methods of microbial growth control, aseptic technique, microbiology and foods, and microscope slide preparation. **Prerequisites: CHEM 102/102L, and BIO 221.**

**BIO 320/320L Cell and Molecular Biology****4 hours**

The study of eukaryotic cell structure and function emphasizing chemical composition, energy transformations, organelles, and biotechnology. Laboratory included. **Prerequisites: CHEM 102/102L, BIO 220, and BIO 221.**

**BIO 321/321L Principles of Human Anatomy and Physiology I****4 hours**

Designed for science majors, this course is a study of biochemistry, cellular structure and function, histology, and the system study of the integumentary, skeletal, muscular, and nervous systems of the human body. Laboratory with dissections. **Prerequisites: BIO 220, BIO 221, CHEM 101, CHEM 102.**

**BIO 322/322L Principles of Human Anatomy and Physiology II****4 hours**

A continuation of BIO 321 covering the endocrine, circulatory, lymphatic, digestive, respiratory, urinary, and reproductive systems. Laboratory with dissections. **Prerequisite: BIO 321.**

**BIO 350 Marine Biology****3 hours**

An introductory course in marine biology including the geology of the oceans, waves and tidal actions, survey of marine organisms and diversity of marine ecosystems, and human impact.

**BIO 401 Developmental Biology****3 hours**

Principles and processes of sexual reproduction and embryonic development of sea stars, amphibians, birds and mammals. Topics include gametogenesis, fertilization, embryonic stages, cell differentiation, tissue development, organogenesis, regeneration, growth, and errors in development.



**BIO 405/405L Ecology and Field Biology 4 hours**  
Relationships between organisms and their environment; approaches and practices for studying these relationships. Lecture and field laboratory.

**BIO 406 Applied Ecology 3 hours**  
Building on what was learned about relationships between organisms and the environment in BIO 405, students in this course will conduct applied research on current ecological issues and create professional presentations of the results. **Prerequisite: BIO405.**

**BIO 410/410L Principles of Genetics 4 hours**  
Principles and processes of inheritance. Includes study of cell division, molecular biology of DNA and RNA, and modes of inheritance. With laboratory. **Prerequisites: CHEM 102/102L, BIO 220, and BIO 221.**

**BIO 415/415L Medical Microbiology and Immunology 4 hours**  
The lecture will focus on pathogenic microorganisms of humans/animals. There will be an emphasis on microbial structure, epidemiology, pathogenesis, host defense response, and antibiotic therapy. The lab will focus on the isolation and identification of microorganisms using morphological, biochemical, and serological analysis. (3 Credit Hours Lecture and 1 Credit Hour Laboratory) **Prerequisites: BIO 315 and CHEM 201/201L.**

**BIO 430 Cell Culturing 3 hours**  
A lab-based course introducing the theory and practice in cell culturing. The focus is on prokaryotic/eukaryotic cell culture maintenance, documentation, and problem-solving. **Prerequisites: BIO 320 and CHEM 201/201L.**

**BIO 431 Polymerase Chain Reaction 3 hours**  
A lab-based course introducing the theory and practice of Polymerase Chain Reaction (PCR). The focus is on PCR optimization, design of primers, amplification of nucleic acids, analysis of PCR products, various types of PCR, and PCR applications. **Prerequisites: BIO 320 and CHEM 201/201L.**

**BIO 432 Proteomics 3 hours**  
A lab-based course introducing the theory and practice of proteomics. The focus is on protein extraction from prokaryotic/eukaryotic cells, analysis of protein and determination of its structure, and studying protein function. **Prerequisites: BIO 320 and CHEM 201/201L.**

**BIO 433 Bioinformatics 3 hours**  
A lab-based course introducing the theory and practice of bioinformatics. The focus is on using sophisticated software and computer databases to study DNA, RNA, and protein amino acid sequences of prokaryotic/eukaryotic organisms. **Prerequisites: BIO 320 and CHEM 201/201L.**

**BIO 440A Biology Internship 3 hours**  
The purpose of the internship is to provide the student with off-campus work experience in a biological research facility or assisting in biological field research under the direction of a qualified researcher. **Prerequisites: BIO 320 and CHEM 201/201L.**



**BIO 440B      Biology Practicum      3 hours**

The purpose of the practicum is to provide the student with on-campus work experience in a biological research laboratory or assisting in biological field research under the direction of a faculty member. **Prerequisites: BIO 320 and CHEM 201/201L.**

**BIO 445      Studies in Biology      1-4 hours**

Topics considered will change as the course is offered. May be taken three (3) times for credit.

## Business

**BUS 101      Introduction to Business      3 hours**

This is a survey course designed to acquaint the student with functions performed by business and the parts business activities play in the economy as a whole. Topics covered include types of business organizations, managing business information, the global economy, the social responsibility of business, and ethical decision making.

**BUS 175      Business Mathematics      3 hours**

This course is designed to develop mathematical and computational skills necessary for subsequent courses in accounting and related business subjects. Areas of concentration are markups, markdowns, discounts, commissions, depreciation, taxes, simple and compound interest, stocks, bonds, and insurance.

**BUS 185      Business Technology      3 hours**

This course acquaints the student with the basic business-related functions of the computer and related technology. Areas of study include word processing, spreadsheets, electronic databases, the Internet, and electronic mail. The student will also design and deliver a PowerPoint presentation and will compose a professional resume.

**BUS 199      Studies in Professional Business Practices      1 – 3 hours**

This course is designed to foster individual knowledge and understanding of various professional business practices. Topics of study include computer graphic design, interviewing techniques, management teams, and parliamentary procedure. Credit may be earned through participation in the Business Professionals of America (BPA). The student may enroll in the course up to four (4) times if a different topic is studied.

**BUS 202      Professional Presentations      3 hours**

This course will prepare business students for careers where employers demand confident, presenters who possess strong communication and presentation skills. Therefore, the focus of this course offering is on developing capable speakers who are able to organize, prepare, and deliver interesting, informative, and creative professional presentations.

**BUS 206      Management Information Systems      3 hours**

This course introduces the learner to the foundations, technology and applications of Management Information Systems (MIS). The course covers topics in information technology, infrastructure, platforms, and telecommunications, systems development and management, managing global systems, and applications for the digital firm, including e-business and e-commerce.

**BUS 215 Business Communication 3 hours**  
 This course focuses on the principles, procedures, and practices of effective oral and written communication and their relationship to good management. Areas of study include the communication process, editing and proofreading of documents, memorandums, business letters, letters of recommendation, e-mail etiquette, telephone etiquette, cross-cultural communication, and oral presentations. The student will revise the resume from BUS 185, prepare a letter of application to accompany the resume, and participate in a mock job interview. **Prerequisite: ENG 102.**

**BUS 225 Introduction to Hospitality Industry 3 hours**  
 Students are introduced to components of the hospitality industry of lodging and food service management. Topic explored will include the growth and development of hospitality industry, management of food services within the industry, marketing, security, maintenance of hospitality operations, and career opportunities in the field of travel and tourism.

**BUS 235 Travel and Tourism 3 hours**  
 This introductory course examines travel and tourism by examining concepts and perspectives relevant to the travel and tourism industries and the role these play in today's society.

**BUS 299 Topics in Business 1-3 hours**  
 This course focuses on special topics of interest in business. Possible areas of study include electronic commerce, total quality management, and professional business etiquette. The student may take the course more than once if it is a different topic than previously studied.

**BUS 302 Business Economics in the Global Economy 3 hours**  
 This course utilizes economic theory to analyze and understand optimal business decisions. Topics include the characteristics of cost and demand curves and the principles of profit maximizing pricing. The course explores different market structures and their consequences for business decisions. The macroeconomic environments, national and global, are also covered. Related questions addressed are: Why does an economy grow over time? What causes recessions and unemployment? Why do we have financial crises, and why are they potentially so damaging? Are government deficits detrimental or beneficial, and under what conditions? What determines changes in interest rates, the rate of inflation, and the foreign exchange rate, and what are the consequences of such changes? (Same as ECON 302.)

**BUS 320 Business Statistics 3 hours**  
 This course is designed to introduce the student to basic statistical methods. Topics include collection, organization, and summarization of data, basic probability, probability distributions, sampling distributions, confidence intervals, and hypothesis testing.

**BUS 330 Principles of Finance 3 hours**  
 This course focuses on managerial finance and its relationship to other functions of businesses. Topics include ratio analysis, budgeting, forecasting, investment decisions, leverage decisions, leverage, and cost of capital.

**BUS 335 Business Law and Ethics 3 hours**  
 This course is designed to acquaint the student with the nature of the law and its regulations of business activities. Areas of study include contracts, sales contracts, bailment, agency and employment, partnerships, corporations, insurance, real estate, wills, inheritances, and bankruptcy. **Prerequisite: BUS 101 or approval of instructor.**

**BUS 425 Business Capstone****3 hours**

This course focuses on contemporary problems in today's world in light of one's college experiences and learning, especially in the fields of business, industry, commerce, government, and the non-profit sector. Taken during the student's senior year, this course is considered to be the capstone course for all undergraduate business majors earning the baccalaureate degree. This course incorporates the Capstone Business Strategy simulation. This business strategy simulation exposes students to the complexities of business and helps them explore the "big picture" while developing strategic thinking. During this semester, students have the opportunity to compete in markets with multiple products, build an experiential understanding of key business principles and test a full range of business tactics. Students will present the results of the simulation experiences in a professional presentation.

**BUS 440 Business Internship Portfolio****3 hours**

This course focuses on using a student's approved internship experience to design and build a print and an e-portfolio. This gives the student an opportunity to enhance his or her academic background in a practical and reflective way from the internship and other academic experiences. Students will provide evidence of personal and professional accomplishments, along with academic learning and skills mastered for future employers.

**Prerequisite: Student must get the internship pre-approved by the instructor for use in this course. Internship hours are to be completed prior to this course or to be completed concurrently during this course.**

**BUS 445 Studies in Business Administration****1-3 hours**

This advanced course is an in-depth study of a specific problem, issue, or topic in business. Possible areas of study include service-learning, business franchising, and securities and investments. The course may be repeated when different areas are studied.

**BUS 456 Career and Technical Education****3 hours**

This course provides an overview of the historical and philosophical development of career and technical education in the United States. The student is introduced to the basic approaches and methods for teaching career and technical education to secondary and post-secondary students. Techniques in supervising and developing cooperative education programs will be developed. Government legislation affecting career and technical education will be discussed. The course helps fulfill the requirements for the business education student to earn his or her license from the state of Indiana in an area of career and technical education.

**BUS 499 Advanced Studies in Business****1-6 hours**

An in-depth study of topics of special interest in Business will be examined. Topics will vary. Students may repeat course for a total of six (6) credit hours.

## Chemistry

**CHEM 101 General Chemistry I****3 hours**

Topics include: matter, laws of chemical composition, chemical nomenclature of atoms, molecules, and ions. Mole calculations, stoichiometry, types of chemical reactions, solutions, gases, atomic structure and periodicity, chemical bonding, orbitals and hybridization. **Prerequisite: Students must be eligible to enroll in MATH 115 or higher. Co-requisite: CHEM 101L.**

**CHEM 101L General Chemistry I Laboratory** **1 hour**  
Experiments covering Basic General Chemistry principles and techniques. **Co-requisite: CHEM 101.**

**CHEM 102 General Chemistry II** **3 hours**  
Continuation of CHEM 101. Topics include: Thermochemistry, chemical kinetics, chemical equilibrium, acid-base equilibrium, buffers, titrations, solubility equilibrium, chemical thermodynamics, oxidation-reduction reactions, electrochemistry and nuclear chemistry, **Prerequisites: MATH 115 or higher, CHEM 101 and CHEM 101L. Co-requisite: CHEM 102L.**

**CHEM 102L General Chemistry II Laboratory** **1 hour**  
Continuation of CHEM 101L. Experiments covering Basic General Chemistry principles and techniques. **Co-requisite: CHEM 102.**

**CHEM 201 Organic Chemistry I** **3 hours**  
Fundamental physical organic chemistry course. Topics include bonding, acid-base theory, alkane confirmations and isomerism, stereochemistry, nomenclature and physical properties of hydrocarbons and other functional group. Thermodynamics, kinetics and simple substitution, addition, elimination and oxidation-reduction reactions are also discussed. **Prerequisites: CHEM 102 and 102L. Co-requisite: CHEM 201L.**

**CHEM 201L Organic Chemistry I Laboratory** **1 hour**  
Experiments in organic chemistry laboratory techniques. Topics include Thin Layer Chromatography, Distillation, Column Chromatography, Recrystallization, Liquid-Liquid extraction, Rotovap and Reaction work-ups. **Prerequisites: CHEM 102 and 102L. Co-requisite: CHEM 201.**

**CHEM 202 Organic Chemistry II** **3 hours**  
An in-depth study of organic chemistry mechanism and spectroscopy. Topics include: electrophiles, nucleophiles, SN1 and SN2 reactions, E1 and E2 reactions, electrophilic addition reactions, aromaticity, aromatic substitution reactions, alkylation, acylation, nuclear magnetic resonance spectroscopy, infrared and ultraviolet-visible spectroscopy. **Prerequisites: CHEM 201 and 201L. Co-requisite: CHEM 202L.**

**CHEM 202L Organic Chemistry II Laboratory** **1 hour**  
Experiments in organic synthesis and purifications. The principles of the experimental procedure rely on many topics covered in CHEM 201/202. **Prerequisites: CHEM 201 and 201L. Co-requisite: CHEM 202.**

**CHEM 301 Quantitative Analysis** **4 hours**  
A study of analytical methods of chemical analysis. Topics include statistical analysis, quantitative chemical analysis, chemical equilibria, electroanalytical techniques and fundamentals of spectroscopy. **Prerequisites: CHEM 102 and 102L.**

**CHEM 301L Quantitative Analysis Laboratory** **0 hour**  
Experiments to accompany concepts covered in CHEM 301 lecture. **Co-requisite: CHEM 301.**

**CHEM 315 Biochemistry** **3 hours**  
Biochemistry is a general study and survey of the structure and function of bio-molecules. Covered topics will include: amino acids, peptides, proteins, lipids, carbohydrates, and nucleic acids. Lectures will concentrate on the chemical reactivity, biosynthesis, three-dimensional structure, and

molecular interactions of these substances; their impact on bioenergetics, growth, and maintenance; and storage and transfer of genetic information. **Prerequisite: CHEM 201. Co-requisite: CHEM 202 and CHEM 315L.**

**CHEM 325 Introduction to Medicinal Chemistry 3 hours**  
A study of aspects of drug design and development with focus on various classes of drugs, their mechanisms of action, and SAR. **Prerequisites: Bio 101, CHEM 315.**

**CHEM 354 Environmental Chemistry 4 hours**  
A study of the chemistry of air, water, and toxic organic compounds as well as how anthropogenic activities affect this chemistry on Earth. The sources, reactions, transport, effects, and fates of chemical species found in air and water as well as the effects of technology on them will be studied. Broad categories in this course include Atmospheric Chemistry and Air Pollution, Climate Change and Energy, Water Chemistry and Water Pollution and Toxic Organic Compounds. **Prerequisites: CHEM 102 and 102L.**

**CHEM 445 Studies in Chemistry 3 hours**  
Research focused on a specific project with specific goals related to the chemical sciences. This course may be taken up to two (2) times for up to six (6) credit hours. **Prerequisites: CHEM 102 and 102L.**

## Christian Education

**CE 201 Introduction to Christian Education 3 hours**  
An introduction to Christian Education and its procedures in the present church school, involving a brief survey of the historical perspectives; studies of contemporary philosophies and psychological theories of learning; curriculum resources, and equipment.

**CE 301 Church Administration 3 hours**  
A functional study of administrative strategies in mapping, supporting, evaluating, and promoting the work of the local church consistent with a biblical worldview and denominational structure and program. Attention will be given to the administration of human, physical, and financial resources, and the role of the church administrator as a servant leader.

**CE 305 Worship Leadership 3 hours**  
This course provides an overview of historical and contemporary approaches in worship practices. Students are introduced to biblical and theological models for planning worship in the local church as well as their applications. Emphasis is given to the exploration of the student's particular worship tradition within an ecumenical framework. Students have opportunities to critique and design worship liturgies and reflect on outside observations of worship traditions and practices.

**CE 310 Teaching in the Church 3 hours**  
This course orients the student to various teaching strategies designed to assist in the communication of Scripture. A variety of models of teaching will be explored. Approaches to teaching in a variety of settings will be introduced.

**CE 315 Lay Leadership in the Church 3 hours**  
This course addresses the nature of lay ministry within the local church. It addresses the function of lay leaders. The student will construct a theology of lay leadership, determine desired

characteristics and qualities of leaders, and make application of leadership principles to the ministry of the local church.

**CE 400**                      **Family Ministry**

### 3 hours

This course addresses the nature and needs of children, youth, and adults in family units and family systems. Theological perspectives on the family and family ministry will be considered. Methods and topics for effective ministry through the local church will be studied.

**CE 410 Teaching and Learning in the Online Classroom**

**3 hours**

Best practices in teaching in the online classroom are examined in light of current and developing issues and trends in online learning. Teaching techniques and courseware designs that foster a community of learning in a web-based context are emphasized. The development of online classrooms to meet the learning needs in public school, higher education, and church education settings is explored.

**CE 405      Women's Ministry**

**3 hours**

An introduction to the field of women's studies this course will provide opportunities for learners to examine and analyze women in Scripture and Church history as well as integrate concepts and practices of women ministering to women. General topics of study are: the place of women in the Christian faith, the role of women in ministry, and building an effective women's ministry in the local church.

**CE 445      Studies in Christian Education**

**3 hours**

Study of special topics of interest in Christian education with the topic changing each time the course is offered.

## Church History

## CH 201 Introduction to Church History

**3 hours**

A general survey of the historical development of Christianity from the time of the early Christian church until the modern period. (Christian Studies Core.)

## CH 401      General Baptist Heritage

**3 hours**

This is a study of the origin and history of the General Baptist denomination with its distinctive doctrines, emphases, ethics, and polity. Particular attention is directed toward the denomination's broader theological heritage as a Baptist group with Arminian perspectives. (Required of all General Baptist ministers attending OCU regardless of the major area of study)

## CH 410 History of American Christianity

**3 hours**

This course is a general survey of the history of Christianity in America from its beginnings in the 17<sup>th</sup> century to the present. Critical issues in the more general field of American religious history will also be explored.

## CH 445      Studies in Church History

### 3 hours

Study of special topics of interest in church history with the topic changing each time the course is offered.

## Christian Missions

- CM 101 Spanish for Ministry I 3 hours**  
This course introduces students to Spanish culture and language through a combination of text, online resources and classroom instruction. Equal emphasis is placed on developing skills in areas of grammar, reading, and speaking this increasingly important language. (Cross listed as SPAN 101 and MDV 571M)
- CM 102 Spanish for Ministry II 3 hours**  
This course continues the practice of listening, speaking, reading, and writing skills that are taught in CM 101. (Cross listed as SPAN 102 and MDV 572M)
- CM 202 Spanish for Ministry III 3 hours**  
This course is an integrated study of the language and cultures of the Spanish-speaking world. Accuracy in oral, aural, reading, and writing skills will stressed as a means to expression and comprehension of the language. (Cross listed as SPAN 201 and MDV 573M) **Prerequisite: CM 102 or equivalent.**
- CM 203 Spanish for Ministry IV 3 hours**  
This course continues the integrated study of the Spanish language and culture. (Cross listed as SPAN 202 and MDV 574M) **Prerequisite: CM 202 or equivalent.**
- CM 201 Introduction to Christian Missions 3 hours**  
This course is a survey of the study of Christian missions. It is designed for those wanting to know more about Christian ministry in other cultures. It also serves as a foundation for other mission courses and equips students to teach missions in a local church.
- CM 205 History of Christian Missions 3 hours**  
A historical survey of missions from Pentecost to the present day, with emphasis on the strategies and events that have assisted and hindered the progress of missions.
- CM 206 Survey of World Religions 3 hours**  
A survey course which introduces students to the origin, history, basic tenets, and worldview of the major religious traditions of the world.
- CM 210 The Biblical Basis of Missions 3 hours**  
This course will examine the mission teachings of both the Old and New Testaments. Emphasis will be given to the biblical nature and task of worldwide outreach.
- CM 225 Perspectives on Christian Missions 3 hours**  
This course is a survey of modern mission's methods and issues enlightened by relevant historical and biblical reference in the *Perspectives on the World Christian Movement: A Reader* and its companion volume, *Perspectives on the World Christian Movement: The Study Guide*. Four specific perspectives of the modern missionary movements (the Biblical Perspective, the Historical Perspective, the Cultural Perspective, and the Strategic Perspective) will be utilized in this survey approach.



**CM 300 Introduction to Short-Term Missions 3 hours**

This course is designed to prepare a student for a short-term, intercultural ministry experience. This course integrates intercultural skills, training, and practical application contextualized for specific cultural settings. An approved short-term mission trip or an approved individualized experience in intercultural ministry will serve as the capstone requirement of the course.

**CM 301 Evangelism and Church Growth 3 hours**

This course is a study in the biblical, historical, and practical concepts of evangelism with special emphasis on the motives and methods of personal evangelism. It provides an analytical study and application of church growth theory and strategy within the context of the local congregation.

**CM 305 Current Trends in Missions 3 hours**

This course addresses the current and developing trends which impact the development and implementation of intercultural and international Christian missions and ministry within the global and local church.

**CM 310 The Church Engaging Postmodernity 3 hours**

This course examines philosophical, sociological, cultural, and theological issues which impact ministry as the church enters a postmodern context. It explores the nature, philosophy, and theology of postmodernity and anticipates possible strategies/methods available to the local church for effective ministry in this context.

**CM 401 Principles of Missionary Service 3 hours**

This course is designed to prepare the student for an effective ministry in the cross-cultural context. Emphasis will be given to preparation for cross-cultural service, adaptations, adjustments, interpersonal relationships, ministry possibilities, and methodologies of effective outreach.

**CM 445 Studies in Christian Missions 3 hours**

This course is designed to provide an in-depth look at the task of world missions. Short-term mission trips and/or comprehensive readings on the task of world missions will serve as the core of this course.

**CM 446 World Religions 3 hours**

A course which introduces students to various major religious traditions of the world. This course will provide a phenomenological approach and overview of these religions, including their emergence, core beliefs, and practices, and their philosophical understandings in order to understand and engage their adherents.

**CM 447 Practicum in Missionary Service 3 hours**

This course is an independent study which permits the student to explore and receive firsthand experience within an intercultural/international context. This involvement allows the student to serve and develop missionary experience in an environment that offers both support and strict supervision by a qualified and experience missionary mentor in the chosen area of ministry.

## Communication

**COMM 201 Introduction to Radio Broadcasting I 3 hours**

This course examines the history and principles of commercial/educational radio broadcasting, covering such topics as radio programming, research, sales, promotions, broadcast engineering and federal regulations.



**COMM 203 Introduction to Radio Broadcasting II****3 hours**

This course begins where COMM 201 leaves off and includes radio production and an introduction to TV broadcasting, with principles of commercial/educational television broadcasting, covering such topics as radio programming, research, sales, promotions, broadcast engineering, and federal regulations.

**COMM 202 Fundamentals of Speech****3 hours**

This course includes a study of the fundamental characteristics of effective oral communication designed to help students express themselves clearly and succinctly in both formal and informal speaking situations.

**COMM 310 On Campus Practicum****3 hours**

This course involves performing various responsibilities—interviewing, researching, writing, editing, proofreading, and formatting visually the articles, headlines, and pictures in the campus newspaper for a semester.

**COMM 340 Introduction to Persuasion****3 hours**

An introduction to the study of the power of public persuasion. Examines historical and contemporary public speeches, essays, and declarations in their historical and political context. Discusses the variety of strategies critics use to analyze why and how public communication in politics, media, culture, and society is persuasive.

**COMM 355 Online Journalism****3 hours**

This course is designed to prepare students for the rapidly changing world of online communication, as it relates to journalism. Students will learn to write and update stories across multiple platforms, with an emphasis on social media and emerging technologies.

**COMM 370 Introduction to the Nonprofit Sector****3 hours**

This course examines the historical development and role of the nonprofit sector, similarities and differences between for-profit and nonprofit organizations, administrative issues, mission development, ethical perspectives, and major management issues specifically associated with nonprofits.

**COMM 420 Law and Ethics in Communication****3 hours**

A study of current laws in the field of communication and theories of ethics in media with the goal of preparing students to be lawful and ethical members of the profession. Real world case studies will be examined.

**COMM 430 Newsgathering Research****3 hours**

This course explores in-depth research methods, including finding and verifying source material, computer-assisted reporting, and accessing public documents.

**COMM 440 Internship in Communication****3 hours**

The primary purpose of the internship is to provide the student an opportunity to enhance his/her academic background and life experiences in a practical and reflective way as an intern in a communication or other related organization.

## Computer Science

### **CS 101 Introduction to Visual Basic Programming** **3 hours**

This basic programming language will set the stage for the student to integrate with other languages, if so desired. Students will be able to create small programs through a variety of programming functions with Visual Basic software. **Prerequisites: MATH 115.**

### **CS 102 Visual Basic II** **3 hours**

A continuation CS 101.

### **CS 105 Computer Literacy and Word Processing** **1 hour**

Designed to provide a student with a working knowledge of a word processing software package, so that the tool can be used for writing papers. Also included are topics in computer literacy and an introduction to other software packages.

### **CS 120 Web Page Design I** **3 hours**

Introductory web design & programming is a study of the fundamentals of constructing Web pages and sites through the use of HTML, XHTML and CSS. The most current tagging and scripting versions will be covered in a tool independent environment. Throughout the course we will explore the history, architecture and development of the World Wide Web. Topics also include: authoring tools, integration of design, graphic and multimedia formats for the web, ecommerce and online security issues. (Same as ART 120)

### **CS 151 Scientific Programming** **3 hours**

Introductory "C" is utilized to design, code, debug, and document programs by using structured programming techniques. Emphasis is placed on problem solving, array handling, functions and subroutines, random number generators, and the differences between batch and conversational systems. Includes laboratory programming exercises and an individual term programming project.

### **CS 201 Visual Basic Programming II** **3 hours**

A continuation of CS 101. This course looks at computing as problem solving. Major emphasis is placed on structures and object-oriented programming techniques: data abstraction selection, looping, and functions, as well as elements of simple data structures: lists, arrays, and records. **Prerequisite: CS 101.**

### **CS 215 PC Configuration and Maintenance** **3 hours**

Students learn the basic electronics concepts needed to configure, set up, maintain, troubleshoot, and repair personal computers. Skills are emphasized along with knowledge of hardware components and systems. Operating systems software will be installed and debugged to insure proper system operation. Application software will be loaded on personal computer systems and configured to users' needs.

### **CS 220 Web Design II** **3 hours**

Advanced web design & programming combines database planning, design, and server-side programming with a review of the concepts discussed in introductory web design & programming. Students will incorporate PHP programming and MySQL databases into their skill-sets, while studying the underlying concepts and theory involved in building web applications. Topics also include: programming and design for blogs, creation of custom graphics, integration of multimedia, ecommerce and online security issues. **Prerequisite: CS 120. (Same as ART 222.)**

**CS 245                      Topics in Computer Science                      3 hours**  
 Group or individual study of topics of special interest in computer science. **Prerequisite:**  
**Permission of the instructor.**

## Criminal Justice, Corrections, and Forensic Science and Technology

**CJ 101                      Introduction to Criminal Justice                      3 hours**  
 Views crime and crime control in historical and societal context. Explores the extent of crime and its impact on modern society. Explores causes of crime and the development and operation of the criminal justice system. Explores the police, court, and correction systems.

**CJ 102                      Introduction to Law Enforcement                      3 hours**  
 This course is an introductory to Law Enforcement designed to provide students with an understanding of law enforcement principles and practices in the 21<sup>st</sup> century. The course provides comprehensive overview of Law Enforcement, Law Enforcement organizations – operations and conduct, and policing in the 21<sup>st</sup> century.

**CJ 105                      Community Policing                      3 hours**  
 Explores how community policing is both a philosophy and an organizational strategy that allows police and community residents to work closely together in new ways to solve the problems of crime, fear of crime, physical and social disorders, and neighborhood decay.

**CJ 110                      Juvenile Justice                      3 hours**  
 This course examines the juvenile justice system in the United States. Areas examined will be the role of the juvenile courts, the role of police agencies, and the role of correctional agencies. The course will focus on current issues involving juveniles within the correctional system and the overarching needs of society.

**CJ 118                      Introduction to Courts                      3 hours**  
 An examination of the basic structure of the court system and court process is examined. Current trends of the court system are explored and discussed.

**CJ 125                      Statistics in Criminal Justice                      3 hours**  
 Basic course covering topics of: collection, organization and summarization of data; basic probability; probability distributions; sampling distributions; confidence intervals; and tests of hypothesis. **Prerequisite: MATH 105 or equivalent.**

**CJ 150                      Alternatives to Incarceration                      3 hours**  
 An examination of recent trends in corrections focusing on the recent trend towards community-based corrections programs and the need to consider the victims of crime as part of the sentencing process. The following programs will be examined: probation, parole and other early release programs, diversion, drug and alcohol treatment, halfway houses, mediation, restitution, community service, house arrest, and electronic monitoring.

**CJ 201                      Criminal Law                      3 hours**  
 An in-depth study of crime, law, and punishment with particular emphasis on the substantive provisions of criminal law that define the elements of various crimes and the parties to those crimes. There will be an overview of the criminal justice system focusing on the constitutional and

statutory framework for the judicial branch of government. There will also be an evaluation of the public policy concerns and issues resulting from the tension between society's legitimate interest in punishing certain conduct and the individual's constitutionally protected rights of liberty.

**Prerequisite: Introduction to Criminal Justice (CJ 101) or permission of the instructor.**

**CJ 202                      Criminal Procedures    3 hours**

An in-depth study of crime, law, and punishment with particular emphasis on criminal procedures including search and seizure, arrest, and the criminal trial. There will be an overview of the entire criminal court system, but the focus will be on issues such as the rights of the accused before and during the trial, process, victim's rights, sentencing, and appeal rights. Recent United States Supreme Court decisions as well as other relevant cases will be analyzed. **Prerequisite: Criminal Law (CJ 201) or permission of the instructor.**

**CJ 215                      Introduction to Criminology    3 hours**

Past and present theories exploring the causes of crime and examined in the context of how to deal with crime and criminals in our society. Criminal behavior causes, sociological and psychological, are examined. (Same as SOC 215)

**CJ 275                      Ethical Issues in CJ    3 hours**

An exploration of the value and importance of ethical behavior within the criminal justice system. They will examine how ethical behavior has to be used when dealing with people (offenders, officers, counselors, lawyers, judges) no matter their current position in the criminal justice system.

**CJ 292                      Terrorism    3 hours**

An in-depth analysis of terrorism as a political weapon, defining terrorism, examining the causes of terrorism, precepts of domestic and international terrorism, and the religious foundations of terrorism as well as examine the potential for terrorism locally, in the region, state, and nation.

**CJ 299                      Topics in Criminal Justice    3 hours**

Examines various issues in the criminal justice field; topics may include challenges to adjudication, international law as it relates to criminal activity, foreign policy, etc.

**CJ 301                      Introduction to Forensic Science    3 hours**

Overview of general principles of forensic science, techniques, equipment, and methodologies as used in crime laboratories, Focus on fingerprint and firearm identification, trace evidence, (hair, fiber, paint, glass), blood, DNA evidence, forensic documentation examination, crime scene kits and forensic microscopy.

**CJ 302                      Criminal Investigation    3 hours**

This course is designed to provide the skills and knowledge necessary to conduct a thorough preliminary investigation of crimes. Techniques used to investigate common categories of crimes will be discussed. A major emphasis in this course will be the preparation and execution of investigative plans as they relate to a team approach. Other skills will include interviewing, crime scene processing, and basic forensic examination of evidence. **Prerequisite: Introduction to Criminal Justice (CJ 101) or permission of the instructor.**

**CJ 308                      Investigative Photography    3 hours**

This course provides an introduction to investigative photography, including selection and use of digital equipment, the theory of basic photographic techniques and image formation, the use of photographs as evidence, close-up photography work, and common investigative photography

misconceptions. The course utilizes “hands-on” instruction with an emphasis on crime scene and evidence photography.

<b>CJ 310</b>	<b>Victimology</b>	<b>3 hours</b>
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Theories and history shaping the bio-psycho-social and environmental characteristics of crime and violent victimization are examined with emphasis on their intersection with issues of race, gender, class, ethnicity, and sexual orientation.

<b>CJ 311</b>	<b>Principles of Security</b>	<b>3 hours</b>
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An overview of the field of security. The course will discuss the role and development of security, its applications, and its relationships to society. It will present a total picture of security to include personnel, safety, fire, administration, access controls, and physical and information security.

<b>CJ 315</b>	<b>Conflict Management in Criminal Justice</b>	<b>3 hours</b>
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This course will examine the nature of conflict and individual and group decision making processes. It will explore ways to minimize destructive consequences of conflict as well as identifying and negotiating solutions to problems that occur in a correctional setting. **Prerequisite: Introduction to Criminal Justice (CJ 101) or permission of the instructor.**

<b>CJ 320</b>	<b>Police Administration and Organization</b>	<b>3 hours</b>
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Introduces the basic organization structures of law enforcement patrol and administration. Principles of command, unity of command, span of control, evaluation of promotion, etc., will also be discussed.

<b>CJ 323</b>	<b>Basics of Crime Scene Investigation</b>	<b>3 hours</b>
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This course covers basic considerations, guidelines, and procedures that help in the investigation of crime scenes so that field investigators do not avoid oversight, ensure thoroughness of the search, and comply with both the legal and scientific requirements pertaining to the use of physical evidence. The course utilizes a practical hands-on approach to evidence identification, documentation, collection and handling of evidence from the crime scene. This course includes lab study designed to reinforce important forensic and investigative skills. **Prerequisite: Criminal Investigation (CJ 302) or permission of the instructor.**

<b>CJ 325</b>	<b>Drugs and Criminal Justice</b>	<b>3 hours</b>
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An introduction into how drugs are related to crime looking at the variety of connections including the possession, manufacture, and distribution of drugs. Exploring the relationship of crime to the effects they have on the user's behavior and the generating violence and other illegal activity in connection with drug trafficking.

<b>CJ 330</b>	<b>Report Writing for Criminal Justice</b>	<b>3 hours</b>
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This course examines how to write clear, accurate and grammatically correct reports used in law enforcement and correctional settings. Other criminal justice-based communication instruments, such as note taking, field interviewing, spelling of key criminal justice terminology, and court testimony will be addressed. **Prerequisite: Introduction to Criminal Justice (CJ 101) or permission of the instructor.**

<b>CJ 400</b>	<b>Offender Assessment System</b>	<b>3 hours</b>
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The course will examine the criminal classification of offenders; prediction of criminal behavior; and rehabilitation of specific types of offenders. The topics will be examined from both clinical and research perspectives. Potential topics may include human aggression; assessing dangerousness;

borderline personality disorder; risk factors in physical and sexual assault of adults and children; and offender treatment programs. **Prerequisite: Alternatives to Incarceration (CJ 150) or permission of the instructor.**

**CJ 410 Probation and Parole 3 hours**

An examination of the functions of probation and parole officers. The theoretical and practical aspects of probation and parole will be examined in depth. **Prerequisite: Alternatives to Incarceration (CJ 150) or permission of the instructor.**

**CJ 415 Criminological Theory 3 hours**

This course focuses on the major theoretical explanations for crime and delinquency.

**CJ 420 Correctional Administration 3 hours**

Covers the organization, supervision, and administration of officers and inmates and techniques used in institutions. Legal trends concerning the rights of prisoners will be discussed.

**CJ 423 Advanced Crime Scene Investigation 3 hours**

This course steeped in application of advanced crime scene techniques including identification, collection, and processing techniques. Students will be challenged with advanced theories and methodologies pertaining to proper crime scene assessment, search, and acquisition of various types of evidence. As such, an in-depth, hands on approach with laboratory activities and simulations will serve to engage students at a critical level beyond mere lecture-based contemplation. **Prerequisite: Basics of Crime Scene Investigation (CJ 323) or permission of the instructor.**

**CJ 424 Applied Forensic Science 3 hours**

An immersive course combining relevant forensic evidence analyses with theoretical discussion. Based on this formula, students will spend a majority of class time employing modern techniques for evidence analysis and focusing on result interpretation and the impact of analytical outcomes. Students will also become familiar with the strengths and weaknesses of the various forms of evidence analysis employed and will be able to critically assess these means of criminal resolution in the hopes of helping to improve future scientific endeavors within this field of investigation.

**CJ 430 Community Corrections 3 hours**

The course focuses on probation, parole, and other intermediate sanctions and community treatment options. Each is examined from both punishment and treatment model perspectives.

**CJ 440 Contemporary Criminal Justice Topics 3 hours**

Students will explore selected issues, topics, and current events not covered in depth in other CJ courses. Other areas of study include multiculturalism, gang violence, etc. Emphasis is on individualized study and group discussions.

**CJ 441 Comparative Justice 3 hours**

This course examines issues related to crime throughout the world. The student will identify, analyze and compare the criminal justice systems in the U.S. with those of other countries. This course will explain the basic worldwide philosophies of law and justice, the arrangements for crime prevention and law enforcement, and the methods of selecting judges and juries around the world.

**CJ 445 Studies in Criminal Justice 3 hours**

Studies a current topic in Criminal Justice.



**CJ 448                      Medicolegal Investigation of Death                      3 hours**

This course provides an in-depth look into the medico-legal aspects of death investigation, including the manners, mechanisms, and causes of death, as well as the post mortem changes. The course also instructs the student on wound interpretation and the method to apply post mortem conditions to criminal investigations to confirm or refute evidence of wrongful deaths.

**Prerequisite: Criminal Investigation (CJ 302) or permission of the instructor.**

**CJ 495                      Internship Capstone                      3 hours**

The primary purpose of the internship is to provide the student an opportunity to enhance his/her academic background and life experiences via practical work exposure as an intern in an organization associated with the criminal justice system. **Prerequisite: Introduction to Criminal Justice (CJ 101), successful completion of 30 hours in criminal justice courses, and successful completion of 74 hours or more.**

**CJ 496                      Criminal Justice Practicum                      3 hours**

The purpose of the practicum is to foster student research or literature review through on-campus work experience in a Criminal Justice-focused research or instructional setting or by means of an in-field, practical research experiment under the direction of a full-time faculty member or department head. **Prerequisite: Introduction to Criminal Justice (CJ 101), successful completion of 30 hours in criminal justice courses, and successful completion of 74 hours or more.**

**CJ 498                      Criminal Justice Capstone Seminar                      3 hours**

The capstone course focuses on applying major criminal justice theories that have contributed to an understanding of deviant, delinquent, or abnormal behaviors and crime. Emphasis is placed on the student's understanding of how the principle of each theory may be used to evaluate the primary elements of the justice system. The capstone course provides senior-level students with the opportunity to demonstrate that they can successfully analyze, evaluate, and interpret issues, problems and policies confronting the justice system through a critical thinking, problem based process. **Prerequisite: Successful completion of the criminal justice core courses and successful completion of 90 hours or more.**

## Early Childhood

**EC 210                      Introduction to Early Childhood Profession                      3 hours**

Provides an introduction to the profession of Early Childhood Education. Examines early childhood philosophy, historical perspective, goals, and implementation of play theory, special needs, curriculum, and regulations. This course addresses developmentally appropriate practices for children ages birth through 8 years old.

**EC 215                      Health, Safety & Nutrition                      3 hours**

This course examines the health, safety and nutrition needs of infants through school-age children. It focuses on implementing effective, preventative classroom practices to help children and families build a healthy lifestyle. It will examine topics including vaccinations, obesity, dental health, chronic and acute health conditions, fire safety, environmental issues and mental health. Participants will learn how to include activities in their daily lesson planning as well as share information and education to families they will work with in the future.

- EC 242 Early Childhood Curriculum I 3 hours**  
This course will examine the principles and practices involved in planning, implementing and evaluating developmentally appropriate, evidence-based curriculum for children ages birth to 8 years old. The course focuses on and considers the importance of play in curriculum design and on relationships among development theory, philosophy, and practice and the needs and interests of young children including those who are culturally, linguistically and ability divers.
- EC 285 Infants and Toddlers 2 hours**  
Students will explore infants and toddler development through course readings, lectures and presentations, group discussions, independent research, and small group projects. This class focuses on developing infant and toddler child/daycare resources with an emphasis on, safety, equipment, health and nutritional needs, psychological needs, and parental needs. The cognitive, affective, and psychomotor aspects of learning will be approached. Students shall develop an understanding of consultation and interdisciplinary techniques. The students will learn to be a facilitator and conveyor of knowledge and cultural heritage in order to provide better services for infants, toddlers, and families. Field experience is required.
- EC 313 Child Development 3 hours**  
Studies the physical, social, emotional, cognitive, and moral development of children from conception to age eight. Theories of child development, biological and environmental foundations, prenatal development, the birth process, and the newborn baby are discussed. Influences of family, community, media, and culture in various countries are considered. Students may be required to complete observations and field experiences with children as related to this course.
- EC 329 Emerging Literacy 2 hours**  
Students will explore emerging literacy strategies through course readings, lectures and presentations, group discussions, independent research, field experience, and small projects. Provides understanding of the development and acquisition of language, as well as an appreciation for the ways in which children use language. Explores and evaluates materials, methods, and techniques used in nurturing young children's language growth. Development and sharing of self-created original big book. Field experiences are required.
- EC 341 Early Childhood Programs and Management 3 hours**  
Provides for an understanding of Early Childhood programs, their design, budgeting, facility management, and other practical applications. Classroom routines, transitions, and behavior management will be explored. Participants will observe and interview a director of a childcare facility or ministry as well as the owner of a licensed childcare home.
- EC 342 EC Curriculum II 3 hours**  
This course will explore various curriculum models and underlying theories utilized in designing early childhood curriculum. Participants will examine factors which have influenced curriculum development in the field of early childhood and determine how certain factors have influenced the development of a variety of curriculum models which have shaped present curriculum for young children.
- EC 360 Math Concepts & Manipulatives 2 hours**  
Students will explore the teaching of mathematics through active participation in micro-teaching, completions of peer and self-evaluations, and teaching in the pre-K environment. Investigation of the development of mathematics concepts in the education of young children, emphasizing



methods of teaching, special needs adaptations, and use of instructional manipulatives as materials. Field experience is required.

**EC 405 Families in Transition**

### 3 hours

This class will examine the make-up of today's diverse families and the multiple influences that impact children's development. Analyzes the importance of developing reciprocal relationships with families and communities in support of children's learning. Explores professional and ethical standards related to working with children, families, leading to informed advocacy for children, families and the profession. Students may be required to complete observations and field experiences with children as related to this course.

## EC 435 Field Experience in Early Childhood

### 3 hours

The student will experience teaching in an early childhood setting under the guidance of an experienced teacher. The student will work in a cooperative situation with the classroom teacher. The student will have the opportunity to work with children on an individual and small group basis. The student will observe the methods and techniques of the classroom teacher, assist the classroom teacher in planning and preparation of subject matter, and teach lessons to children. The student will assist the classroom teacher in developing materials or completing tasks as needed. The student will have, if possible, the opportunity to meet the parents and work with them. These experiences may occur in a variety of settings; dependent upon what types of placement are available but will include Licensed and NAEYC accredited Head Start, Corporate Childcare or Ministry, the pre-service teacher may be working with any age level from infant through six.

## Economics

## ECON 202      Microeconomics

**3 hours**

This course is a descriptive and analytical study of the market economy, including market structures, pricing, and distribution of wealth and income.

## ECON 203      Macroeconomics

**3 hours**

A study of the principles and aggregate forces related to economics as a whole. Emphasis is placed on the problems resulting from the business cycle, the components of the GNP, monetary and fiscal policy, and elements of international trade.

## ECON 302 Business Economics in the Global Economy

**3 hours**

This course utilizes economic theory to analyze and understand optimal business decisions. Topics include the characteristics of cost and demand curves and the principles of profit maximizing pricing. The course explores different market structures and their consequences for business decisions. The macroeconomic environments, national and global, are also covered. Related questions addressed are: Why does an economy grow over time? What causes recessions and unemployment? Why do we have financial crises, and why are they potentially so damaging? Are government deficits detrimental or beneficial, and under what conditions? What determines changes in interest rates, the rate of inflation, and the foreign exchange rate, and what are the consequences of such changes? (Same as BUS 302.)

## ECON 445      Studies in Economics

### 3 hours

A study of topics of special interest in economics. May include topics on money and banking, the European Union, and recent United States monetary policy. This class is intended for juniors and seniors only. It may be taken more than once if the topic studied is different.

## Education

### **EDUC 101      Foundations of Education**

**3 hours**

This course is the beginning of the teacher education program and an introduction to professional education. This included historical, philosophical, social, and psychological foundations and problems in teaching and teacher preparation. This course is open to all students; however, it is required for admission to all other courses in Education. Field experience required.

### **EDUC 103      Exceptional Children**

**3 hours**

Students explore the characteristics of exceptional students who are included in the mild interventions classification, (for example, students with Specific Learning Disabilities, Mild Cognitive Disabilities, Emotional Disabilities, Autism, and Other Health Impairments, etc.) and students explore how to effectively assist these students in learning. This exploration includes the history of services for children with disabilities, as well as theories, practices and teaching techniques for producing optimal growth. Students will explore public policy, mainstreaming, inclusion, early intervention, RTI (response to intervention), UDL (universal design for learning), and IEPs (individual education plans).

### **EDUC 135      Cultural Competency**

**1 hour**

This course explores cultural competence of educators as a critical component in teaching students from diverse populations. Appropriate methodologies in teaching students from different cultures, genders, religions, ethnic backgrounds, low socioeconomic status, and non-English language backgrounds will be explored. **(Freshman Block: Must be taken with EDUC 136 and 137).**

### **EDUC 136      English Language Learners**

**1 hour**

This freshman level course will help students understand the concept of ELL and appreciate an educator's need to effectively incorporate appropriate education for all students in the classroom. Methods for teaching English language learners will be introduced. **(Freshman Block: Must be taken with EDUC 135 and 137.)**

### **EDUC 137      Technology & Media in Education**

**1 hour**

Candidates develop communication to foster collaboration by examining, implementing, and evaluating educational computer programs in order to develop methods for all learners. Candidates are required to examine a variety of media communications to encourage active inquiry. Topics include documentation of assessment (formal and informal) such as electronic record keeping systems, Smartboard instruction and utilization, and keeping informed of current technology trends. **(Freshman Block Must be taken with EDUC 135 and 136.)**

### **EDUC 210      Introduction to Early Childhood Profession**

**3 hours**

Examines programs for early childhood as to philosophy, historical perspective, goals, and implementation of play theory, special needs, curriculum, and regulations. Emphasis is on the primary grades. The similarities and differences among programs are studied.

### **EDUC 213      Developmental Psychology**

**3 hours**

Stages of growth (physical, emotional, cognitive, social, and development of children from early childhood through early adolescent and young adulthood will be examined in detail. Candidates are required to study the relationship of human growth and development as related to peer relationships and pressure, learning and learning styles, drugs, gender, culture, and work.

**EDUC 220      Children's Literature****3 hours**

Criteria for the selection and study of literature written especially for children in elementary school; classical and contemporary literature enjoyed by children globally. Required of Elementary Education majors. (Same as ENG 325.)

**EDUC 240      Creative Arts****3 hours**

Candidates are required to understand and utilize the performing and visual arts as primary media for communication (reading, writing, and oral language), inquiry, motivation, critical thinking, problem solving, and engagement among all elementary students. The integration of the arts at the elementary level is accomplished through knowledge and application of various art integration activities and lessons.

**EDUC 295      Differentiated Instruction****3 hours**

This course will facilitate differentiated instruction as an instructional approach in meeting the academic, social and emotional needs at various developmental levels of all students, including special needs, second language and diverse populations. Topics examined include: creating student profiles, characteristics and dynamics of differentiated instruction; identification of techniques for differentiating content, process, and product; exploration of how to differentiate on the basis of student's readiness, interest, and learning modalities; and reflection on one's personal beliefs and practices of instruction.

**EDUC 301      Assessment of Student Learning****2 hours**

Formative and summative assessment procedures are studied as well as quantitative and qualitative assessment. Strategies for accommodating special needs students are included. Pre-service teachers are expected to be able to construct a variety of tests as well as develop authentic evaluative materials. Candidates develop a personal philosophy of assessment.

**EDUC 305      Teaching of Reading****3 hours**

This course is designed to survey current methods, materials, and research as related to the teaching of reading. The elements of phonics are studied. This course presents the foundations of reading skills as well as the study of developmental reading and the essential reading skills in the content areas.

**EDUC 310      Language Arts Methods****2 hours**

The course will consider the role of language arts in elementary education, in terms of methodology, materials, theory, and practical applications in order to help the students become a facilitator and conveyor of knowledge and cultural heritage through language. Elements of teaching and learning reading, literature, spelling, grammar and handwriting will be explored. Candidates are required to demonstrate proficiency in teaching areas of language arts in addition to incorporating and strengthening formal and informal assessment strategies in order to foster active engagement during learning. Includes diverse field experiences and collaboration with school and community in which candidates encourage the development of problem solving by constructing a variety of opportunities for K-6 students. As a culmination of the field experience component candidates are required to evaluate and reflect upon his/her teaching potential, practice in light of research, assess impact on student learning, and overall professional growth as related to the promotion and well-being of children. Students are placed in a school setting which reflects diverse populations, including low socio-economic status, ELL and multiple ethnicities.

**EDUC 312      Corrective Reading      3 hours**

Designed to examine current research, assessment, and methods designed to assist academically challenged children in attaining essential reading skills. Included are both qualitative and quantitative assessment procedures. Field experiences are designed to assist the pre-service teacher in developing skills working with children with reading problems. (Same as SPED 312.)

**EDUC 315      Classroom Management      2 hours**

Course focuses on managing classrooms from multiple perspectives which include but are not limited to: organization of classroom and materials, establishing rules and procedures, procedures for managing student work, getting off to a good start, planning and conducting instruction, managing cooperative learning groups, maintaining appropriate student behavior, communication skills for teaching, managing problem behaviors and managing special groups. Candidates demonstrate professional growth and reflection by constructing a classroom management plan consisting of rules, procedures, and consequences, writing a personal philosophy of classroom environment, and creating a newsletter and communication piece to collaborate between families and school. Emphasis is placed upon the importance of establishing and maintaining positive working relationships and the impact those have on the overall well-being of students.

**EDUC 329      Emerging Literacy      2 hours**

Students will explore emerging literacy strategies through course readings, lectures and presentations, group discussions, independent research, field experience, and small projects. Provides understanding of the development and acquisition of language, as well as an appreciation for the ways in which children use language. Explores, and evaluates materials, methods, and techniques used in nurturing young children's language growth. Development and sharing of self-created original big book. Includes diverse field experiences and collaboration with school and community in which candidates encourage the development of problem solving by constructing a variety of opportunities for K-6 students. As a culmination of the field experience component candidates are required to evaluate and reflect upon his/her teaching potential, practice in light of research, assess impact on student learning, and overall professional growth as related to the promotion and well-being of children.

**EDUC 330      Middle & Secondary Reading Problems and Remediation      3 hours**

Reading problems encountered by students in middle school and high school are studied. Assessment of student ability, reading strategies, learning styles, and potential are covered. A field experience is required. Pre-service teachers will mentor small groups of students. (Same as SPED 330.)

**EDUC 346 (E, M, LS, SS, or B) General Methods for Secondary Education      3 hours**

Covers such topics as teaching techniques, critical thinking, creativity, collaborative problem solving, and individualized learning in specific content areas. Candidates will explore central concepts, tools of inquiry, and structures of the discipline(s) he or she wants to teach, and learn how to create learning experiences that make the discipline accessible and meaningful for secondary students.

**EDUC 350      Social Studies Methods for Elementary Teachers      2 hours**

Focuses on development of social awareness in elementary children and explores the concepts of the social studies, incorporating them into the curriculum, with emphasis on planning and implementing teaching/learning experiences and encouraging the acquisition of these knowledge and skills in children through developmentally appropriate means. . Includes diverse field experiences and collaboration with school and community in which candidates encourage the

development of problem solving by providing a variety of opportunities for K-6 students. As a culmination of the field experience component candidates are required to evaluate and reflect upon their teaching potential, their practice in light of research, their impact on student learning, and their overall professional growth as related to the promotion and well-being of children.

**EDUC 355      Science Methods & Technology**

**2 hours**

Course focuses on knowing, understanding, and using fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science by utilizing hands-on, discovery learning and technology in order to build student understanding for personal and social applications, and to convey the nature of science in elementary schools. . Includes diverse field experiences and collaboration with school and community in which candidates encourage the development of problem solving by providing a variety of opportunities for K-6 students. As a culmination of the field experience component candidates are required to evaluate and reflect upon their teaching potential, their practice in light of research, their impact on student learning, and their overall professional growth as related to the promotion and well-being of children.

**EDUC 360      Math Concepts & Manipulatives**

**2 hours**

Investigation of the development of mathematic concepts (number and operations, algebra, geometry, measurement, data analysis, and probability) in the education of young children, emphasizing problem solving, reasoning, connections, representation, communication and methods of teaching and use of instructional materials, particularly manipulatives. Candidates are required to demonstrate proficiency in teaching areas of teaching mathematics in addition to incorporating and strengthening formal and informal assessment strategies in order to foster active engagement during learning. Focus on Indiana academic mathematics standards based lessons. . Includes diverse field experiences and collaboration with school and community in which candidates encourage the development of problem solving by providing a variety of opportunities for K-6 students. As a culmination of the field experience component candidates are required to evaluate and reflect upon their teaching potential, their practice in light of research, their impact on student learning, and their overall professional growth as related to the promotion and well-being of children.

**EDUC 418      Seminar in Education**

**2 hours**

The pre-service teacher is required to develop an autobiography and review a philosophy of education. Pre-service teachers will study legal issues, classroom management, collaborative learning techniques, lesson plan development, assessment of student academic performance, and parent-teacher conferences. The course provides ongoing opportunities for professional development of teacher education candidates in a variety of topics before and during their student teaching experiences. Topics include but are not limited to legal issues, classroom management, lesson plan development, and community involvement.

**EDUC 419      Six Week Middle School Student Teaching**

**5 hours**

The pre-service teacher is expected to complete a minimum of six (6) weeks of student teaching at the middle school developmental level. The pre-service teacher is expected to develop lessons, work as a team member, develop a unit, manage students, assess student performance, and complete any tasks expected of a teacher.

**EDUC 420      Six Week High School Student Teaching**

**5 hours**

The pre-service teacher is expected to complete a minimum of six (6) weeks of student teaching at the high school developmental level. The pre-service teacher is expected to develop lessons, work

as a team member, develop a unit, manage students, assess student performance, and complete any tasks expected of a teacher.

**EDUC 421 Twelve Week Middle School or High School Student Teaching 5 hours**

The pre-service teacher is expected to complete a minimum of twelve (12) weeks of student teaching at the secondary school developmental level. The pre-service teacher is expected to develop lessons, work as a team member, develop a unit, manage students, assess student performance, and complete any tasks expected of a teacher.

**EDUC 422 Six Week Elementary Special Education Student Teaching 5 hours**

The pre-service teacher is expected to complete a minimum of six (6) weeks of student teaching at the elementary school in special education. The pre-service teacher is expected to develop lessons, work as a team member, develop a unit, manage students, assess student performance, and complete any tasks expected of a teacher.

**EDUC 423 Six Week Elementary Student Teaching 5 hours**

The pre-service teacher is expected to complete a minimum of six (6) weeks of student teaching at the elementary school developmental level. The pre-service teacher is expected to develop lessons, work as a team member, develop a unit, manage students, assess student performance, and complete any tasks expected of a teacher.

**EDUC 424 Twelve Week Elementary Student Teaching 5 hours**

The pre-service teacher is expected to complete a minimum of twelve (12) weeks of student teaching at the elementary school developmental level. The pre-service teacher is expected to develop lessons, work as a team member, develop a unit, manage students, assess student performance, and complete any tasks expected of a teacher.

**EDUC 426 Six Week K-4 All-Grade Student Teaching 5 hours**

The pre-service teacher is expected to complete a minimum of six (6) weeks of student teaching at the elementary school developmental level. The pre-service teacher is expected to develop lessons, work as a team member, develop a unit, manage students, assess student performance, and complete any tasks expected of a teacher. (For physical education majors only).

**EDUC 427 Six Week 5-12 All-Grade Student Teaching 5 hours**

The pre-service teacher is expected to complete a minimum of six (6) weeks of student teaching at the middle or high school developmental level. The pre-service teacher is expected to develop lessons, work as a team member, develop a unit, manage students, assess student performance, and complete any tasks expected of a teacher. (For physical education majors only).

**EDUC 428 Six Week P-K Early Childhood Student Teaching 5 hours**

The pre-service teacher is expected to complete a minimum of six (6) weeks of student teaching at the pre-school or kindergarten level. The pre-service teacher is expected to develop lessons, work as a team member, develop a unit, manage students, assess student performance, and complete any tasks expected of a teacher.

**EDUC 429 Six Week 1-3 Early Childhood Student Teaching 5 hours**

The pre-service teacher is expected to complete a minimum of six (6) weeks of student teaching at the primary grades 1-3 level. The pre-service teacher is expected to develop lessons, work as a team member, develop a unit, manage students, assess student performance, and complete any tasks expected of a teacher.



**EDUC 440      Senior Field Experience      1-3 hours**

This course consists of directed observation and participation in selected attendance centers. Candidate is expected to be able to develop lessons, deliver them, manage students, assess student learning, and complete any tasks expected of a teacher.

**EDUC 445      Studies in Education      1-3 hours**

Group or individual study of topics of special interest in education. Topics will vary. Candidates can repeat course for a total of six (6) credit hours.

**EDUC 450      Education Senior Capstone      3 hours**

The Education Capstone course is for all senior education students who do not have a separate capstone course in their content area. The course will include a review of the SOE Conceptual Framework including the "Understanding the Learner and the Learning Process" and "Using Sound Instructional Practices", writing a Philosophy of Education paper, and creating an INTASC-based online portfolio.

## English

**ENG 101      English Composition I      3 hours**

This course includes development of multi-paragraph themes with emphasis on outlining, developing thesis statements, and support as well as the development of reading and critical thinking skills.

**ENG 102      English Composition II      3 hours**

This course includes an introduction to literary analysis through written expression and a study of the research process resulting in the writing of literary, informative, and persuasive research papers. **Prerequisite: ENG 101.**

**ENG 201      Masterpieces of World Literature      3 hours**

Study of selected masterpieces of world literature from the earliest literature to modern times. The course emphasizes the significance of major genres, authors and works of Western and non-Western literary traditions and their literary, historical, and cultural backgrounds. Since a huge range of time periods and geography are covered, many of the readings will be selections from longer texts. (Taken after ENG 101 and 102 are passed.)

**ENG 202      Fundamentals of Speech      3 hours**

This course includes a study of the fundamental characteristics of effective oral communication designed to help students express themselves clearly and succinctly in both formal and informal speaking situations.

**ENG 210      Introduction to British Literature      3 hours**

A survey of British literature and literary history from the earliest literatures to modern times. The course emphasizes the changing literary trends and themes these works represent as well as their historical, cultural, and political context. **Prerequisite: ENG 102.**

**ENG 215      Introduction to American Literature      3 hours**

A survey of American literature and literary history from the earliest literatures to modern times. The course emphasizes the changing literary trends and themes these works represent as well as

their historical, cultural, and political context. The problem of the American identity is a major theme that will be explored throughout the semester. **Prerequisite: ENG 102.**

**ENG 220      Mass Media      3 hours**  
A study of the history, current status, and ethical aspects of mass media, including newspapers, magazines, books, radio, television, movies, and the Internet.

**ENG 225      Writing for the Media      3 hours**  
This course is designed to teach students the fundamentals of newswriting, reporting, and information gathering for print and nonprint media. There is an emphasis on interview skills, note taking, and editing techniques.

**ENG 240      Feature Writing      3 hours**  
In this course, students will utilize in-depth reporting and information gathering techniques to produce feature stories suitable for publication, with a focus on writing for magazines.

**ENG 301      Topics in British Literature      3 hours**  
Intensive treatment of an author, period, or genre in British literature. Specific topics covered will change each time this course is offered. May be taken for credit three (3) times if different topics are selected. **Prerequisite: ENG 102. Course may be repeated under new topic.**

**ENG 305      Topics in American Literature      3 hours**  
Intensive treatment of an author, period or genre in American literature. Specific topics will cover change each time the course is offered. May be taken for credit three (3) times for if different topics are selected. **Prerequisite: ENG 102. Course may be repeated under new topic.**

**ENG 310      Topics in World Literature      3 hours**  
Specific topics covered will change each time this course is offered. Intensive treatment of an author, genre, or period in world literature. May be taken three (3) times for credit if different topics are selected. **Prerequisite: ENG 102. Course may be repeated under new topic.**

**ENG 315      Introduction to Literary Criticism      3 hours**  
This course introduces students to significant critical approaches to literature and the application of those theories. Literary theory/criticism is a rapidly developing, changing, and varied field. This course will examine the field from an historical perspective and through close analyses of representative texts. Additionally, students will examine texts through the various lenses of divergent theories.

**ENG 320      Presentation of Dramatic Literature      1 hour**  
Survey of all facets of production; various experiences with dramatic literature and in actual production of selected plays. May also count as a literature elective for majors.

**ENG 325      Children's Literature      3 hours**  
Criteria for the selection and study of literature written especially for children in elementary school; classical and contemporary literature enjoyed by children globally. (Same as EDUC 220.)

**ENG 326      Adolescent and Young Adult Literature      3 hours**  
Criteria for the selection and study of literature written especially for youth in middle and high schools. Topics to be discussed include appropriateness of adolescent literature in the secondary curriculum and in interdisciplinary studies, censorship, and ways to address it, approaches to



reading adolescent literature, issues of multiculturalism and diversity, and the use of adolescent literature for extracurricular reading.

**ENG 330 Professional and Technical Writing 3 hours**

A study of written communication for professional and technical audiences in varying formats. Various assignments will be used to study, create, and revise form and content to meet concrete goals. An emphasis is placed on writing clearly and concisely.

**ENG 335 Studies of Genre in Literature 3 hours**

This literature course will focus on one type of genre each time it is offered—drama, poetry, novel, or short story.

**ENG 401 Advanced Speech 3 hours**

This course builds on the foundation of the public speaking skills developed in ENG 202 and is designed to challenge students to refine those skills.

**ENG 405 Studies in Composition 3 hours**

A specific topic of composition is covered each time the course is offered. Topics include memoir, short story, poetry, the novel, and screenplay. This course may be taken for credit four (4) times.

**ENG 405Y College Yearbook 1 hour**

Students learn all facets of putting together a yearbook with the supervision of an advisor.

**ENG 410 Modern English Usage and Editing 3 hours**

A look at the shaping of attitudes about English in the 21<sup>st</sup> Century. A study of strategies for copy editing for conciseness and clarity; comprehensive editing for content, organization, and style; and proofreading for grammar and punctuation.

**ENG 415 History of the English Language 3 hours**

A chronological study of the development of the English language from its origins in the Indo-European family of languages to the present, including the linguistic aspects of phonemics, morphology, syntax, and semantics. This course will provide the opportunity for understanding English as a vibrant, living language.

**ENG 425 Studies in Creative Writing 3 hours**

In this course, students will advance their skills in a specific genre of fiction or narrative non-fiction.

**ENG 440 Internship in English 3-6 hours**

The purpose of the internship is to provide the student with actual work experience in a workplace environment (newspaper office, radio and television stations, etc.) that requires strong written and oral communication. Credit is awarded for blocks of 150 hours of work experience in an approved workplace that is directly related to communication. The number of credit hours awarded is determined by the supervising faculty member in consultation with the student and/or the field supervisor, in relation to the amount and type of communication experience gained.

**ENG 444 Studies in Minority Literature 3 hours**

A specific topic of minority literature is covered each time the course is offered. Topics included are African American literature, Native American literature, Latino/Latina literature, and Asian American literature. This course may be taken for credit four (4) times. **Prerequisite: ENG 102.**

**ENG 445      Studies in Drama      1-3 hours**

Specific topics will change each time this course is offered. Intensive treatment of a playwright, a period of drama, or a technique in theater. Credit in the course may be earned three (3) times. Hours of credit may be earned for participation in a drama production as determined by the play director but may not exceed two (2) hours for each production. A total of three (3) hours may be earned in this method.

**ENG 465      Research Seminar in English (Capstone)      3 hours**

The capstone course is an opportunity for students to demonstrate that they have achieved the goals for learning established by the Oakland City University English department. The student will write a 20-page research paper on an approved topic related to language and/or literature and give an oral presentation based on the paper at the end of the course. All research will be properly documented in MLA format. In addition, students will write article reviews and participate in class discussions on current issues in the field of English. This course is required of all English majors and is designed to prepare students for graduate work or postgraduate employment.

## Fine Arts

**FA 201      Fine Arts and the Modern World      3 hours**

Examines the human interaction between the artist, audience, and the work of art in a study focused on the appreciation of art forms such as theater, film, visual arts, music, architecture, and dance.

**FA 202      Christianity and the Arts      3 hours**

A study of the arts as they are used in Christian worship and in society to communicate and express spiritual and religious concepts. Contemporary and historical applications of theater, film, the visual arts, music, architecture, and dance will be the focus of the study.

## French

**FREN 101      Beginning French I      3 hours**

This course introduces students to French culture and language through a combination of text and tapes. Equal emphasis is placed on developing skills in areas of grammar, reading, and speaking this increasingly important language.

**FREN 102      Beginning French II      3 hours**

This course continues practice in the listening, speaking, reading, and writing skills that were taught in FREN 101. **Prerequisite: FREN 101 or equivalent.**

**FREN 201      Intermediate French I      3 hours**

This course is an integrated study of the language and cultures of the French-speaking world. Accuracy in oral, aural, reading, and writing skills will be stressed as a means to the expression and comprehension of the language. **Prerequisite: FREN 102 or equivalent.**

**FREN 202      Intermediate French II      3 hours**

This course continues the integrated study of the French language. **Prerequisite: FREN 201 or equivalent.**

## Geography

### **GEOG 101      Elements of Geography**

**3 hours**

This course is the study of the geographical features of the planet as well as how geographers believed those features were formed. It will examine how maps have been developed and used to explore specific regions of the earth. An exploration of how man through the various cultures found on earth has interacted on the planet and at its various locations at an introductory level will be explored.

### **GEOG 215      Physical Geography**

**3 hours**

A systematic study of the various elements that make up the Earth's physical environment, weather, climate, vegetation, soil and landforms.

### **GEOG 445      Studies in Geography**

**3 hours**

This course is intended as an in-depth study of a specific topic in geography. Sample topics may include past and present land use and land cover in the United States, the twin challenges of energy and environment, water and its effects on politics and the economy, etc. Topic will change with each course offering. This class is intended for juniors and seniors only. Can be repeated if topic is different.

## German

### **GERM 101      Beginning German**

**4 hours**

This course introduces students to German culture and language through a combination of text and tapes. Equal emphasis is placed on developing skills in areas of grammar, reading, and speaking for this increasingly important language.

### **GERM 102      German II**

**4 hours**

This course continues practice in the listening, speaking, reading, and writing skills that were taught in GERM 101. **Prerequisite: GERM 101 or equivalent.**

## Government

### **GOV 105      Introduction to Global Studies**

**3 hours**

Students will increase their global awareness as they are introduced to the field of global studies and to processes of globalization. This course is an overview of the history, principles and foundations of global engagement. Additionally, this course lays the groundwork for an intercultural career and provides principles for engaging the current global environment.

### **GOV 201      American Government and Politics**

**3 hours**

A study of the structure, organization, and procedures of the government of the United States.

### **GOV 202      International Politics and Organization**

**3 hours**

This course will provide students with the background and conceptual tools they need to understand contemporary international politics and organization. The course will introduce students to the wide range of issues involved in the study of international politics including the eras of international political history (i.e. colonialism & imperialism), the causes of international conflict

and violence, and international economic relations. The goal of this course is to provide a comprehensive survey of the major issues in and approaches toward international politics.

**GOV 301      State and Local Governments      3 hours**

This course is an examination of intergovernmental relations in the federal system and of the organization, function, and politics of state and local governments. This class is intended for sophomores and above.

**GOV 305      History of American Diplomacy      3 hours**

This course is a study of the influence of the European balance of power system, American independence, the Monroe Doctrine, westward expansion, and the United States as a world power. This class is for sophomores and above. (Same as HIS 305.)

**GOV 445      Studies in Government      3 hours**

This course is an in-depth examination of a specifically designed topic of current and/or special interest. Potential topics could include international organizations, developing nations, globalization, intercultural relations, and international trade and finance. This class is intended for juniors and seniors only. Course may be repeated if topic is different.

## Greek

**GK 201      Elementary Greek I      3 hours**

This course is the beginning of the study of Koine Greek grammar, syntax, and vocabulary. Acquiring facility in reading the Greek New Testament is pursued.

**GK 202      Elementary Greek II      3 hours**

This course completes the introduction to Koine Greek grammar, syntax, and vocabulary. As a continuation of GK 201, completion of the basic elements of the language lays a foundation for life-long learning and reading of Greek for preaching and teaching.

## Health and Physical Education

<b>HPE 101</b>	<b>Basic Skills in Tennis</b>	<b>1 hour</b>
<b>HPE 102</b>	<b>Basic Skills in Fitness Training</b>	<b>1 hour</b>
<b>HPE 103</b>	<b>Basic Skills in Weight Training</b>	<b>1 hour</b>
<b>HPE 104</b>	<b>Basic Skills in Softball</b>	<b>1 hour</b>
<b>HPE 105</b>	<b>Basic Skills in Flag Football</b>	<b>1 hour</b>
<b>HPE 106</b>	<b>Basic Skills in Volleyball</b>	<b>1 hour</b>
<b>HPE 107</b>	<b>Basic Skills in Bowling</b>	<b>1 hour</b>
<b>HPE 108</b>	<b>Basic Skills in Badminton</b>	<b>1 hour</b>
<b>HPE 109</b>	<b>Basic Skills in Archery</b>	<b>1 hour</b>
<b>HPE 110</b>	<b>Basic Skills in Soccer and Speedball</b>	<b>1 hour</b>
<b>HPE 111</b>	<b>Basic Skills in Basketball</b>	<b>1 hour</b>
<b>HPE 112</b>	<b>Basic Skills in Golf</b>	<b>1 hour</b>
<b>HPE 113</b>	<b>Basic Skills in Swimming</b>	<b>1 hour</b>
<b>HPE 115</b>	<b>Study Skills in Basic Skills</b>	<b>1 hour</b>

The classes in basic skills provide physical activities for two (2) hours for each one (1) hour credit in which the student develops fundamental skills, drills, rules, and methods of the various sports.

**HPE 201      Fitness and Wellness****2 hours**

This course is designed to provide a foundation for life-long physical fitness and personal wellness. Topics include: health, hygiene, and nutrition; basic strategies of exercise, fitness, and wellness; and sport for persons of all ages.

**HPE 205      Foundations of Physical Education****2 hours**

This course is a general introduction to the field, including the history of physical education from ancient times to the present. Leaders and trends in physical education discussed.

**HPE 210      Health Education****2 hours**

Presentation and research of essential knowledge, attitudes, and skills of healthful living, including substance abuse, chemical dependence, nutrition, mental health, aging, death, communicable and non-communicable diseases, and sexuality and intimate relationships.

**HPE 215      Safety Education****2 hours**

Safety is stressed as a personal focus with emphasis on safety procedures in the home, work, school, and community. Included are topics on substance abuse, traffic, crime, firearms, man-made disasters, natural disasters, toxic waste disposal, fire safety, liability, and the history of safety.

**HPE 220      Rhythmic Activities****2 hours**

Fundamental rhythms and patterns are emphasized with a focus on folk and square dancing, aerobic dance, and children's rhythms. Rhythms are demonstrated and practiced.

**HPE 225      Recreational Activities****2 hours**

This class is designed to provide the history of recreational activities, teaching methods, basic skills, and knowledge of recreational activities including the rules of games and sports. Play from a scientific point of view, the educational value of play, and play organization will be studied in depth. The demonstration of various skills will be learned in selected activities and sports.

**HPE 235      First Aid and CPR****2 hours**

Essential knowledge of prevention and care for emergencies, accidents, and sudden illness is presented. Topics include: How and when to perform CPR, How and when to use an AED, and First Aid for shock, bleeding, burns, and choking. Upon completion of this course a student will be certified in CPR/AED and First Aid.

**HPE 301      Adaptive Physical Education****3 hours**

General introduction to the history and characteristics of various disabilities, types of programs, organization and administrative techniques, teaching theories, and evaluation criteria. Various adaptive activities are studied, demonstrated, and practiced in a laboratory setting.

**HPE 305      Psychology of Coaching****2 hours**

Problems, psychology, and general techniques involved in coaching team sports and individual and dual sports are discussed. Topics include personality, motivation, stress and anxiety coping methods, team dynamics, leadership, goal setting, burnout and overtraining, aggression in sport, character development and ethics of coaching.

**HPE 315      Theory of Coaching: Dual, Individual, and Team Sports****3 hours**

Detailed instruction in the coaching of individual and team sports: tennis, track and field, golf, and team sports. Some scouting and game analysis required.

**HPE 325      Care and Prevention of Athletic Injuries      2 hours**  
 Facts and theories for the prevention and care of physical education and athletic injuries. Emergency first aid and long-term treatment discussed. Some laboratory experience in the actual treatment of injuries.

**HPE 330      Officiating      2 hours**  
 The study of rules for basketball, baseball, track, football, and volleyball as they apply to officiating.

**HPE 335      Physical Education Methods/Adolescents & Young Adults      3 hours**  
 Covers teaching techniques, problems, yearly unit curriculum, and courses of study. Also emphasized are teaching aids, characteristics and identification of physical growth, safety and first aid information, evaluation, and computer literacy.

**HPE 401      Kinesiology      3 hours**  
 The mechanics of motion as applied to the human body. Development of the ability to scientifically analyze activities for the purpose of preventing injury and improving movement. The ability to identify and perform different body movements and adaptations is established. **Prerequisites: PHSC 101 and BIO 301.**

**HPE 405      Exercise Physiology      3 hours**  
 An in-depth study of the effects of exercise on the human organism. The effects of exercise on the body systems as well as on muscle strength, endurance, speed, and flexibility are presented. The effects of external factors on the body during exercise are also studied, such as environmental factors, aging, and ergogenic aids. **Prerequisite: BIO 301.**

**HPE 410      Elementary School Physical Education      3 hours**  
 This course includes teaching techniques, yearly calendar/curriculum unit plan, and lesson plans involved in teaching elementary school children. Also emphasized are fundamental motor skills, movement education, teaching aids, characteristics and identification of physical growth, safety and first aid information, and evaluation.

**HPE 420      Tests and Measurements in PE      2 hours**  
 Types of tests and their uses, grading, statistics, and assessment are discussed. Construction and administration of psychomotor test, including the five components of fitness: cardio-respiratory, muscular strength and endurance, flexibility and body composition and sports skills.

**HPE 425      Administration and Organization of Physical Education      3 hours**  
 The purpose of this course is to equip and prepare a person as a future educator, administrator, athletic director or department chair in the public/private schools, with the abilities and knowledge to provide leadership and direction in the areas of management, curriculum, lesson/unit plan, assessment, budgets, facilities, and classroom/gymnasium/field management and procedures.

**HPE 430      Educational Methods & Administration for School Health      3 hours**  
 Covers various methods and techniques of teaching health education and the formulation of workable health unit plans, lesson plans, and planning a curriculum. Attention is given to health problems through critical incident techniques. Techniques include: establishing goals, objectives, and concepts of planning, with emphasis on implementation and evaluation processes. Examples of implementation include current health such as health promotion, diseases, and substance abuse.

**HPE 440      Community Health/Risk Behaviors      3 hours**  
 Covers various methods and techniques of providing cognitive, affective, and psychomotor learning experiences through critical incident techniques. Techniques include: establishing goals, objectives, and concepts of planning, with emphasis on implementation and evaluation processes. Examples of implementation include the study of areas of addictive substances, preventing diseases, consumerism, and understanding the environment. In addition, essential knowledge, attitudes, and skills for healthful community living and solving of risk behaviors will be covered.

**HPE 445      Studies in PE      3 hours**  
 An in-depth study of topics of special interest in Physical Education is explored. Topics will vary. Students may repeat course for a total of six (6) credit hours.

**HPE 450      Health and Physical Education Senior Capstone Course      3 hours**  
 The Capstone course is for senior health and physical education students. The course will include writing a research paper in a current topic in health and physical education. Research design and APA format will be taught.

## History

**HIS 101      World Civilizations I      3 hours**  
 A survey of the development of civilization from ancient times through the Middle Ages. Emphasis is placed on the historical development of cultural institutions leading to more complex social structures.

**HIS 102      World Civilizations II      3 hours**  
 A cultural history of the world since 1500. Examines the historical development of the social, economic, and political institutions of modern nations up to 1945.

**HIS 103      Contemporary World History      3 hours**  
 This survey course will cover the history of the world since 1945, including but not limited to the Cold War, the de-colonization movement, the rise of Islamic fundamentalism, the European Union, the United States as a superpower, the rise of China, and the relationship between rich and poor countries.

**HIS 201      Indiana History      3 hours**  
 Explores Indiana history as it relates to American history. Examines the stages of historical development in the state and the relationship of Indiana historical development to United States development. Examines history on a local/social level.

**HIS 241      Introduction to American History I      3 hours**  
 A survey of American history includes colonization, the American Revolution, the development of the Constitution, westward expansion, and the Civil War.

**HIS 242      Introduction to American History II      3 hours**  
 This course is a survey of the history of the United States from 1877 to 1945. Topics surveyed include the end of Reconstruction, the industrialization of the U.S., the Progressive Era, and the World Wars.



**HIS 243            Contemporary American History            3 hours**

This course covers the period of the Second World War to the present. Some major topics considered are the nuclear age, the Cold War, the Korean and Vietnam wars, the 1960s, Watergate, the end of the Soviet Union and its impact on the U.S., the U.S. and the world, and what it means to live in the U.S. today.

**HIS 299            Topics in History            1-3 hours**

An introductory study of a topic of special interest in History will be explored. Topics will vary. Students may repeat course for a total of six (6) credit hours.

**HIS 301            Western Economic History and Thought            3 hours**

A close examination of the events and philosophy that have produced the economic institutions of the West. This class is intended for sophomores and above.

**HIS 305            History of American Diplomacy            3 hours**

This course is a study of the influence of the European balance of power system, American independence, the Monroe Doctrine, westward expansion, and the United States as a world power. This class is intended for sophomores and above. (Same as GOV 305.)

**HIS 320            Contemporary World Issues            3 hours**

This course is intended to focus on an issue or a problem of contemporary importance and potential global impact and provide an understanding of its historical roots. Topics will change with each course offering and will depend on the world situation at the time. Sample topics could be terrorism, Islamic fundamentalism, ethnic wars in Africa, the conflict between Pakistan and India, etc. This class is intended for sophomores and above. Can be repeated if the topic is different.

**HIS 350            Topics in Minorities History            3 hours**

This course will focus on the history of a minority group in the United States such as African Americans, Native Americans, Latinos, as well as women. Topics will change with each course offering. This course is intended for sophomores and above. It can be repeated if the topic is different.

**HIS 444            Studies in Non-Western History            3 hours**

This course is an intensive examination of a topic in non-Western history. Topic varies with each offering of the course. This class is intended for juniors and seniors only. Instructor permission is required for non-social science majors. Course can be repeated if the topic is different.

**HIS 445            Studies in United States History            3 hours**

This course is an intensive examination of a topic in United States history. Topic varies with each offering of the course. This class is intended for juniors and seniors only. Instructor permission is required for non-social science majors. Course can be repeated if the topic is different.

**HIS 446            Studies in Western History            3 hours**

This course is an intensive examination of a topic in Western history (other than the United States). Topic varies with each offering of the course. This class is intended for juniors and seniors only. Instructor permission is required for non-social science majors. Course can be repeated if the topic is different.

**HIS 447      Studies in History****3 hours**

This course is an intensive examination of a topic in history. Topic varies with each offering of the course. This class is intended for juniors and seniors only. Instructor permission is required for non-social science majors. Course can be repeated if the topic is different.

**HIS 449      Internship in History****3-6 hours**

The purpose of the internship is to provide students an opportunity to enhance their academic background with work experience outside the academic environment as an intern in a variety of workplace settings related to the History discipline. Such settings include, but are not limited to, museums, historical organizations, archives, historical preservation sites, etc. The suitability of the workplace and work performed will be determined by the student's adviser. Credit is awarded for blocks of 150 hours of work experience in an approved workplace and for approved work. The number of credit hours awarded is determined in relation to the amount and type of appropriate experience gained. Juniors and seniors only.

**HIS 450      Research Seminar in History****3 hours**

The research seminar is the capstone course for all History majors. In this seminar, students are expected to build on information provided in all previous undergraduate history courses and demonstrate their command of the acquired content. The seminar requires research in both primary and secondary sources to produce a major research paper of no less than 15 pages. In addition, students will make an in-depth presentation of their research and defend their findings. Finally, students' fundamental historical knowledge will be assessed using a Departmental Content Examination to be administered toward the later part of the semester. Students take this course in their last year of study. HIS 450 is intended for majors only.

## Human Resource Management

**HRM 301      Introduction to Human Resource Management****3 hours**

The course applies management principles to management of the organization's human resources. Topics studied include recruiting and training employees, role of human resources services, human relations, wage and salary administration, evaluation of employees, labor relations, and government regulations. **Prerequisite: MGT 201.**

**HRM 315      Employee Recruitment, Training, and Development****3 hours**

This course acquaints the student with the design and implementation of employee development and training programs. Areas of study include: learning theories, needs assessment, legal issues, training program design, training methods, professional consultation, employee feedback, and executive development. **Prerequisites: MGT 201 and HRM 301.**

**HRM 320      Labor Relations****3 hours**

This course acquaints the student with labor-management relations, including the history and evolution of labor unions and contemporary labor-management issues. Topics include: conflict resolution, collective bargaining, contract negotiations, arbitration, and mediation. A case study approach is utilized. **Prerequisites: MGT 201 and HRM 301.**

**HRM 401      Human Resource Law****3 hours**

This is an introduction to the diverse body of law that governs the individual employment relationship. Topics include: discharge, trade secrets and non-competition clauses, ERISA, vicarious liability, alternative dispute resolution, and wage and hour laws such as the FLSA. Additional areas

of study include: COBRA, OSHA, FMLA, WARN, UI, and worker's compensation. **Prerequisite: HRM 301.**

**HRM 404 Compensation and Benefits 3 hours**

The course covers compensation philosophy, strategy, and policy. Areas of study include job evaluation, internal and external equity, pay-for-performance plans, financial incentives, wage and salary surveys, and employee benefits administration. The legal, regulatory, economic, and strategic issues affecting compensation and benefits will be explored. **Prerequisite: HRM 301.**

**HRM 410 Human Resource Information Systems 3 hours**

This course introduces the student to the role of information systems in human resources. Areas of study include data entry, processing and updating of employee information, tracking information, performance appraisals, and generating routine letters and reports. Current and future trends and issues in human resource management will also be discussed. **Prerequisite: HRM 301.**

**HRM 445 Studies in Human Resource Management 1-3 hours**

This advanced course explores a specific topic or issue in human resource management in-depth. Possible areas of study include staffing and evaluation, global human resource management, and employment interviewing and testing. The course may be repeated if a different topic of study is chosen. **Prerequisite: HRM 301.**

**HRM 301 Introduction to Human Resource Management 3 hours**

The course applies management principles to management of the organization's human resources. Topics studied include recruiting and training employees, role of human resources services, human relations, wage and salary administration, evaluation of employees, labor relations, and government regulations. **Prerequisite: MGT 201.**

**HRM 401 Human Resource Law 3 hours**

This is an introduction to the diverse body of law that governs the individual employment relationship. Topics include: discharge, trade secrets and non-competition clauses, ERISA, vicarious liability, alternative dispute resolution, and wage and hour laws such as the FLSA. Additional areas of study include: COBRA, OSHA, FMLA, WARN, UI, and worker's compensation. **Prerequisite: HRM 301.**

**HRM 404 Compensation and Benefits 3 hours**

The course covers compensation philosophy, strategy, and policy. Areas of study include job evaluation, internal and external equity, pay-for-performance plans, financial incentives, wage and salary surveys, and employee benefits administration. The legal, regulatory, economic, and strategic issues affecting compensation and benefits will be explored. **Prerequisite: HRM 301.**

**HRM 410 Human Resource Information Systems 3 hours**

This course introduces the student to the role of information systems in human resources. Areas of study include data entry, processing and updating of employee information, tracking information, performance appraisals, and generating routine letters and reports. Current and future trends and issues in human resource management will also be discussed. **Prerequisite: HRM 301.**

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This advanced course explores a specific topic or issue in human resource management in-depth. Possible areas of study include staffing and evaluation, global human resource management, and

employment interviewing and testing. The course may be repeated if a different topic of study is chosen. **Prerequisite: HRM 301.**

**HRM 460      Team Building      3 hours**

This course is designed to strengthen the students understanding of team design and how to manage interventions that can transform team performance. Principles of building highly effective teams are explored by analyzing a variety of group dynamics. Students discover how to identify team issues, and link those issues to solutions that will improve performance. Students are introduced to a variety of skills that will expedite problem solving within and across teams.

**HRM 462      Servant Leadership      3 hours**

This course examines the concept of servant leadership from the perspective of leadership theory and applied doctrine integration. Servant leadership is examined from the history, dynamics and expectations of a servant leader. Emphasis will be placed on the principles of servant leadership and how influence can move people to perform at increasingly higher levels in a dynamic and changing world.

**HRM 464      Leadership Practicum      3 hours**

This course is designed to expose students to the leadership experience by applying knowledge learned in course work through participation in organizations and/or work situations. Students will explore leadership concepts and styles by comparing and contrasting various leaders through job shadowing, interviews, videos, and readings.

## Management

**MGT 201      Principles of Management      3 hours**

This is an introductory course in management designed to acquaint the student with the study and research in the field of management. The course familiarizes the student with the primary functions of management and their importance as components of the total management process. Topics of study include Theory X and Theory Y managers, strategy and planning, organizational design, leadership styles, and managing diversity in an organization.

**MGT 310      Operations and Facility Management      3 hours**

This course applies management principles to the overall management of a large facility and its entire operations. Areas of study include operations and production management, systems design and analysis, manufacturing processes, facility construction, security, and control techniques. Principles and requirements related to programming and managing various types of public and private facilities are also included. **Prerequisite: MGT 201.**

**MGT 325      Safety Management      3 hours**

This course will examine the major safety management issues that impact the workplace including safety awareness, loss control, regulatory issues, legal implications, OSHA standards, and the essential components of a safety training program.

**MGT 415      International Business      3 hours**

This course is a study of international and cross-cultural elements of business decisions, enterprises, markets, and institutions. The student examines globalization of the business entity's competitiveness. Managerial, operational, and marketing problems of the world enterprise are

discussed, with particular attention to the influence of ethnic and cultural differences on communication and decision making. **Prerequisite: MGT 201.**

**MGT 425      Entrepreneurship      3 hours**

This course is a study of entrepreneurship, its opportunities, and its problems relative to new-venture analysis, personnel, control, finance, marketing, and management in service, distributive, and manufacturing firms. The student will explore the challenges the entrepreneur faces, including market assessment and finding funds. As part of the course, the student designs a business plan.

**Prerequisites: MGT 201.**

**MGT 430      Organizational Behavior      3 hours**

This course focuses on the behavior of the organization as a function of individual and interpersonal behavior and group processes within an organization. Areas of study include learning organizations, organizational culture, organizational structure and design, employee attitudes and values, employee motivational theories, ethical decision making, the promotion of employee creativity, stress management, interpersonal communication, and work teams. To enhance the student's own interpersonal communication skills, he or she will participate in numerous group projects and activities with fellow classmates throughout the course. **Prerequisite: MGT 201.**

**MGT 435      Strategic Management and Marketing      3 hours**

A study of the formulation and implementation of strategies. This is a capstone course involving coordination and integration of knowledge and techniques acquired in previous courses. Particular attention is given to determining company strategy in defining major policies in marketing, research and development, production, procurement, human resources, finance and profit, and mergers and acquisitions in central management operations in compliance with governmental rules and regulations and the social and ethical environment. The case study method is used.

**Prerequisite: MGT 201.**

**MGT 438      Leadership & Management      3 hours**

This course is designed to provide a study of leadership by focusing on what it means to be a good leader. Emphasis in the course is on the practice of leadership. The course will examine topics such as the nature of leadership, recognizing leadership traits, developing leadership skills, creating a vision, setting the tone, listening to out-group members, overcoming obstacles, and addressing values in leadership. Attention is given to helping students understand and improve their own leadership capabilities and performance.

**MGT 440      Professional Internship      3 hours**

The student will experience a working internship in a business or industry setting related to their individual program of study, and future career goals. Experiences are to be designed to expand student knowledge, and/or focus on an in-depth practical exposure to certain sectors of the U.S. enterprise system.

**MGT 445      Studies in Management      1-6 hours**

This course provides the student with an in-depth study of a particular area or topic in management. Possible areas of study include administrative office management, industrial management, leadership, and small business management. The course may be repeated if a different topic is studied. **Prerequisite: MGT 201.**

**MGT 450      Supply Chain Management****3 hours**

Supply chain management encompasses the planning and management of all activities involved in sourcing and procurement, conversion, and all logistics management activities. Importantly, it also includes coordination and collaboration with channel partners, which can be suppliers, intermediaries, third party service providers, and customers. **Prerequisite: MGT 201.**

**MGT 452      Quality Systems****3 hours**

A quality management system (QMS) is the organizational structure, procedures, processes and resources needed to implement [quality management](#). A study of team cooperation and dynamics via a [continuous improvement](#) cycle, and customer satisfaction and perceived quality is included. The [ISO 9000](#) family of standards are reviewed. Aspects of quality and sustainability that result from systematic thinking, transparency, documentation, and diagnostic discipline are included.

**Prerequisite: MGT 201.****MGT 453      Six Sigma Principles****3 hours**

This course covers organizational goals, lean concepts and tools, quality function design, quality systems deployment, failure mode analysis, and creating successful quality teams in the organization. **Prerequisite: MGT 201.**

**MGT 454      Quality Management for Projects****3 hours**

Applications of quality control principles in the workplace is the course focus. Content includes elements of process control, internal and external stakeholders, utilizing customer feedback, as well as collecting and analyzing production data. Utilize data and other inputs to develop and implement quality control plans in a team environment. **Prerequisite: MGT 201.**

**MGT 455      Logistics and Product Distribution****3 hours**

Logistics management activities typically include inbound and outbound transportation management, fleet management, warehousing, materials handling, order fulfillment, logistics network design, inventory management, supply/demand planning, and management of third party logistics services providers. Logistics management is an integrating function, which coordinates and optimizes all logistics activities, as well as integrates logistics activities with other functions including marketing, sales manufacturing, finance, and information technology. **Prerequisite: MGT 201.**

**MGT 460      Team Building****3 hours**

This course is designed to strengthen the students understanding of team design and how to manage interventions that can transform team performance. Principles of building highly effective teams are explored by analyzing a variety of group dynamics. Students discover how to identify team issues and link those issues to solutions that will improve performance. Students are introduced to a variety of skills that will expedite problem solving within and across teams.

**MGT 462      Servant Leadership****3 hours**

This course examines the concept of servant leadership from the perspective of leadership theory and applied doctrine integration. Servant leadership is examined from the history, dynamics and expectations of a servant leader. Emphasis will be placed on the principles of servant leadership and how influence can move people to perform at increasingly higher levels in a dynamic and changing world.



**MGT 464 Leadership Practicum****3 hours**

This course is designed to expose students to the leadership experience by applying knowledge learned in course work through participation in organizations and/or work situations. Students will explore leadership concepts and styles by comparing and contrasting various leaders through job shadowing, interviews, videos, and readings.

**Marketing****MKT 201 Principles of Marketing****3 hours**

This course introduces the student to such concepts as marketing management, analysis of marketing opportunities, marketing planning and strategy, the marketing mix, and execution of the marketing program. The student will design a marketing plan as part of the course.

**MKT 305 Marketing Research****3 hours**

This course provides an introduction to the field of marketing research for effective decision making. The student will learn techniques involved in collection, tabulation, and analysis of marketing information. **Prerequisite: MKT 201.**

**MKT 310 Consumer Behavior****3 hours**

This course illustrates the practical importance of understanding consumers' knowledge and attitudes, incorporating various approaches for assessing such knowledge and attitudes. The course identifies major factors that influence how consumers process and learn marketing information and explores techniques marketers can use to influence consumer attitudes and behavior.

**Prerequisite: MKT 201.**

**MKT 315 Sales and Personal Selling****3 hours**

This course addresses the principles and practices in planning, organizing, and controlling sales forces. The student acquires the skills needed for a successful career in sales and marketing. Areas of study include selection, training, compensating, supervising, stimulating salespeople, and the analysis of sales potential and costs. **Prerequisite: MKT 201.**

**MKT 330 Sports Marketing****3 hours**

This course provides an overview of sports marketing as a component of an integrated marketing communications strategy. Students study the history and contemporary application of sports marketing in business. The curriculum addresses corporate as well as sporting property use of sports marketing strategies to achieve business objectives. The course examines strategies that address critical business constituencies, consumers, trade factors, employees, and the financial community. Also covered are sports marketing within the context of special sporting event sponsorships, professional sports teams as well as governing organizations, sports media (broadcast, print, social media, and Internet, licensing, and hospitality. **Prerequisite: MKT 201.**

**MKT 340 Social Media and E-Marketing****3 hours**

This course focuses on the creative development and utilization of current media technology and software in marketing strategies. **Prerequisite: MKT 201.**

**MKT 425 International Marketing****3 hours**

This course outlines the adjustments in marketing strategy needed to remain competitive in a global environment. The impact of changing economic, political, legal, social and cultural environments on management decision-making is examined. **Prerequisite: MKT 201.**



**MKT 445      Studies in Marketing****1-3 hours**

This course provides the student with an in-depth study of a particular area or topic in marketing. Possible areas of study include: marketing strategy, industrial marketing, and international marketing. The course may be taken more than once if a different topic is studied. **Prerequisite:** **MKT 201.**

**Mathematics****MATH 105      Intermediate Algebra****3 hours**

A course in elementary algebra required for students whose placement test scores indicate a need for additional work before taking required college mathematics courses. Topics in real number system, linear equations, polynomials, rational expressions, and radical expression. Does not satisfy the mathematics required for degree programs. Student must obtain a C- or higher to enroll in higher level mathematics course.

**MATH 110      Mathematics and Its Applications****3 hours**

A course designed to introduce students to thinking processes developed in mathematics. Explores a variety of topics including set theory, geometry, probability and statistics, algebra, and contemporary applications such as consumer mathematics.

**MATH 115      College Algebra****3 hours**

College level algebra with an emphasis on life applications problems. Topics include models, polynomials, functions and graphs, systems, matrices, and sequences.

**MATH 120      Trigonometry****3 hours**

A study of the six trigonometric ratios and their inverses, the unit circle and radian measure, trigonometric identities, equations and graphs involving the trigonometric functions, polar representation and conics, and applications of the trigonometric functions.

**MATH 125      Introduction to Probability and Statistics****3 hours**

Basic course covering topics of: collection, organization and summarization of data; basic probability; probability distributions; sampling distributions; confidence intervals; and tests of hypothesis. (Same as PSY 125 and SOC 125)

**MATH 210      Math for Elementary Teacher****3 hours**

A general mathematics course designed specifically for Elementary Education majors for the Praxis I and for teaching experiences. Topics include: problem solving and critical thinking, set theory, logic, number representations, the real numbers, and algebra.

**MATH 216      Analytical Geometry & Calculus I****4 hours**

First in three-course sequence to introduce the theory of differential and integral calculus and their applications utilizing algebraic, including trigonometric, functions. Associated topics from analytic geometry are included. **Prerequisite:** **MATH 120 or equivalent.**

**MATH 225      Statistics II****3 hours**

A continuation of MATH 125. Topics include correlation, regression, chi-square tests, analysis of variance, nonparametric statistics, sampling, and simulation. Statistical projects are included. (Same as PSY 225 and SOC 225) **Prerequisite:** **MATH 125.**

**MATH 251     Discrete Mathematics****3 hours**

College level non-calculus mathematics with an emphasis on topics useful in computer science, physical and life science, as well as business. Topics include set theory, counting techniques, binary numbers, trees, graphs, and networks. **Prerequisite: MATH 105 or equivalent.**

**MATH 317     Analytical Geometry & Calculus II****4 hours**

Continuation of MATH 216. Differential and integral calculus of transcendental functions; techniques of integration; indeterminate forms and improper integrals, and series and sequences. **Prerequisite: MATH 216.**

**MATH 318     Analytical Geometry & Calculus III****4 hours**

Continuation of MATH 317. Conics and polar coordinates, numerical methods, geometry in a plane and space, partial derivatives, and differential equations. **Prerequisite: MATH 317.**

**MATH 325     Linear Algebra****3 hours**

A higher algebra course covering linear abstract algebra including such topics as matrices, vectors, and linear programming. **Prerequisite: MATH 115 or equivalent.**

**MATH 335     Modern Geometry****3 hours**

A study of the axiomatic method, the elements of plane geometry, the parallel postulate, constructions, an introduction to non-Euclidean geometry, finite geometries, and geometric transformations. **Prerequisite: MATH 251 or equivalent.**

**MATH 401     Differential Equations****3 hours**

Introduction to methods of solving differential equations. Several techniques of solving first order differential equations. Differential operators are applied to both homogeneous and non-homogeneous differential equations. Techniques of nonlinear equations are used with general, particular, and singular solutions. **Prerequisite: MATH 317.**

**MATH 403     Complex Variables****3 hours**

A study of functions of complex variables including: properties of complex numbers, analytic functions and their power series expansions, singularities, and internal theorems. **Prerequisites: MATH 251 and MATH 317.**

**MATH 405     Numerical Analysis****3 hours**

Concentrates on computer methods for numerical problem solution using Maple. Topics include number representation and error, interpolation, numerical differentiation and integration, solving nonlinear equations, linear systems, splines, and differential equations. Laboratory programming exercises. **Prerequisites: MATH 317 and 325.**

**MATH 410     Seminar in History of Mathematics****3 hours**

An examination of the historical development of the main concepts in mathematics including algebraic functions, calculus, congruence theory, number systems, systems of equations, geometry and algebraic proof. Also covered are the cultural contexts in which they were discovered, and the key personalities involved. **Prerequisites: MATH 317 and MATH 335. Senior capstone course for math majors.**

**MATH 415     Number Theory****3 hours**

A study of the positive integers, their properties, and relationships between them. This study will include topics associated with divisibility, congruences, primes and the Fundamental Theorem of

Arithmetic, number theoretic functions, Diophantine equations, Pythagorean triples, primitive roots and indices, and quadratic reciprocity. **Prerequisite: MATH 251.**

**MATH 445      Topics in Mathematics      3 hours**  
Designed to provide mathematical topics of interest to students. **Prerequisites: Permission of instructor.**

## Music

**MUB 240      Promotion and Marketing for the Musician      3 hours**  
Students will learn how to use different media sources to market new products. Social media, product awareness, and radio promotion will be explored. Students will learn how record labels create a "hit" song, create radio station playlists.

**MUS 101/102/201/202/301/302/401/402 Private Voice      1 hour**  
Private music lessons.

**MUS 103/104/203/204/303/304/403/404 Private Piano      1 hour**  
Private music lessons.

**MUS 109/110/209/210/309/310/409/410 Choir      1 hour**  
Reading, rehearsal, and performance of various styles of choral literature.

**MUS 111      Music Theory I      3 hours**  
A study of the basic properties of notation (pitch and rhythm), tonality, intervals, triads and inversions, melody, and transportation. Use of computer technology included.

**MUS 112      Music Theory II      3 hours**  
Continuation of MUS 111. Homophonic textures (part writing in four voices), harmonic analysis, figured bass, harmonic rhythm, dominant seventh chords, and modulation. Use of computer technology included. **Prerequisite: MUS 111.**

**MUS 115      Percussion      1 hour**  
Private Percussion Lessons.

**MUSG 101/102/201/202/301/302/401/402 Private Guitar      1 hour**  
Private guitar lessons.

**MUS 131      Class Voice I      1 hour**  
Basic vocal techniques including posture, breath control, tone quality, and diction. Italian and English diction and moderately easy song repertory.

**MUS 132      Class Voice II      1 hour**  
Students must test out of Class Voice in order to register for Private Voice.

**MUS 133      Class Piano I      1 hour**  
Acquaints beginning piano students with the keyboard. Includes such skills as note reading, basic chords for harmonization of melodies, improvisation, basic exercises for development of coordination and technique, transposition, repertory, and sight reading.

**MUS 134      Class Piano II****1 hour**

Students must test out of Class Piano in order to register for Private Piano.

**MUS 150      Music Appreciation****3 hours**

This course is designed to develop an understanding of music from all parts of the world. Topics covered include Western music history, Gregorian chant, art music such as symphonies and operas, as well as the non-Western music themes of African tribal music, and South American, Polynesian, and Asian music.

**MUS 178/179/278/279/378/379/478/479 Instrumental Music Ensembles      1 hour**

This course is designed to be the catch all course for any student who wishes to receive course credit for their contribution to an instrumental music ensemble. Depending on the number of ensembles in which the student participated, the student may receive 1, 2, or 3 credit hours for their work. Participation in the ensemble is allowed for as many semesters as the student wishes; however, course credit is only available up to 12 credit hours

**MUS 180/181 Instrumental Music Ensembles****2 hours**

This course is designed to be the catch all course for any student who wishes to receive course credit for their contribution to an instrumental music ensemble. Depending on the number of ensembles in which the student participated, the student may receive 1, 2, or 3 credit hours for their work. Participation in the ensemble is allowed for as many semesters as the student wishes; however, course credit is only available up to 12 credit hours

**MUS 182/183 Instrumental Music Ensembles****3 hours**

This course is designed to be the catch all course for any student who wishes to receive course credit for their contribution to an instrumental music ensemble. Depending on the number of ensembles in which the student participated, the student may receive 1, 2, or 3 credit hours for their work. Participation in the ensemble is allowed for as many semesters as the student wishes; however, course credit is only available up to 12 credit hours

**MUS 225      History of American Popular Music****3 hours**

A survey of the most significant styles of American popular music in chronological order, beginning with the roots and continuing through the present day. The course is designed to help the student think creatively and critically about popular music. Several recurring themes will be explored throughout the course: the interaction of European American, African American, and Latin American traditions, the influence of mass media and technology, the role of popular music as a symbol of identity.

**MUS 243      Vocal Diction I****1 hour**

This course will provide the student with a basic knowledge of diction for the English, Italian, and German Languages. Necessary applications and performance of the vocal literature will be emphasized.

**MUS 244      Vocal Diction II****1 hour**

This course will provide the student with a basic knowledge of diction for the French, Latin, and Spanish languages. Necessary applications and performance of the vocal literature will be emphasized. **Pre-requisite: MUS 243.**

**MUS 314      Basic Conducting****2 hours**

A beginning course of basic conducting in practical phases of directing a musical ensemble.

**MUS 316 Choral Conducting 2 hours**  
An advanced course in practical phases of directing a large vocal ensemble. Methods and materials will be emphasized. **Prerequisite: MUS 314.**

**MUS 318 Choral Literature for the Church 3 hours**  
Designed to present choral church music literature that parallels the major historical and musical periods.

**MUS 320 Music History & Literature I 3 hours**  
Covers the ancient roots of Western Art Music as well as the Renaissance, Baroque, and Early Classical Style Periods. Also taught and analyzed are the Invention, Fugue, Passacaglia, and Chaconne forms. **Prerequisite: MUS 111.**

**MUS 321 Music History & Literature II 3 hours**  
Covers the Late Classical, and Early Romantic Style Periods. Also taught and analyzed are the Sonata Allegro, Theme and Variations, Rondo, Symphony, and Concerto forms. **Prerequisite: MUS 111, MUS 320.**

**MUS 323 History of Church Music 2 hours**  
A survey of the development of Christian music from the early church to the present, including the major historical and musical periods, with special emphasis on Praise and Worship.

**MUS 326 Church Music for Youth & Children 3 hours**  
A survey of choral church music specifically for youth and children. Includes the use of choir materials, drama, and art activities appropriate for youth and children.

**MUS 331 Pop Theory/Songwriting I 3 hours**  
Exploration of harmony, melody, and song forms as they relate to the production and synthesis of popular music. Class activities will include analysis, listening, original composition, and practice in hearing common chords and progressions. **Prerequisite: MUS 112.**

**MUS 341 Half Recital 1 hour**  
A half recital is required of Performance majors and minors. The recital should be composed of Classical repertoire, memorized, and performed with appropriate accompaniment. MUS 341V = Voice; MUS 341P = Piano.

**MUS 370 Pop Theory/Songwriting II 3 hours**  
Organization of ideas, words, and music theory into the production and synthesis of popular music. Analysis of songwriting trends. Students will be expected to play piano or guitar and sing. **Prerequisite: Pop Music Theory/Songwriting I.**

**MUS 435 In-Service Field Work 3 hours**  
Prospective church music directors will spend one (1) semester in internship with a church. Students will observe, assist, plan, and direct worship ensembles rehearsals. One conducting project will involve directing a worship ensemble for a worship service or program. This is the capstone course for worship arts majors. It requires an in-depth paper related to the field.

**MUS 441 Full Recital****2 hours**

A full recital is required of Performance majors. The recital should be composed of a majority of Classical repertoire, memorized, and performed with appropriate accompaniment. MUS 441V = Voice; MUS 441P = Piano. (This is the capstone course for music performance majors. It requires an in-depth paper related to the recital.)

**MUS 445 Studies in Music****3 hours**

A course designed to provide music topics and studies of interest to music students. Capstone for General Music majors. It requires an in-depth paper related to the field of study.

## Music Technology

**MUT 101 Survey of Music Styles in Worship****3 hours**

This course discusses worship from an instrumental standpoint, and the implications of instruments and music on worship ministry. Specifically, this course is designed to educate students on the foundations of worship ministry as they apply to many different styles across the landscape of American Christianity today.

**MUT 200 Media Production****3 hours**

Survey of media production currently in use today, as well as historical roots of media. Topics include media bias, newspaper writing, blogs, and extensive research into social media, sound production, and applying sound to video.

**MUT 210 Sound Mixing & Critical Listening****3 hours**

Explores current technologies and techniques involved in modern sound mixing and reinforcement. Topics include small venue and large concert systems, ear-training and aesthetics for sound engineers. Class activities involve listening and analysis of a wide variety of music genres as well as specialized ear-training materials and the development of a vocabulary for communication of aural impressions. Field work required.

**MUT 215 Lighting Technology****1 hour**

Exploration of methods and theories of lighting design with a strong emphasis on practical projects, design process, and critical methods of study.

**MUT 220 Recording Technology****3 hours**

Project-based course emphasizing creative and aesthetic aspects of multi-track music recording. Emphasis on MIDI sequencing and virtual instruments with GarageBand, Cubasis, and other music production software, and drum machines, synthesizers, samplers, and other electronic instruments used to create a commercial music track. Topics also include microphone techniques, rough mixing, and signal processing.

**MUT 310 Digital Arranging I****3 hours**

Advanced instruction in digital sound manipulation. Enhanced emphasis on MIDI sequencing and virtual instruments with ProTools and other DAW software with intention to create a portfolio for future, post-graduation use.

**MUT 410 Digital Arranging II****3 hours**

Students will learn more advanced methods of arranging musical works and recordings, utilizing virtual instruments and music production software. The final will be a full-length EP comprised

entirely of original work or arranging by the student. This will be the summation of their Theory and Songwriting courses.

## Office Administration

<b>0A 101</b>	<b>Keyboarding</b>	<b>2 hours</b>
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This course offers basic instruction on touch-typing on the alpha-numeric keyboard, using microcomputer and word processing software. An introduction to typing a letter, a simple table, and a simple report and to the numeric keypad is included. Students needing to operate a computer terminal keyboard will receive basic skills that will allow them to input information into a computer efficiently. The course is required for all Business majors unless they demonstrate a typing proficiency of at least 30 words per minute on the initial placement test.

<b>OA 102</b>	<b>Basic Keyboarding Applications</b>	<b>2 hours</b>
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This course emphasizes the development of keyboarding speed and accuracy, using a microcomputer and word processing software. Skill is applied to composition at the keyboard, straight-copy materials and a variety of documents, some with special features, at increased rates of productivity. **Prerequisite:** OA 101 or documented keyboarding skills of at least 30 words per minute.

<b>OA 151</b>	<b>Word Processing</b>	<b>3 hours</b>
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This course emphasizes advanced keyboarding applications and mastery of word processing software commands. Topics include formatting complex documents, correcting edited documents, machine transcription, proofreading skills, production keyboarding, office simulations, and creating and managing subdirectories.

<b>OA 152</b>	<b>Spreadsheets</b>	<b>3 hours</b>
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This course offers a general introduction to basic data manipulation skills and techniques used with spreadsheets, such as editing, computing, and charting.

<b>0A 153</b>	<b>Database Management</b>	<b>3 hours</b>
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This course is designed to provide the student with the knowledge, skills, and experience required to use Microsoft Office Access in an effective manner in the business environment. The course will cover the fundamentals of database architecture, database management systems, and database systems. Principles, theories, and methods of database design and techniques for the effective development of a functional database will be emphasized.

<b>OA 252</b>	<b>Document Processing</b>	<b>3 hours</b>
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This course emphasizes processing original, edited, and digital documents. The course includes assembling documents from multiple source documents; processing a series of documents in polished form in a production environment; and application of grammar, punctuation, vocabulary building, formatting, spelling, and proofreading to the document preparation process.

<b>OA 295</b>	<b>Desktop Publishing</b>	<b>3 hours</b>
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This course is devoted to acquiring the knowledge and skills necessary to develop newsletters, annual reports, brochures, and promotional materials by using office-standard personal computers and appropriate software. This course will be a practical hands-on introduction to the hardware and software used to perform electronic page layout. A variety of advertising, business, and informational reports and similar documents will be created, modified, and manipulated with page



layout and drawing programs. Development of knowledge will include the basic principles of design and layout.

**OA 299      Studies in Business Administration      1-3 hours**

This course is designed to study new and changing patterns of technology use within the workplace.

**OA 445      Studies in Business Administration      1-3 hours**

This course is designed to provide an in-depth study of office administration topics. Possible areas of study include integrated office procedures, desktop publishing, and records management. The course may be taken for credit more than once when the area of study is different.

## Philosophy

**PHIL 105      Critical Thinking      3 hours**

This course introduces the student to principles of sound reasoning, focusing on informal techniques utilized in writing sound arguments and formal techniques utilized in logic. (Christian Studies Core)

**PHIL 110      Introduction to Philosophy      3 hours**

This course will introduce students to those philosophers who stand out in the tradition and their most influential ideas. These philosophers will encountered through a study of philosophical topics rather than an historical timeline. The course will discuss such questions as the nature of reality, the nature of knowledge, the existence of God, free-will, and art.

**PHIL 210      Faith and Reason      3 hours**

This is an introduction to the philosophy of religion, and it addresses such perennial issues as the nature of religious experience, religious language, proofs for the existence of God, and the problem of evil. The connection between each issue is whether or not religious claims and arguments are to be understood as an exercise of our faith, our reason, or some combination of both.

**PHIL 220      Introduction to Ethics      3 hours**

Ethics is defined as the principles that govern morals. This course will introduce the student to those ethical principles that have been formulated by philosophers of the Western tradition. (Christian Studies Core)

**PHIL 301      Christian Ethics      3 hours**

This course is an introduction to the field of Christian ethics, addressing various approaches in biblical and theological ethics. Attention will be given to the history of Christian ethics. Application of approaches to a variety of social issues will be considered. **Prerequisite: PHIL 220.** (Christian Studies Core)

**PHIL 310      History of Philosophy I – Ancient to Medieval      3 hours**

This course is a study of selected philosophers' primary works from the Ancient and Medieval periods. Material will be presented according to the historical timeline, focusing on the interaction of ideas from one philosopher to the next.

**PHIL 320 History of Philosophy II – Modern Philosophy 3 hours**

This course is a study of selected philosophers' primary works from the Modern period material will be presented according to the historical timeline, focusing on the interaction of ideas from one philosopher to the next.

**PHIL 401 Concentrated Special Topic Study 3 hours**

This course will be guided by a single topic chosen by the instructor for the length of the semester. Potential topics could be post-structuralism, onto-theology, philosophy's influence on Christianity.

**PHIL 402 Concentrated Study of a Philosopher 3 hours**

This course will be a concentrated study of a philosopher who has left an indelible mark on the tradition. This course not only will show the development of a philosopher's thought, but it will also teach the methodological model for intently studying all other philosophers.

**PHIL 420 Christianity and Postmodernism 3 hours**

This course will look at the way Christian thinkers are dealing with those questions put forth by philosophers who are typically considered to be postmodern. Topics for this course will include the following: 1) Is anything absolute? 2) Is one person's or group's "truth" as good as another's? 3) Does postmodernism exist? 4) Can one be both Christian and postmodern?

**PHIL 450 Contemporary Continental Philosophy 3 hours**

This course reviews the main ideas of 20<sup>th</sup> century continental philosophy with a special focus on its impact on theology.

## Physical Science

**PHSC 101 Introduction to Physical Science 3 hours**

Introduces the student to the topics of physics, chemistry, astronomy, weather, and geology. A student taking this course is expected to have competency in algebra. **Prerequisite: MATH 115 or equivalent.**

**PHSC 110 Studies in Physical Science 3 hours**

Topics are offered primarily for those who are interested in basic topics in the physical sciences. The subject matter may change with each offering of the course.

## Physics

**PHY 101 General Physics I 4 hours**

Topics include mechanics, laws of motion, kinetic, potential and rotational energy, momentum and angular momentum, solids and fluids, vibrations, waves and sound. **Prerequisites: MATH 115 with basic trigonometry. Co-requisite: PHY 101L.**

**PHY 101L General Physics I Lab 0 hour**

Experiments to accompany physics lecture. Some experiments include forces, velocity, acceleration, projectile motion, friction, Hooke's law and speed of sound. **Co-requisite: PHY 101.**

**PHY 102      General Physics II      4 hours**

Topics include thermal physics and laws of thermo dynamics, electric forces and fields, current and resistance, AC and DC current, capacitance, magnetism, reflection and refraction of light, mirror, lenses and wave optics. **Prerequisites:** MATH 115 with basic trigonometry. **Co-requisite:** PHY 102L.

**PHY 102L      General Physics II Lab      0 hour**

Experiments to accompany physics lecture. Some experiments include: gas diffusion, heat capacity, heat of fusion, entropy, series and parallel circuits, resistance, reflection and Snell's law. **Co-requisite:** PHY 102.

## Practical Studies

**PS 100      Introduction to Ministry and the Church      3 hours**

Orientation to Christian ministry and various aspects of the roles played by the Christian minister and the issues common to Christian ministry. Emphasis is placed on issues of leadership, the call to ministry, the minister's personal life, and the spirituality of the minister. This class is intended as an entry-level class for Christian Studies majors and should be taken in the fall semester of the freshman year. (Christian Studies Core.)

**PS 300      Pastoral Counseling      3 hours**

This course deals with various methods of counseling that may be helpful to the pastor of the local church. Discussion will relate to the varying counseling theories used in practicing psychotherapy by the secular world. Efforts will be made to introduce the student to recognized and accepted techniques of counseling that apply to the church world. Case studies, role play activities, and video-taped review of the student actually working in a counseling situation will be employed to give students an opportunity to understand and enhance these counseling skills.

**PS 310      Introduction to Preaching      3 hours**

Detailed study of the construction and delivery of sermons, including the functional elements and the various objectives in sermonizing. Sermon content, structure, and style are examined. (Christian Studies Core.)

**PS 311      Preaching Practicum      3 hours**

Students preach with evaluation by instructor and class. **Prerequisite:** PS 310.

**PS 445      Practicum in Ministry      3 hours**

The primary goal of this practicum is to give the student an opportunity to work in various areas of ministry. The student enrolled in this practicum will be required to select a specific area of ministry (chosen by the student and approved by the class instructor). This involvement will allow the student to serve and develop ministry in an environment that offers both support and strict supervision by a qualified mentor in the chosen area of ministry. (Christian Studies Core.)

## Psychology

**PSY 101      General Psychology      3 hours**

A broad introduction to the many approaches to the study of human behavior and the effects of drugs, health, culture, etc. This includes new trends in research and professional fields and an awareness of the embryonic nature of psychology studies.

**PSY 125      Social Science Statistics I      3 hours**  
Basic course covering topics of collection, organization, and summarization of data; basic probability; probability distributions; sampling distributions; confidence intervals; and tests of hypothesis. (Same as SOC 125.)

**PSY 201      Introduction to Counseling      3 hours**  
This course provides an overview of the counseling profession. Focus is placed upon various approaches to counseling, including Cognitive, Behavioral, and Solution-focused counseling. Time will be spent discussing types of counseling, such as marital, addictions, and career counseling.  
**Prerequisite: PSY 101.**

**PSY 212      Sports Psychology      3 hours**  
This course explores the role of psychology as it is related to the enhancement of athletic performance. Various mental training skills that can enhance one's athletic performance will be covered. Some of the areas related to this course that will be explored include motivation, self-confidence, goal setting, burnout, stress and anxiety, leadership, imagery, healthy attitudes towards sports participation and other sports-related activity. Personality as it relates to competition will also be investigated.

**PSY 220      Social Welfare Policies      3 hours**  
This course introduces students to social welfare policies and issues in the United States. The economic, religious, political, and other socio-cultural influences of social welfare policies and services, as they relate to individual and institutions, are explored. (Same as SOC 220)

**PSY 225      Social Science Statistics II      3 hours**  
Expands upon PSY 125. This course includes descriptive and inferential statistics, correlational analysis, analysis of variance, and nonparametric statistics. (Same as MATH 225 and SOC 225.)  
**Prerequisite: PSY 125.**

**PSY 251      Industrial/Organizational Psychology      3 hours**  
This course will conduct an in-depth study of the scientific psychological principles, procedures, and methods applied to human behavior in organizations. Throughout the course, students will learn to apply the methods and principles of I-O Psychology to improve job satisfaction, maximize employ efficiency and motivation, and develop management style of supervising employee performance.

**PSY 290      Social & Cultural Diversity      3 hours**  
This course examines various cultures and diverse societies, with an emphasis on differences in race, age, social class, religion, and family. Students will gain insight into how social and cultural differences impact an individual's ability to acclimate into new environments as well as empathize with individuals coming into their environment from another culture. (Same as SOC 290.)

**PSY 300      Addictions Theory      3 hours**  
This course will introduce students to the theoretical approaches to addictions counseling. In addition to substance abuse, students will learn about food, gambling, and sexual addiction. Biological, psychological, social, and spiritual influences will be discussed. **Prerequisite: PSY101.**

**PSY 301      Child Psychology****3 hours**

The course surveys the major forms of children's learning and cognitive processes, examining both the empirical data base and the theoretical formulations used to account for the findings. Topics covered include: conditioning in infancy and early childhood, language acquisition, behavior modification, discrimination reversal learning, verbal learning, concept learning, and learning to read.

**PSY 302      Adolescent Psychology****3 hours**

This course explores the psychological effect of physical maturity on the interests and intellectual development of the adolescent, considered in depth, including study of the recreational activities, educational needs, and the social and emotional problems of the age group.

**PSY 312      Sensation and Perception****3 hours**

This course examines the processes by which organisms form concepts of the environment through the senses. It includes a study of the physical stimuli, the nature of the sensory organs and related networks, and the effects of learning on perception in humans. **Prerequisite: PSY 101.**

**PSY 322      Family Education****3 hours**

This course will examine the impact that addiction has upon the family. Family systems will be discussed; family rules, roles, and behavior patterns will be explored. Self-help groups and other resources will be researched in order to prepare future addictions counselors for work with addicted individuals and their families. **Prerequisite: PSY 101.**

**PSY 330      Substance Abuse and Dependency****3 hours**

This course addresses the use and abuse of all mood altering chemicals. This includes the historical aspects of chemical use and the various dimensions of contemporary use. The physical, individual, and social, as well as the intellectual, emotional, and spiritual dimensions form the framework for understanding the dependency process. Differential patterns of use and abuse among families, cultures, races, genders, ages, professions, and areas of the country are among the special issues addressed. Legal issues are also covered, as well as current research in the field. The role of the social worker and psychologist in assessment and intervention is examined. (Same as SOC 330). **Prerequisite: PSY 101.**

**PSY 340      Addictions Counseling****3 hours**

This course will introduce students to the field of addictions counseling, with an emphasis on intervention, treatment, education, and prevention of addictive behavior. Current research will be explored in order to educate students about addictive behavior and how to best help individuals struggling with addiction. **Prerequisite: PSY 101.**

**PSY 351      Psychological Tests and Measures****3 hours**

This course examines the nature and functions of psychological testing, and the interpretation of test scores by using related clinical and research hypotheses is examined. Intelligence, aptitude, and personality tests are covered, with particular emphasis on clinical interpretation. **Prerequisite: PSY 101.**

**PSY 352      Physiological Psychology****3 hours**

This course explores an introductory level of the structure and function of the nervous system and explores the biological bases of perception, consciousness, hunger, sexuality, sleep, memory, and reward. **Prerequisite: PSY 101.**

**PSY 360      Life Span Human Behavior & Development      3 hours**

A survey of human development over the total life span from conception to death is considered. Emphasis is placed on psycho-social development, biological and socio-cultural contexts, and methods for studying human development. Theories that address developmental changes in cognition, behavior, personality, social roles, and interpersonal relationships are explored.

**Prerequisite: PSY 101.**

**PSY 372      Abnormal Psychology      3 hours**

This course examines the major theoretical approaches to the understanding of behavior as they are explored and applied to a systematic discussion of the major forms of psychopathology as categorized by the DSM-5. **Prerequisite: PSY 101.**

**PSY 380      Treatment Planning      3 hours**

This course is designed to provide students with an understanding of empirically based treatments of psychological disorders with a special emphasis on addiction. The course will emphasize the importance of how to construct a treatment plan, explore the different types of treatment plans, the importance of a treatment plans for psychotherapy, and emphasize why treatment plans are an essential part of the standard of care for clients. Students will also acquire a basic understanding of the application of a multi-axial system of diagnosis. **Prerequisite: PSY 101.**

**PSY 390      Psychoactive Drugs      3 hours**

This course is intended to provide students with a deeper understanding of the physiological, psychological, and social effects of drug use and abuse. Students will become familiar with the various classes of psychoactive drugs, and will receive an overview of treatment options, including strengths and weaknesses of using psychoactive drugs. **Prerequisite: PSY 101.**

**PSY 401      Social Psychology      3 hours**

This course provides an introduction to social psychological theory, research, and application. Topics covered include: attitude formation and change, social influence processes, social cognition, moral development, interpersonal attraction, aggression, prejudice, and political psychology. Basic social issues, concepts, theories, and research findings from the field of psychology are applied to understand major social problems confronting the contemporary world, such as genocide, poverty, and international conflict. (Same as SOC 401.) Class is only for juniors and seniors.

**PSY 405      Personality and Individual Differences      3 hours**

This course examines the various approaches to personality as defined by Freud, Adler, Jung, Horney, Sullivan, Allport, Rogers, Maslow and Kelly. Class is only for juniors and seniors.

**Prerequisite: PSY 101.**

**PSY 410      Seminar and Internship in Psychology      3 hours**

Through work in an appropriate supervised placement setting, students are provided an opportunity to become acquainted with the application of theories, principles, and empirical findings in the area of clinical psychology. Class is only for juniors and seniors. **Prerequisite: PSY 101.**

**PSY 412      Criminal Psychology      3 hours**

This course will explore the role of psychology as it relates to criminal behavior. Various topics of criminal psychology will be explored that include forensic psychology, exploring criminal behavior and criminal profiling, understanding maladaptive behavior, and criminal law. **Prerequisite: PSY 101.**

**PSY 420      Practicum in Addictions Counseling I      3 hours**

Through work in an approved addictions based, supervised placement setting, students are provided an opportunity to become acquainted with the application of theories, principles, and empirical findings in the area of addictions counseling. Students will be required to participate in 175 hours of supervised field experience. **Prerequisite: PSY 101.**

**PSY 430      Practicum in Addictions Counseling II      3 hours**

Through continued work in an approved addictions based, supervised placement setting, students are provided an opportunity to become acquainted with the application of theories, principles, and empirical findings in the area of addictions counseling. Students will be required to participate in 175 hours of supervised field experience. **Prerequisite: PSY 101.**

**PSY 440      Ethics & Professional Development      3 hours**

This course provides an introduction to ethical dilemmas faced by psychology professionals. Students will be challenged to think critically about situations that may not have obvious solutions. Additionally, students will examine career options, job outlook, and will gain tools that will assist them with becoming a successful professional. **Prerequisite: PSY 101.**

**PSY 445      Studies in Psychology      1-3 hours**

An in-depth consideration of a specialized topic from current research literature in psychology. Topics vary each semester. Class is only for juniors and seniors. **Prerequisite: PSY 101.**

## Religious Studies

**RS 101      General Baptist Life      3 hours**

This course has as its primary focus the instruction of General Baptist students in the faith, policies, and practices of their denomination; its history, articles of faith, and practice; and selected social issues.

**RS 425      Senior Capstone Project      3 hours**

The Christian studies senior capstone project involves a study of a special topic in Christian studies. Students will engage in an in-depth study of that topic resulting in a major paper addressing a theme or issue within that topic. (Christian Studies Core.)

**RS 445      Studies in Religious Studies      3 hours**

Study of special topics of interest in religious studies with the topic changing each time the course is offered.

## Social Sciences

**SS 101      Introduction to Social Science      3 hours**

This course is an interdisciplinary survey of the various social science disciplines which include sociology, psychology, economics, history, geography, as well as political science. This course explores the relationship between the various disciplines, the use of the scientific method, and the different perspectives, concepts, and theories. Several aspects of American society and institutions will be discussed as the course progresses. Broad in scope, this class provides the foundation for additional study in the various social science disciplines.



## Sociology

### **SOC 125      Social Science Stats I      3 hours**

Basic course covering topics of: collection, organization and summarization of data; basic probability; probability distributions; sampling distributions; confidence intervals; and tests of hypothesis. (Same as MATH 125)

### **SOC 201      Introduction to Sociology      3 hours**

A survey of the basic concepts, theories, methods, and research associated with the sociological analysis of society. Emphasis will be placed on the study of primary forms of human association and interaction, as well as social structures and processes that affect the individual.

### **SOC 215      Introduction to Criminology      3 hours**

Past and present theories exploring the causes of crime are examined in the context of how to deal with crime and criminals in our society. Criminal behavior causes, sociological and psychological, are examined. (Same as CJ 215)

### **SOC 220      Social Welfare Policies      3 hours**

This course introduces students to social welfare policies and issues in the United States. The economic, religious, political, and other socio-cultural influences of social welfare policies and services, as they relate to individual and institutions, are explored. (Same as PSY 220)

### **SOC 225      Social Science Stats II      3 hours**

A continuation of SOC 125. Topics include correlation, regression, chi-square tests, analysis of variance, nonparametric statistics, sampling, and simulation. Statistical projects are included. (Same as MATH 225.) **Prerequisite: SOC 125.**

### **SOC 260      Marriage and the Family      3 hours**

This course is designed to strengthen the student's knowledge of family dynamics, modes of intervention, and the family systems perspective. Intervention theories and practice skills are studied and applied. Emphasis is placed on appreciation of diversity in family life and the beginning of competency in problem solving with families. Self-awareness about a student's own family will be required in coursework. Skills in interviewing, problem identification, and communication are emphasized, with the primary focus on marriage and the family unit.

### **SOC 301      Contemporary Social Problems      3 hours**

A sociological analysis of such current issues such as war, population, poverty, health, medical care, and ageism. This class is intended for sophomores and above.

### **SOC 401      Social Psychology      3 hours**

This course provides an introduction to social psychological theory, research, and application. Topics covered include: attitude formation and change, social influence processes, social cognition, moral development, interpersonal attraction, aggression, prejudice, and political psychology. Basic social issues, concepts, theories, and research findings from the field of psychology are applied to understand major social problems confronting the contemporary world, such as genocide, poverty, and international conflict. (Same as PSY 401.) Class is only for juniors and seniors.

**SOC 445      Studies in Sociology      1-3 hours**

A study of significant topics in sociology may include: poverty, gender issues, ethnicity, discrimination, family structure, religion, etc. This class is intended for juniors and seniors only. Can be repeated if the topic is different.

## Spanish

**SPAN 101      Beginning Spanish I      3 hours**

This course introduces students to Spanish culture and language through a combination of text, online resources and classroom instruction. Equal emphasis is placed on developing skills in areas of grammar, reading, and speaking this increasingly important language.

**SPAN 102      Beginning Spanish II      3 hours**

This course continues the practice of listening, speaking, reading, and writing skills that are taught in SPAN 101.

**SPAN 201      Intermediate Spanish I      3 hours**

This course is an integrated study of the language and cultures of the Spanish-speaking world. Accuracy in oral, aural, reading, and writing skills will stressed as a means to expression and comprehension of the language. **Prerequisite: SPAN 102 or equivalent.**

**SPAN 202      Intermediate Spanish II      3 hours**

This course continues the integrated study of the Spanish language and culture. **Prerequisite: SPAN 201 or equivalent.**

## Special Education

**SPED 295      Differentiated Instruction      3 hours**

This course will facilitate differentiated instruction as an instructional approach in meeting the academic, social and emotional needs at various developmental levels of all students, including special needs, second language and diverse populations. Topics examined include: creating student profiles, characteristics and dynamics of differentiated instruction; identification of techniques for differentiating content, process, and product; exploration of how to differentiate on the basis of student's readiness, interest, and learning modalities; and reflection on one's personal beliefs and practices of instruction. (Same as EDUC 295)

**SPED 270      Methods and Materials for Exceptional Learners      3 hours**

Provides understanding of the development and acquisition of knowledge, as well as an appreciation for the ways children learn. Explores and evaluates materials, methods, and techniques used to foster learning across the spectrum of exceptionalities.

**SPED 284      Best Practices for Students with Emotional & Behavioral Disorders      3 hours**

Characteristics of the person with emotional disturbance and behavioral disorders. Emphasis on social, psychological, and biological theories of causality, assessment, and education, with a variety of emotional and/or behavioral problems.

**SPED 302      Diagnostic Assessment      3 hours**

Both qualitative and quantitative assessment procedures are studied in diagnosing learning problems. Strategies to accommodate special needs students are included. Candidates are expected

to be able to construct a variety of tests, as well as develop authentic evaluative materials (i.e. portfolio), as well as administer and interpret achievement, diagnostic, and intelligence tests. Candidates develop a personal philosophy of assessment. (Course taken in lieu of EDUC 301 for Special Education majors only.)

**SPED 306      Legal Issues in Special Education      3 hours**

Explores the laws that relate to special needs learners and their implications in program and curricular design. IEPs, due process, and student and parent rights will be studied. Students will also study teacher rights and responsibilities as they relate to the law.

**SPED 337      Collaboration and Consultation in Special Education      3 hours**

This course will focus on the knowledge and skills required by candidates to effectively collaborate with teachers, parents and other school personnel to work with Exceptional Students. Emphasizes strategies and techniques used in working across all levels of LRE – including inclusion and co-teaching. Candidates will learn to work in partnership with other instructors and support personnel to determine adaptation, accommodation, and modification needs for individualizing instruction to meet the unique needs of exceptional students.

**SPED 375      Classroom and Behavior Management      3 hours**

An in-depth study of behavioral management techniques. Exploration of ways to adapt the techniques to be used with a specific student. Review of psychological processes involved in punishment and reinforcement. Field experiences required. PI Training Included. SPED majors take this course in lieu of EDUC 315.

**SPED 450      Special Education Senior Capstone Course      3 hours**

The Special Education Capstone course is for senior special education students. The course will include writing a research paper in a current topic in education. Research design and APA format will be taught.

## Sports Administration

**SA 101      Introduction to Sports Administration      3 hours**

This course is a basic overview and preface to the widely growing sports industry. An examination of the broad spectrum of career opportunities available in the sports administration profession is covered. Special emphasis is on career planning, sport management terminology, and an overview of specific skills and knowledge required for professional preparation in sports administration.

**SA 301      Sports Law      3 hours**

This course focuses on legal issues applicable to sport administration, including tort law, risk management, negligence, and constitutional law. Relevant legal cases and concepts will be incorporated. Additional areas of study include: regulations of amateur athletics, public relations of sports activities, legal relationships in professional sports, enforcement of professional sports contracts, antitrust aspects of sports activities, and liability for injuries in sports activities.

**Prerequisite:** SA 101.

**SA 330      Sports Marketing      3 hours**

This course provides an overview of sports marketing as a component of an integrated marketing communication strategy. Students study the history and contemporary application of sports marketing in business. The curriculum addresses corporate as well as sporting property use of



**T 401            American Travel Seminar****3 hours**

Travel to a specified part of the United States accompanied by assigned readings and background lectures on the significance of the area visited. Students can take one (1) or two (2) courses, each worth three (3) credits, which apply to the division offering the seminar. Twenty percent tuition reduction for the course.

**T 405            Overseas Travel Seminar****3 hours**

Travel outside the United States to a specified part of the world accompanied by assigned readings and background lectures on the significance of the area visited. Students can take one (1) or two (2) courses, each worth three (3) credits, which apply in the division offering the seminar. Twenty percent tuition reduction for the course.

**T 410            Teaching and Learning in the Online Classroom****3 hours**

Best practices in teaching in the online classroom are examined in light of current and developing issues and trends in online learning. Teaching techniques and courseware designs that foster a community of learning in a web-based context are emphasized. The development of online classrooms to meet the learning needs in public school, higher education, and church education settings is explored.

**T 425            Senior Seminar****3 hours**

Focuses on contemporary world problems in light of one's experience in higher education. Taken during the senior year. The topics considered may change each semester. Conducted by a faculty committee.

**T 445            Independent Study****1-3 hours**

A student possessing a 3.0 GPA or better and who is a last semester Junior or in the senior year may apply to take Independent Study. The student will prepare a fully outlined proposal for the course and submit it to the Provost together with a request for a faculty tutor. If the Provost approves and the requested faculty tutor agrees, the student may then pursue his or her study under the tutor's supervision for one (1) semester or a longer pre-arranged time. Full tuition for the course is charged and the study cannot substitute for any required course in a student's program. No faculty member may serve as a tutor to more than three students at any one time. At the conclusion of this course, it is expected that a general invitation will be extended to the university community to hear the results.

## Administration, Staff, and Faculty

### Executives

<b>Ray G. Barber, D.Min.</b>	President
<b>Daniel Dunivan, Ph.D.</b>	Provost

### Staff

<b>Kathy Adams</b>	Administrative Assistant/Campus Visit Coordinator, Admissions
<b>Elise Andrews</b>	Enrollment Counselor
<b>George Armes</b>	Grounds/Maintenance
<b>Brian Baker</b>	Director of Advancement
<b>Melissa Baxter</b>	Academic/Guidance Coordinator
<b>Cheryl Bolton</b>	APS Academic Program Coordinator, Bedford
<b>Paul Bowdre</b>	Director of Assessment
<b>Mikel Breeden</b>	Athletic Promotion Director; Men's Golf Coach; Assistant Men's Basketball Coach
<b>Julie Brewster</b>	Purchasing Agent
<b>Joshua Brown</b>	Director of Residential Life
<b>Garrett Brugman</b>	Associate Athletic Trainer
<b>Patti Buchta</b>	Head Softball Coach; Head Women's Volleyball Coach
<b>Greg Burke</b>	Director of Maintenance
<b>Brad Burkhart</b>	Director of Information Technology
<b>Michelle Burkhart</b>	Financial Aid Program Assistant
<b>Betty Burns</b>	Dual Credit Coordinator; VA Certifying Officer
<b>Shannon Caldwell</b>	Administrative Assistant, Business Office
<b>Liz Carlisle</b>	Assistant Chief Financial Officer
<b>Jennifer Cates</b>	Assistant Director of Admissions/Operations
<b>Luane Clark</b>	Administrative Assistant, School of Education
<b>Stan Coy</b>	Lecturer in English
<b>Anita Corn</b>	Housekeeper
<b>Megan Depoister</b>	Assistant Library Director
<b>Colin Dixon</b>	Director of Student Activities, Men's & Women's Tennis Coach
<b>Dana Dodson</b>	APS Administrative Assistant, Plainfield Center
<b>Patrick Donnell</b>	Assistant Men's Soccer Coach
<b>Richard Downey</b>	Housekeeper
<b>Danny Dunivan</b>	Provost
<b>Connie Engle</b>	Housekeeper
<b>Laura Elpers</b>	Administrative Assistant, Correctional Education
<b>Patty Endicott</b>	Compliance Officer
<b>Ashley Engler</b>	Cheerleader Sponsor; Administrative Assistant, Athletics
<b>Ebony Eskridge- Kiegel</b>	Advisor, Career and College Directions
<b>Rebecca Fellows</b>	Administrative Assistant, School of Education
<b>T. Ray Fletcher</b>	Head Baseball Coach; Assistant Athletic Director
<b>Julia Friedner</b>	Financial Aid Non-Term Program Coordinator
<b>Mary Graham</b>	Administrative Assistant, Admissions
<b>Emily Grimes</b>	Outreach Coordinator and Advisor, Career and College Directions
<b>Katie Harrison</b>	Women's Soccer Coach

<b>Krista Hay</b>	Administrative Assistant, Academic Affairs
<b>Dalonda Hayes</b>	Career and Educational Advisor, Career and College
<b>Amy Heldt</b>	Housekeeper
<b>Alec Hensley</b>	Chief of Security
<b>Julie Hensley</b>	Administrative Assistant, Human Resources
<b>Kyle Hill</b>	Director of Upward Bound
<b>Jennifer Hollinger</b>	APS Academic Program Coordinator, Online
<b>Joe Hoover</b>	Maintenance
<b>Kelly Hopkins</b>	Housekeeper
<b>David Hose</b>	Head Women's Golf Coach, Assistant Director of Athletics
<b>Heather Hose</b>	Retention Specialist, Student Support Services
<b>Melanie Hyllested</b>	Administrative Assistant, Assessment
<b>Nancy Jackson-Wilkins</b>	Non-Term Process Manager
<b>Michael Janikowski</b>	Assistant Women's Basketball Coach
<b>Barbara Johnson</b>	Administrative Assistant, Maintenance
<b>Charity Julian</b>	Director of College and Career Directions
<b>Stephanie Kirby</b>	HR/PR Administrative Assistant
<b>Bradley Knotts</b>	Director of Student Life
<b>Doran Kruse</b>	Administrative Assistant, Bedford Center
<b>Tammy LaGrange</b>	Head Volleyball Coach
<b>Jennifer Lantrip</b>	Enrollment Counselor
<b>Bridget Lueken</b>	504 Coordinator, Coordinator of Special Education
<b>Jordan Mays</b>	Institutional Researcher
<b>Daniel McDonald</b>	Maintenance
<b>Lori McIntosh</b>	Career and Educational Advisor, Career and College Directions
<b>Tamara Miley</b>	Director of TRIO
<b>Nancy Miller</b>	Director of Graduate Studies, School of Education
<b>Randy Mills</b>	Editor, Journal of Liberal Arts & Sciences
<b>Anita Miskell</b>	Non-Term Billing & Collections Officer
<b>Tiffany Moore</b>	Administrative Assistant, Student Life
<b>Rita Morrow</b>	Data Specialist, Tutor Coordinator, Career and College Directions
<b>Eric Murphy</b>	Systems Engineer
<b>Trisha Nalley</b>	Donor Relations Coordinator
<b>Will Niederhaus</b>	Cross Country Coach
<b>Mary Nossett</b>	Executive Assistant to the President
<b>Candy Pancake</b>	Manager, Bookstore
<b>Elaine Pauw</b>	Program Coordinator, Student Support Services
<b>Ted Pearson</b>	Director of Correctional Education
<b>Morgan Peter</b>	Enrollment Counselor
<b>Denise Pinnick</b>	Director of Library and Full Librarian
<b>Mechelle Polter</b>	APS Academic Program Coordinator, Plainfield
<b>Alexander Portee</b>	Assistant Basketball Coach
<b>Cathy Robb</b>	Coordinator of APS; Dean, School of Business
<b>Shayne Ross</b>	Head Women's Basketball Coach
<b>Kevin Rowland</b>	Assistant Director of Maintenance
<b>Alexis Rusch</b>	Student Success Specialist
<b>Connie Sandefer</b>	Administrative Assistant, Academic Affairs
<b>Michael Sandifar</b>	Athletic Director, Men's Basketball Coach
<b>Melinda Schlottman</b>	Admissions Communication Manager
<b>Elisabet Sena-Martin</b>	Assistant Provost; Diversity Coordinator



<b>Nicole Sharp</b>	Director of Financial Aid
<b>Philip Sloan</b>	Maintenance
<b>Heather Smith</b>	Program Assistant, Student Support Services
<b>Tiffany Smithhart</b>	Housekeeper
<b>Patricia Sprinkle</b>	Administrative Assistant, APS
<b>Elliott Spruell</b>	Director of Admissions, Men's Soccer Coach
<b>Renee Stevens</b>	APS Administrative Assistant, Rockport Center
<b>Susan Sullivan</b>	Director of Alumni Relations
<b>Linda Tipton</b>	Registrar
<b>Rachel Toepfer</b>	Bookstore Clerk
<b>Stephen Toepfer</b>	Billing and Collection Officer
<b>Andrea Turner</b>	Webmaster
<b>Megan Vance</b>	APS Academic Program Coordinator, Rockport Center
<b>Robert Vaughan</b>	APS Academic Program Coordinator, Evansville Center
<b>Jan Walburn</b>	Business Office Assistant
<b>Angie Wells</b>	Housekeeper
<b>Barbara Wells</b>	Housekeeper
<b>Beth Wilkes</b>	Online Learning Technologist
<b>Robert Willis</b>	Art Gallery Coordinator
<b>Gabby Wiseman</b>	Administrative Assistant, Academic Affairs
<b>Clint Woolsey</b>	Director of Information Technology
<b>Cheryl Yates</b>	Payroll Coordinator
<b>Tisha Young</b>	Financial Aid Program Coordinator
<b>Sarah Zirk</b>	Associate Athletic Trainer

## Faculty

**Atiat (Allison) Alsaaidh** – Assistant Professor of Physics and Mathematics (2018)  
B.S., Zarqa Private University; M.S., Missouri University of Science and Technology; Ph.D., Missouri University of Science and Technology

**Robert L. Asa** – Professor of Old Testament (1984)  
B.A., Belmont College, University of Louisville, Oakland City College; M.A., University of Evansville; M.Div., Ph.D., Southern Baptist Theological Seminary

**Michael J. Atkinson** – Professor of Biology (2000)  
A.S., Vincennes University; B.S., Indiana University; M.A., Ball State University; Ed.D., Ball State University

**Ray Barber** – President, Professor of Spiritual Formation (1999)  
B.A., M.Div., Oakland City University; D.Min., Asbury Theological Seminary

**Amy Barrett** – Assistant Professor of Mathematics (2015)  
B.S., M.A., Ed.D., Oakland City University

**Karen Bevis** – Associate Professor, Education, Associate Dean, School of Education, Licensing Advisor (2013)  
B.S., Ball State University; M.A., University of Indianapolis; M.S., Butler University; Ed.D., Oakland City University

**Cynthia Blough-Retana** – Lecturer in Music; Choir Director (2012)  
B.M.E., DePauw University

**Michael Boling** – Assistant Professor of Communications (2018)  
B.A., Bryan College; M.A., Ph.D., Regent University

**William Borders** – Lecturer in School of Business (2017)  
B.B.A., University of Notre Dame; M.B.A. Northwestern University.

**Paul Bowdre** – Director of Assessment, Lecturer in Criminal Justice (2016)  
B.S., Western Carolina University; M.P.S., Lynn University; Ed.S., Nova Southeastern University; M.S., Mountain State University

**Patti Buchta** – Lecturer in Health and Physical Education  
A.S. Wabash Valley College; B.S. Oakland City University; M.A.T University of Evansville

**Christopher Cook** – Lecturer in Worship Arts (2013)  
B.A., B.S., Oakland City University; M.A.M.T., Indiana University-Purdue University Indianapolis

**Terry Cooper** – Professor of Psychology, Pastoral Counseling, and Religious Studies (2018)  
A.A., Southeastern Illinois College; B.A., Southern Illinois University—Carbondale; M.A., Northern Theological Seminary; Ed.D., Vanderbilt University; Ph.D., Saint Louis University; Psy.D. Institute of Contemporary Psychoanalysis

**Stan Coy** – Lecturer in English (2003)  
B.A. Elementary Education, Morehead State University; M.Ed. Elementary Administration, Xavier University

**Stephen Custer** – Associate Professor of Business (2018)  
B.M., Georgetown College; B.S., Oakland City University; M.A., Marshall University; M.Th., Campbellsville University; M.S.S.M., Ed.D., Oakland City University

**Camy N. Davis** – Associate Professor of Education (1999)  
B.S., University of Southern Indiana; M.S., Indiana Wesleyan University; Ed.D., Oakland City University

**Daniel Dunivan** – Provost, Professor of Theology (2005)  
B.A., M.Div., Oakland City University; Ph.D., Saint Louis University

**Ashley Elliott** – Lecturer in Psychology (2012)  
B.A., M.S., Lee University

**Ryan Fletcher** – Associate Professor of History (2018)  
B.A., Western Kentucky University; M.A., Ph.D., University of Mississippi

**T. Ray Fletcher** – Lecturer in Business (1995)

B.S., M.S.M., Oakland City University

**Kristie France** – Lecturer in Special Education, Coordinator of Early Childhood Education (2015)

A.S., University of Southern Indiana; B.A., M.A.E.D., Ashford University

**Cathy Gonzales** – Associate Professor of Education (1999)

B.A., M.A.T., Ed.D., Oakland City University

**Kiev S. Gracias** – Associate Professor of Biology (2009)

B.S., M.S., Louisiana Tech University; Ed.D., Ball State University

**Katie Harrison** – Lecturer in Health and Physical Education (2016)

B.A., M.S., Oakland City University

**Donna S. Hazelwood** – Professor of Art (1989)

B.A., Oakland City College; M.S., Ph.D., Indiana University

**Thomas E. Leuze** – Professor of Christian Education and Religious Studies (1995)

B.A., University of Tennessee; M.Div., Ph.D., Southern Baptist Theological Seminary

**Douglas A. Low** – Professor of Religious Studies (1990)

B.A., Southeast Missouri State University; M.Div., Ph.D., Southern Baptist Theological Seminary

**Bridget Lueken** – Assistant Professor of Education (2016)

B.A., University of Notre Dame; M.A.T., Marian University; Ed.D., Oakland City University

**Jervaise McDaniel** – Assistant Professor of Business (2016)

A.S., Olney Central College; B.A. Eastern Illinois University; M.B.A. Oakland City University; Ed.D. University of Illinois

**Ronald L. Mercer, Jr.** – Professor of Philosophy (2008)

B.A., University of Kentucky; M.Div., Southern Baptist Theological Seminary; M.A., Ph.D., University of Kentucky

**Nancy Miller** – Associate Professor of Education, Director of Graduate Studies, School of Education (2014)

B.A., University of Illinois; M.A., DePaul University; Ed.D., National Louis University

**Randy K. Mills** – Professor of Social Science, Editor, Journal of Liberal Arts & Sciences (1983)

B.A., University of Evansville; B.A., Oakland City College; M.A.T., Ed.D., Indiana University

**Roxanne Mills** – Professor of English (2008)

B.A., Oakland City University; M.S., Indiana University; Ed.D., Oakland City University

**Rodger Minatra** – Associate Professor of Business (2018)

B.S., Arizona State University; M.A., University of Denver; M.B.A., Southwest Baptist University; Ed.D., University of North Texas

**Barnabas Otoo** – Assistant Professor of Chemistry (2015)

B.Sc., University of Cape Coast; M.S., East Tennessee University; Ph.D., Purdue University

**Denise Pinnick** – Professor of Library Services, Director of Library, Full Librarian (1999)

B.A., Oakland City University; M.L.S., Indiana University; Ed.D., Oakland City University

**Carlotta Reynolds** – Assistant Professor of Business (2004)

B.S., M.S.M., Ed.D., Oakland City University

**Cathy A. Robb** – Dean, School of Business; Professor of Business; Coordinator of APS Program (2012)

A.S. Wabash Valley College; B.S. Eastern Illinois University; M.Ed. & M.S.A. Indiana Wesleyan University; Ed.D. University of Illinois

**Shayne Ross** – Lecturer in Business (2016)

B.A. Management, Charleston Southern University; M.B.A. Marketing, Liberty University; M.S. Sports Management & Administration, Liberty University

**Alexis Rusch** – Lecturer in Fine Arts (2016)

B.A., Saint Mary-of-the-Woods College; M.F.A., Indiana State University

**Michael E. Sandifar** – Associate Professor of Physical Education (1987)

B.S., Oklahoma Panhandle University; M.A., Indiana University; Ed.D., Oakland City University; Other study, Southwestern College

**Elliott Spruell** – Lecturer in Business (2016)

B.A., Lawrence University; M.A. California State University Long Beach

**Patricia Swails** – Professor of Education (1975)

B.A., Oakland City University; M.A., California State University; Ph.D., Indiana State University

**Thomas R. Walls** – Associate Professor of Religious Studies (2003)

B.A., Anderson University; M.A., M.Div., Anderson University-School of Theology; Ph.D., Southern Baptist Theological Seminary

**Rachel Yarbrough** – Dean of the School of Education; Associate Professor of Education (2018)

B.A., Oakland City University; M.A., Western Kentucky University; Ed.D., Oakland City University

## Emeritus Faculty

**Alpha L. Beckett**

**Richard V. Beesley**, Ed.D., D.D., Litt.D.

**William R. Hasselbrinck**, Ph.D., Ph.D.

**Marie M. McCord**, Ed.D.

**Patricia D. Schafer**, Ph.D.

**Alma E. Shufflebarger**, Ph.D.

**Carolyn E. Spitler**, M.M.

Assistant Professor of Welding Technology Emeritus

Executive Vice President of the University Emeritus  
and Professor of Religious Studies Emeritus

Distinguished Professor of Social Science Emeritus  
Professor of Art Emerita

Associate Professor of Physical Education Emerita

Professor of Education and Psychology Emerita

Associate Professor of Music, Emerita

## Offices and Contact Information

### Main Campus Offices

<b>Office of Academic Affairs</b>	Murray Administration Center, Room 206 138 N. Lucretia Street Oakland City, IN 47760 812-749-1238
<b>Office of Admissions</b>	Murray Administration Center, Room 303 138 N. Lucretia St. Oakland City, IN 47660 <a href="mailto:ocuadmit@oak.edu">ocuadmit@oak.edu</a> 800-737-5125
<b>Office of Advancement &amp; Alumni Relations</b>	OCU Development Building 410 W. Morton Street Oakland City, IN 47660 <a href="mailto:developmentoffice@oak.edu">developmentoffice@oak.edu</a> 812-749-1226
<b>Barger Richardson Library</b>	605 W. Columbia Street Oakland City, IN 47660 812-749-1267
<b>Career Services</b>	Bower-Suhrheinrich Student Life Center 720 W. Sherman Street Oakland City, IN 47660 812-749-1394
<b>Office of Financial Aid</b>	Murray Administration Center, Room 138 N. Lucretia St. Oakland City, 47660 <a href="mailto:finaid@oak.edu">finaid@oak.edu</a> 812-749-1224
<b>Student Life and Housing</b>	Bower-Suhrheinrich Student Life Center 720 W. Sherman Street Oakland City, IN 47660 812-749-1241
<b>Student Support Services</b>	Bower-Suhrheinrich Student Life Center, Room 105 720 W. Sherman Street Oakland City, IN 47660 812-749-1271
<b>Student Success Program</b>	Bower-Suhrheinrich Student Life Center 720 W. Sherman Street Oakland City, IN 47660 812-749-1283

## Adult and Professional Studies Centers

### **Bedford Center**

405 I Street  
Bedford, IN 47421  
United States  
812-279-8126

### **Evansville Center**

110 South Green River Rd.  
Evansville, IN 47715  
United States  
[evansville@oak.edu](mailto:evansville@oak.edu)  
812-479-6808

### **Main Campus**

138 N. Lucretia Street  
Oakland City, IN 47660  
United States  
812-749-1412

### **Plainfield Center**

905 Southfield Drive  
Plainfield, IN 46168  
United States  
317-838-8052

### **Rockport Center**

954 St Rt 66  
Rockport, IN 47635  
United States  
812-649-2200

### **Toyota Motor Manufacturing**

4000 Tulip Tree Drive  
Princeton, IN 47670  
United States

## 2018-2019 Academic Calendar

## Main Campus and Traditional Graduate Programs

<b>Fall 2018</b>	
Fall Term begins	Monday, August 20
Doctorate in Education Fall Session 1 (EdD-FA1) begins	Monday, August 20
Main Campus Fall (MC FA) courses begin	Wednesday, August 22
Master's in Education Fall (ME-FA) courses begin	Saturday, August 25
EdD-FA1 Census Date; last day to add or drop a course; last day to drop for 50% tuition refund	Monday, August 27
MC-FA last day to register for credit, add or drop a course; last day to drop a course for 75% tuition refund	Wednesday, August 29
ME-FA last day to add or drop a course; last day to drop for 75% tuition refund	Friday, August 31
Labor Day Holiday (University Closed)	Monday, September 3
MC-FA and ME-FA Census Date	Tuesday, September 4
MC-FA last day to withdraw from a course for 50% tuition refund	Wednesday, September 5
ME-FA last day to withdraw from a course for 50% tuition refund	Friday, September 7
Online Fall Session A (On-FAa) begins	Monday, September 10
EdD-FA1 last day to withdraw from a course for a grade of W	Monday, September 10
MC-FA Assessment Day	Wednesday, September 12
MC-FA last day to declare Pass/No Credit	Thursday, September 13
On-FAa Census Date; last day to drop a course; last day to drop for 50% tuition refund	Monday, September 17
ME-FA last day to withdraw from a course for a grade of W	Friday, September 21
On-FAa last day to withdraw from a course for a grade of W	Monday, September 24
MC-FA midterm grades due	Friday, October 12
EdD-FA1 ends	Sunday, October 14
On-FAa ends	Sunday, October 14
Online Fall Session B (On-FAb) begins	Monday, October 15
Doctorate in Education Fall Session 2 (EdD-FA2) courses begin	Monday, October 15
President's Holiday (university closed)	Friday, October 19
On-FAb Census Date; last day to drop a course; last day to drop for 50% tuition refund	Monday, October 22
EdD-FA2 Census Date; last day to drop a course; last day to drop for 50% tuition refund	Monday, October 22
MC-FA last day to withdraw from a course for a grade of W	Friday, October 26
On-FAb last day to withdraw from a course for a grade of W	Monday, October 30
Priority registration for Spring 2019 begins for main campus Seniors	October 30 – November 2
132 <sup>nd</sup> Founder's Day	Friday, November 2
ME-FA last day of classes	Saturday, November 3
EdD-FA2 last day to withdraw from a course for a grade of W	Monday, November 5
Priority registration for Spring 2019 begins for main campus Juniors	November 5-9
Priority registration for Spring 2019 begins for main campus Sophomores and First-Year students	November 12-16
MC-FA Thanksgiving Recess begins (online courses continue)	Saturday, November 17
On-FAb ends	Sunday, November 18
Thanksgiving Holiday (university closed)	November 21-23



MC-FA courses resume	Monday, November 26
EdD-FA2 ends	Sunday, December 2
MC-FA final exams	December 10-13
MC-FA Christmas Recess begins	Friday, December 14
Fall Term ends	Friday, December 14
University closed	December 19 - January 1

<b>Spring 2019</b>	
University opens	Wednesday, January 2
Spring Term begins	Monday, January 7
Doctor of Ministry Spring Session 1 (DMin-SP1) begins and last day to add a course	Monday, January 7
Online Spring Session A (On-SPa) begins	Monday, January 7
Doctorate in Education Spring Session 1 (EdD-SP1) begins	Monday, January 7
DMin-SP1 Census Date and last day to drop a course	Tuesday, January 8
DMin-SP1 last day to withdraw from a course for a grade of W; last day to withdraw for 50% refund	Wednesday, January 9
DMin-SP1 ends	Friday, January 11
Main Campus Spring (MC-SP) courses begin	Wednesday, January 9
Master's in Education Spring Session (ME-SP) begins	Saturday, January 12
On-SPa Census Date; last day to drop a course; last day to drop for 50% tuition refund	Tuesday, January 14
EdD-SP1 Census Date; last day to add or drop a course; last day to drop for 50% tuition refund	Tuesday, January 14
MC-SP last day to register for credit, add or drop a course; last day to drop a course for 75% tuition refund	Wednesday, January 16
ME-SP last day to add or drop a course; last day to drop for 75% tuition refund	Friday, January 18
Martin Luther King, Jr. Holiday (university closed)	Monday, January 21
Doctor of Ministry Spring Session 2 (DMin-SP2) begins	Monday, January 21
ME-SP Census Date	Tuesday, January 22
MC-SP Census Date	Tuesday, January 22
On-SPa last day to withdraw from a course for a grade of W	Tuesday, January 22
DMin-SP2 Census date and last day to add or drop a course	Tuesday, January 22
DMin-SP2 last day to withdraw from a course for a grade of W; last day to withdraw for 50% tuition refund	Wednesday, January 23
MC-SP last day to withdraw from a course for 50% tuition refund	Wednesday, January 23
ME-SP last day to withdraw from a course for 50% tuition refund	Friday, January 25
DMin-SP2 ends	Friday, January 25
EdD-SP1 last day to withdraw from a course for a grade of W	Monday, January 28
MC-SP last day to declare Pass/No Credit	Thursday, January 31
ME-SP last day to withdraw from a course for a grade of W	Friday, February 8
On-SPa ends	Sunday, February 10
Online Spring Session B (On-SPb) begins	Monday, February 11
President's Holiday (university closed)	Friday, February 15
On-SPb Census Date; last day to drop a course; last day to drop for 50% tuition refund	Monday, February 18
On-SPb last date to withdraw from a course for a grade of W	Monday, February 25
MC-SP midterm grades due	Friday, March 1
EdD-SP1 ends	Sunday, March 3

Doctorate in Education Spring Session 2 (EdD-SP2) begins	Monday, March 4
EdD-SP2 Census Date; last day to add or drop a course; last day to drop for 50% tuition refund	Monday, March 11
MC-SP last day to withdraw from a course for a grade of W	Friday, March 15
On-SPb ends	Sunday, March 17
Online Spring Session C (On-SPc) begins	Monday, March 18
MC-SP Assessment Day	Wednesday, March 20
On-SPc Census Date; last day to drop a course; last day to drop for 50% tuition refund	Monday, March 25
ME-SP last day of classes	Saturday, March 23
MC-SP Spring Break (online classes continue)	Saturday, March 23 - 31
EdD-SP2 last day to withdraw from a course	Monday, March 25
MC -SP courses resume	Monday, April 1
On-SPc last day to withdraw from a course for a grade of W	Monday, April 1
Priority registration for main campus Fall and Summer begins for Seniors	April 2-4
Priority registration for main campus Fall and Summer begins for Juniors	April 8-11
Priority registration for main campus Fall and Summer begins for Sophomores and First-Year students	April 12-18
Good Friday (university closed)	Friday, April 19
On-SPc ends	Sunday, April 21
Easter Holiday (university closed)	Monday, April 22
MC-SP courses resume	Tuesday, April 23
EdD-SP2 ends	Sunday, April 28
MC-SP final exams	April 29 - May 2
Spring Term ends	Friday, May 3
Commencement	Saturday, May 4

<b>Summer 2019</b>	
Summer term begins	Monday, May 6
Main Campus May Session (MC-May) begins	Monday, May 6
Main Campus Long Summer Session (MC-LS) begins	Monday, May 6
MC-May last day to add or drop a course; last day to drop for 75% tuition refund	Tuesday, May 7
MC-May last day to withdraw for 50% tuition refund	Thursday, May 9
MC-May Census Date and last day to withdraw from a course for a grade of W	Monday, May 13
MC-LS last day to add or drop a course; last day to drop for 75% tuition refund	Monday, May 13
MC-LS Census Date and last day to withdraw for 50% tuition refund	Monday, May 20
MC-May ends	Monday, May 24
Online Summer Session A (On-SUa) begins	Monday, May 27
Memorial Day Holiday (university closed)	Monday, May 27
Main Campus Short Summer Session (MC-SS) begins	Tuesday, May 28
MC-SS last day to add or drop a course; last day to drop for 75% tuition refund	Thursday, May 30
On-SUa Census Date and last day to drop a course for 50% tuition refund	Monday, June 3
Doctorate of Ministry Summer Session 1 (DMin-SU1) begins	Monday, June 3
DMin-SU1 Census Date and last day to drop a course	Tuesday, June 4
MC-SS Census date; last day to drop a course; last day to drop for 50% tuition refund	Tuesday, June 4

DMin-SU1 last day to withdraw from a course for a grade of W; last day to drop for 50% tuition refund	Wednesday, June 5
DMin-SU1 ends	Friday, June 7
On-SUa last day to withdraw from a course for a grade of W	Monday, June 10
MC-SS last day to withdraw from a course for a grade of W	Monday, June 10
Master's in Education and Doctorate in Education Session 1 (ME/EdD-SU1) begins	Monday, June 10
ME/EdD-SU1 Census Date and last day to add or drop a course	Tuesday, June 11
ME/EdD-SU1 last day to withdraw from a course for a grade of W; last day to withdraw for 50% tuition refund	Wednesday, June 12
ME/EdD-SU1 ends	Friday, June 14
Master's in Education and Doctorate in Education Session 2 (ME/EdD-SU2) ends	Monday, June 17
ME/EdD-SU2 Census Date and last day to add or drop a course	Tuesday, June 18
ME/EdD-SU2 last day to withdraw from a course for a grade of W; last day to withdraw for 50% tuition refund	Wednesday, June 19
ME/EdD-SU2 ends	Friday, June 21
Doctor of Ministry Summer Session 2 (DMin-SU2) begins	Monday, June 17
DMin-SU2 Census Date and last day to drop a course	Tuesday, June 18
DMin-SU2 last day to withdraw from a course for a grade of W; last day to withdraw for 50% tuition refund	Wednesday, June 19
DMin-SU2 ends	Friday, June 21
MC-SS ends	Friday, June 28
MC-LS last day to withdraw from a course for a grade of W	Friday, June 28
On-SUa ends	Sunday, June 23
Online Summer Session B (On-SUb) begins	Monday, July 1
Independence Day Holiday (university closed)	Thursday, July 4
On-SUb Census Date and last day to drop a course for 50% tuition refund	Monday, July 8
On-SUb last day to withdraw from a course for a grade of W	Monday, July 15
On-SUb ends	Sunday, August 4
MC-LS ends	Friday, August 9
Summer term ends	Friday, August 9
Main Campus Fall Semester Begins	Monday, August 19
Main Campus Fall Courses begin	Wednesday, August 21

## 2018-2019 Academic Calendar

## Non-Traditional Programs—Fully-Online and Adult and Professional Studies

<b>2018</b>	
Undergraduate and Graduate July Sessions Begin	Monday, July 2
Independence Day Holiday (University Closed) *	Wednesday, July 4
July Graduation (Traditional and Non-traditional Students)	Friday, July 6
Undergraduate and Graduate July Sessions Census Date and last day to drop for 50% refund	Monday, July 9
Undergraduate July Session last day to withdraw from a course for a grade of W	Monday, July 16
Graduate July Session last day to withdraw from a course for a grade of W	Monday, July 30
Undergraduate July Session Ends	Sunday, August 5
Undergraduate August Session Begins	Monday, August 6
Undergraduate Aug. Session Census Date and last day to drop for 50% refund	Monday, August 13
August Graduation (Traditional and Non-traditional Students)	Friday, August 17
Graduate July Session Ends	Sunday, August 26
Graduate August Session Begins	Monday, August 27
Undergraduate Aug. Session last day to withdraw from a course for a grade of W	Monday, August 20
Labor Day Holiday (University Closed) *	Monday, September 3
Graduate August Session Census Date and last day to drop for 50% refund	Tuesday, September 4
Undergraduate August Session Ends	Sunday, September 9
Undergraduate September Session Begins	Monday, September 10
Undergraduate Sept. Session Census Date and last day to drop for 50% refund	Monday, September 17
Graduate August Session last day to withdraw from a course for a grade of W	Monday, September 24
Undergraduate Sept. Session last day to withdraw from a course for a grade of W	Monday, September 24
Undergraduate September Session Ends	Sunday, October 14
Undergraduate October Session Begins	Monday, October 15
President's Holiday (University Closed) *	Friday, October 19
Graduate August Session Ends	Sunday, October 21
Graduate October Session Begins	Monday, October 22
Undergraduate October Session Census Date and last day to drop for 50% refund	Monday, October 22
October Graduation (Non-traditional Students)	Friday, October 26
Undergraduate Oct. Session last day to withdraw from a course for a grade of W	Monday, October 29
Graduate October Session Census Date and last day to drop for 50% refund	Monday, October 29
Undergraduate October Session Ends	Sunday, November 18
Undergraduate November Session Begins	Monday, November 19
Graduate October Session last day to withdraw from a course for a grade of W	Monday, November 19
Thanksgiving Holiday (University Closed) *	Wednesday, Nov.21 – Sunday, Nov. 25
Undergraduate Nov. Session Census Date and last day to drop for 50% refund	Monday, November 26
Undergraduate Nov. Session last day to withdraw from a course for a grade of W	Monday, December 3
Graduate October Session Ends	Sunday, December 16

Graduate Christmas Break	Monday, Dec. 17 – Sunday, Jan. 6, 2019
Christmas & New Year's Holiday (University Closed) *	Wednesday Dec. 19 – Tuesday, Jan. 1, 2019
Undergraduate November Session Ends	Sunday, December 23
Undergraduate Christmas Break	Monday, Dec. 24 – Sunday, Jan. 6
December Graduation (Traditional and Non-traditional Students)	Friday, December 28

<b>2019</b>	
Undergraduate and Graduate January Sessions Begin	Monday, January 7
Martin Luther King, Jr. Holiday (University Closed) *	Monday, January 14
Undergraduate and Graduate January Sessions Census Date and last day to drop for 50% refund	Tuesday, January 15
Undergraduate Jan. Session last day to withdraw from a course for a grade of W	Monday, January 21
Undergraduate January Session Ends	Sunday, February 10
Undergraduate February Session Begins	Monday, February 11
February Graduation (Non-traditional Students)	Thursday, February 14
President's Holiday (University Closed) *	Friday, February 15
Undergraduate February Session Census Date and last day to drop for 50% refund	Monday, February 18
Undergraduate Feb. Session last day to withdraw from a course for a grade of W	Monday, February 25
Graduate January Session Ends	Sunday, March 3
Graduate March Session Begins	Monday, March 4
Graduate March Session Census Date and last day to drop for a 50% refund	Monday, March 11
Undergraduate February Session Ends	Sunday, March 17
Undergraduate March Session Begins	Monday, March 18
Undergraduate March Session Census Date and last day to drop for 50% refund	Monday, March 25
Graduate March Session last day to withdraw from a course for a grade of W	Monday, April 1
Undergraduate March Session last day to withdraw from a course for a grade W	Monday, April 1
Easter Recess (University Closed) *	Friday, April 19 – Tuesday, April 22
Undergraduate March Session Ends	Sunday, April 21
Undergraduate April Session Begins	Monday, April 22
Graduate March Session Ends	Sunday, April 28
Undergraduate April Session Census Date and last day to drop for 50% refund	Monday, April 29
Graduate April Session Begins	Monday, April 29
May Graduation/Commencement (Traditional and Non-traditional Students)	Saturday, May 4
Graduate April Session Census Date and last day to drop for 50% refund	Monday, May 6
Undergraduate April Session last day to withdraw from a course for a grade of W	Monday, May 6
Undergraduate April Session Ends	Sunday, May 26
Graduate April Session last day to withdraw from a course for a grade of W	Monday, May 27
Undergraduate May Session Begins	Monday, May 27

Undergraduate May Session Census Date and last day to drop for 50% refund	Monday, June 3
Undergraduate May Session last day to withdraw from a course for a grade of W	Monday, June 10
Graduate April Session Ends	Sunday, June 23
Graduate Summer Break	Monday, June 24 – Sunday, June 30
Undergraduate May Session Ends	Sunday, June 30
Undergraduate and Graduate July Sessions Begin	Monday, July 1
Independence Day Holiday (University Closed) *	Thursday, July 4
Undergraduate and Graduate July Sessions Census Date and last day to drop for 50% refund	Monday, July 8
July Graduation (Traditional and Non-traditional Students)	Friday, July 12
Undergraduate July Session last day to withdraw from a course for a grade of W	Monday, July 15
Graduate July Session last day to withdraw from a course for a grade of W	Monday, July 29
Undergraduate July Session Ends	Sunday, August 4
Undergraduate August Session Begins	Monday, August 5
Undergraduate August Session Census Date and last day to drop for 50% refund	Monday, August 12
August Graduation (Traditional and Non-traditional Students)	Friday, August 16
Undergraduate Aug. Session last day to withdraw from a course for a grade of W	Monday, August 19
Graduate July Session Ends	Sunday, August 25
Graduate August Session Begins	Monday, August 26
Labor Day Holiday (University Closed) *	Monday, September 2
Graduate August Session Census Date and last day to drop a course for 50% refund	Tuesday, September 3
Undergraduate August Session Ends	Sunday, September 8
Undergraduate September Session Begins	Monday, September 9
Undergraduate Sept. Session Census Date and last day to drop for 50% refund	Monday, September 16
Undergraduate September Session last day to withdraw for a grade of W	Monday, September 23
Graduate August Session last day to withdraw for a grade of W	Monday, September 23
Undergraduate September Session Ends	Sunday, October 13
Undergraduate October Session Begins	Monday, October 14
President's Holiday (University Closed) *	Friday, October 19
Graduate August Session Ends	Sunday, October 20
Graduate October Session Begins	Monday, October 21
Undergraduate October Session Census Date and last day to drop for 50% refund	Monday, October 21
Undergraduate Oct. Session last day to withdraw from a course for a grade of W	Monday, October 28
Graduate October Census Date and last day to drop for 50% refund	Monday, October 28
Undergraduate October Session Ends	Sunday, November 17
Undergraduate November Session Begins	Monday, November 17
Graduate October Session last day to withdraw from a course for a grade of W	Monday, November 18
Thanksgiving Holiday (University Closed) *	Monday, Nov. 25 – Sunday, Dec. 1
Undergraduate Nov. Census Date and last day to drop a course for 50% refund	Monday, November 25

Undergraduate Nov. Session last day to withdraw from a course for a grade of W	Monday, December 2
Graduate October Session Ends	Sunday, December 15
Graduate Christmas Break	Monday, Dec. 16 – Sunday, Jan. 5
Christmas & New Year's Holiday (University Closed) *	Wednesday, Dec. 19 – Tuesday, Jan. 1
Undergraduate November Session Ends	Sunday, December 22
Undergraduate Christmas Break (tentative)	Monday, Dec. 23 – Sunday, Jan. 5