OAKLAND CITY UNIVERSITY
MIGHTY OAKS

OAKLAND CITY UNIVERSITY

2019-2020 Graduate Academic Catalog

Message from the President

Oakland City University is a Christ-centered institution where academic excellence is combined with spiritual formation and experiential learning to create a unique educational experience. Our faculty and staff are committed individuals who seek to help students feel "at home" while away from home, yet challenge them to grow in their intellectual inquiry and career preparation. Oakland City University remains committed to the values of integrity, service, gratitude, and hard work which are embodied in our motto: "Enter to Learn – Go Forth to Serve."

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), the International Assembly for Collegiate Business Education (IACBE), The National Council for Accreditation of Teacher Education (NCATE) and The Association of Theological Schools (ATS).

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 in which students can personalize the degree program that is right for them and meets their intellectual and career needs. OCU is not for everyone; but we are right for you.

Sincerely,

Ken D. Dempsey

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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 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

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 Jaggers
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

Ron Dempsey, Ph.D., President
Daniel D. Dunivan, Ph.D., Provost
Clint Woolsey, M.B.A., Interim Vice President for Administration
Todd Wahl, C.P.A., C.M.A., Chief Financial Officer

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 – 2019
Ron D. Dempsey, Ph.D.	2019-Present

Accreditation and Affiliation

Accreditation

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

University	The Higher Learning Commission North Central Association of Colleges and Schools (HLC)

School of Education	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)

School of Business	International Assembly for Collegiate Business Education (IACBE)
Chapman Seminary	Association of Theological Schools in the United States and Canada (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.

The university also offers Adult and Professional Studies and education programs across Indiana at Oakland City University Centers in Evansville, Rockport, Bedford, and Plainfield. For more information about these Centers and other locations where programs are offered, see the Approved Locations section of this catalog.

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.

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.

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, unless arrangements have been made with the Billing & Collections Officer. Students are not allowed to attend classes until charges are paid in full or other arrangements have been 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 are required to pay all tuition and fees in full by the third Friday after their first course begins in each payment period. For example, if the first course begins on Tuesday January 12th, the tuition balance for all classes in the payment period is due in full no later than Friday January 29th.

Non-traditional graduate students have two-payment periods per academic year. Financial aid is disbursed each payment period. Students have a payment period that equals nine (9) credit hours

and twenty-four (24) weeks of enrollment. The total credit hours and twenty-four (24) week period must be completed successfully before beginning the second payment period and qualifying for future financial aid disbursements.

If a non-traditional student fails or drops a course, he or she will have to add a course without additional Financial Aid funds to complete the required credits within a payment period. This will extend the payment period past the original twenty-four (24) weeks.

If a student doubles up classes in a single session, he or she will still need to complete the required twenty-four (24) weeks for the payment period. Instructional time must be completed and credits must be earned to maintain eligibility for loans.

Additional Payment Methods

Traditional Students. 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 prior to the first day of the semester, excepting military benefits, which are required ten (10) days prior per Department of Defense guidelines. Third-party payers 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 after the due date until the account is paid in full. For further information regarding additional payment methods, contact the Business Office.

Non-traditional Students. 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 prior to the first day of the payment period, excepting military benefit**s.** Military benefit authorizations are required ten (10) days prior per Department of Defense guidelines. Third-party payers 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 after the due date until the account is paid in full. For further information regarding additional payment methods, you may contact the Business Office.

Refunds

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

Doctorate in Education (8-Week Course)	Timing	Refund %
If the student never attended		100%
If the student attended courses	During the 1st week	50%
	After the 1st week	0%

Doctorate in Education (16-Week Course)	Timing	Refund %
If the student never attended		100%
If the student attended courses	During the 1st week	75%
	During the 2nd week	50%
	After the 2nd week	0%

Masters in Education (11-Week Course)	Timing	Refund %
If the student never attended		100%
If the student attended courses	During the 1st six days	75%
	During the 1st thirteen days	50%
	After the 1st thirteen days	0%

Masters and Doctorate in Education (1-Week Course)	Timing	Refund %
If the student never attended		100%
If the student attended courses	During the 1st two days	50%
	After the 1st two days	0%

Doctorate of Ministry (1-Week Course)	Timing	Refund %
If the student never attended		100%
If the student attended courses	During the 1st two days	50%
	After the 1st two days	0%

Masters of Divinity	Timing	Refund %
If the student never attended		100%
If the student attended courses	During the 1st week	75%
	During the 2nd week	50%
	After the 2nd 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.

For those moving out of the residence hall, there will be no refund on meal plans or housing charges. Students who withdraw from the university or from classes and have financial assistance may be required to repay a portion of the aid. If a student is eligible for a refund, the university will issue a check to the student.

Non-traditional Students. When non-traditional students drop or withdraw from courses after the first day of the payment period, refunds of tuition are as follows:

	Timing	Refund %
If the student never attended		100%
If the student attended courses	During the 1st week	50%
	After the 1st 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.

Refund Checks

Refunds for a financial aid overage will be disbursed ten (10) business days after the aid is applied to students' accounts if a qualifying credit balance is on the account. Following the initial refund date, eligible refunds are processed every Thursday. Refunds will only be disbursed if financial aid is no longer pending. Refunds are issued in the form of a check and are mailed from the Business Office to the student's address on file.

Financial Aid

Oakland City University recognizes the financial commitment required by students to access quality higher education. The Office of Financial Aid is available to assist students in determining if they qualify for financial assistance available through a limited variety of resources.

Graduate degree-seeking students and students seeking teacher licensure may qualify for federal loans. Private education loans may also be available. A limited number of endowments are available through the institution and specified for students enrolled in specific programs. As the Office of Financial Aid becomes aware of additional assistance resources, they will publicize the resources. Students considering federal or endowment assistance must apply through the Free Application for Federal Student Aid (FAFSA).

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 or by email at 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. 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 these criteria.

General Eligibility Requirements for Federal Financial Aid

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

- For some federal aid, students must have financial need, although some programs are non-need based (e.g., unsubsidized and PLUS loans).

- Be a U.S. citizen or eligible non-citizen.

- 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.

- 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:

- Eighteen (18) through twenty-five (25) year old male students must register with the Selective Service at www.sss.gov or in their FAFSA.

- Transfer students must meet the admission requirements and have all official transcripts evaluated 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	Number of Hours Enrolled in a Semester or Payment Period
Full-time	9 or more semester hours
Three-quarter time	7-8 semester hours
Half-time	6 semester hours
Less than half-time	1-5 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 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.

- *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.

- *Federal Direct Graduate Plus Loans.* Additional loan funds may be available through the Federal Direct Graduate PLUS Loan Program. Direct PLUS loans are for educational purposes only. The graduate student must not have adverse credit history. The graduate student must be a U.S. citizen or eligible non-citizen, not in default on any federal loan, not owe an overpayment on federal grant, meet other general eligibility requirements, and must be enrolled at least half-time.

  Graduate students can apply for a Graduate PLUS loan by logging into www.studentloans.gov. During any period when you're not required to make payments, interest will accrue on your loan. You may choose to pay the accrued interest or allow the interest to be capitalized (added to your loan principal balance) when you have to start making payments. Your loan servicer will notify you when your first payment is due.

- *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. 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 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 ten (10) years ago.

Instructions for completing the Master Promissory Note appear below:

Direct Loan Borrowers: Students can visit 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.

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.

Students borrowing Direct Loans 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.

OCU Institutional Aid

The university offers some financial aid opportunities for Master of Divinity and Doctor of Ministry students who qualify as outlined below:

- *General Baptist Scholarships.* A one-third General Baptist Scholarship is available to new Master of Divinity students. To be eligible, the student 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=DJOODIyR.

- *Private/Endowment Grants.* Grants are available to Master of Divinity and Doctor of Ministry students 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 Affair's 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.

- *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 and institutional financial aid programs including scholarships, work-study, and student loans. Many private loans also require SAP.

SAP applies to a student's entire degree program, including terms (fall, spring, and summer)/payment period (24 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. If a student falls below the standards, NO financial aid of any kind will be renewed until the deficiencies are corrected.

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 may include grades of A, B, C, or D (including plus or minus) and credits in which a P was earned. For more information on grades and their application to individual degree programs see the sections in this catalog for each school.

- *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. Unsuccessful grades may include D, F, W, I, WP, WE, or WF, classes taken for audit, or any other grade that does not result in completed credits. If grades of I or WP are later completed, they will be reflected when progress is subsequently checked, or sooner, at the student's request. For more information on grades and their application to individual degree programs see the sections in this catalog for each school.

- *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 nine (9) 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 financial aid:

Graduate Program	Cumulative GPA
Chapman Seminary Programs	2.5
Other Graduate Programs	3.0

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 graduate degree, this timeframe is defined as 150% of the scheduled length of the program. For example, students in an academic program requiring thirty-six (36) credit hours may attempt up to fifty-four (54) credit hours (150% of 36 is 54). Graduate 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.

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 during the Summer 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 be 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.

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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.

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 Federal Direct Education Loans (Subsidized and Unsubsidized, PLUS loans).

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:

Number of days completed by student % of semester/payment period completed/Title IV aid earned	=	Total number of days in a semester/payment period*

The total number of calendar days in a semester/payment period 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:

Total institutional charges multiplied by the % of unearned aid	=	Amount returned to programs

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 withdrawing 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 the student begins the withdrawal process or officially notifies the university of intent to withdraw, or

- The students last day of attendance at a documented academically related activity (in cases where a student ceases attending without notifying the institution).

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.

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:

Number of days completed by student % of semester or payment period completed/TA earned	=	Total number of days in semester or payment period*

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:

Total institutional charges multiplied by the % of unearned aid	=	Amount returned to TA.

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.

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 Office for Student Life is to provide students with opportunities that will assist them in having an excellent experience. Those areas include:

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

Housing/Residence Life

Students interested in on-campus housing should make a request to the Office for Student Life.

Residence halls are available for students during the fall, spring and summer semesters. Residence Halls are closed during various holidays (such as Christmas and New Year's) and semester breaks.

Oakland City University owns some homes near campus that are available for students and their families on a first-come, first-serve basis. If you are interested in this housing option, please contact the Director of Residence Life.

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 a schedule of hours and 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 a free **Nixle Emergency Notification System** (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 systems 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 by the Office for Student Life 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 fall and spring 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

While most student clubs and organizations are for undergraduate students, we invite graduate students to participate in other educational engagement opportunities. For additional information, please contact the Director of Student Activities.

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 Pastor is located in the chapel, and the Campus Pastor 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, SoulFest, and other events.

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

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 or visit the Student Success Specialist 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 degree, 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 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 graduate students in different ways. Depending on their goals, students are classified as degree-seeking or licensure only/classified, or non-degree seeking/unclassified:

- Degree-seeking or classified students are enrolled at the university with the intent of completing a degree.

- Licensure-only students are considered unclassified students who are enrolled in specific courses pursuing an officially recognized licensure credential.

- Non-degree students are considered unclassified students are enrolled in specific courses without pursuing a full degree or officially recognized licensure credential.

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, graduate students may be classified as follows based on their enrollment status:

Enrollment Status	Number of Hours Enrolled in a Semester or Payment Period
Full-time	9 or more semester hours
Half-time	6-8 semester hours
Less than half-time	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:
- Fall and Spring terms may contain shorter online sessions in some programs.

- The Summer term includes one (1) week face-to-face courses in some programs.

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 forty-eight (48) weeks of enrollment, which may be completed consecutively or not.

- Students must successfully complete eighteen (18) credit hours and at least forty-eight (48) 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 nine (9) credit hours within the Fall or Spring semester. Traditional students registered for fewer than nine (9) 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
Full-time	9 or more semester hours
Half-time	6-8 semester hours
Less than half-time	1-5 semester hours

Fall/Spring Overload Status. Traditional students can register for up to fifteen (15) credit hours during the Fall or Spring semesters in consultation with their academic advisor. Those wishing to register for sixteen (16) 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. 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).

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 nine (9) credit hours over a twenty-four (24) week payment period covering three (3) 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 (9 hours of coursework for graduate 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 a student 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 takes place during the final days of 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).

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.

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 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. The academic calendar is available on the Academics page of the OCU website 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

Presence and participation in class constitutes attendance for face-to-face courses and face-to-face components of hybrid courses. 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, their Academic Program Coordinator, and/or the director of their graduate program 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 or director of the graduate program. If a traditional student is enrolled in a fully online course, he/she will be administratively dropped or withdrawn from the course when he/she fails to participate in the course for ten (10) or more consecutive calendar days. 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. 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.

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 their advisor (traditional students) or Academic Program Coordinator (non-traditional students). This process requires the completion of 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.

The following details apply to all Leave of Absence requests:

- Leaves of Absence must be approved by the Provost and may be granted for a maximum of 180 days.

- Upon return from a Leave of Absence, a student is reinstated in his or her enrolled program and provided commensurate time to complete any pending coursework.

- 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 academic advisors or Academic Program Coordinators (APCs) to discuss whether they are 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.

Federal financial aid criteria influence whether Leaves of Absence requests can be approved. In general terms, a leave of absence request will only be approved if the student is able to resume coursework at the same point of the academic program in which he or she began the Leave of Absence. Factors such as course scheduling and Leave of Absence return dates influence whether the request is approved. In practical terms, this means the university will only grant Leaves of Absence in a very limited number of cases. Therefore, Leave of Absence requests are evaluated by the Office of Academic Affairs on a case by case basis.

The following details apply to Leaves of Absence requests depending on the program in which a student is enrolled:

Non-traditional students. Students enrolled in fully online programs and Adult and Professional Studies programs requesting a Leave of Absence may qualify for one of 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 non-traditional 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 non-traditional 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.

Traditional students. Depending on the specific circumstances and future course offerings of the university, a traditional student whose Leave of Absence is approved may qualify for:

- 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.

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, measureable 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**
50-min classroom sessions, 3 days a week	15 weeks/semester	2250	45	3
75-min classroom sessions, 2 days a week	15 weeks/semester	2250	45	3
150-min classroom sessions, once a week	15 weeks/semester	2250	45	3
150-min classroom sessions, five days a week	3 weeks/session (May)	2250	45	3
90-min classroom sessions, five days a week	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**
50-min session, 2 days a week	15 weeks/semester	1500	30	1
100-min session, 1 day a week	15 weeks/semester	1500	30	1
100-min session, five days per week	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). Specifics of transfer credit policies for graduate programs can be found in this catalog within the sections associated with each program.

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.

- Course grades and grade point averages are not transferred, only credits are transferred.

- Institutional exams, classes with the grade of pass, 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.

- Courses for the degree older than ten (10) years are typically not accepted, and in some programs the time limitations may be shorter.

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.

Credit by Examination and Experiential Learning

Some students can earn credit by examination or experiential learning if they are enrolled at the university and pursuing a program of study with OCU, though some programs do not accept prior experiential learning for credit. 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 set by the program 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

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 degree programs.

- For all exams passed the grade of P will be recorded on the student's transcript and counted towards graduation requirements.

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 number of credit hours awarded towards a degree for such learning experiences can be found in the sections of the catalog for each program. No learning experience credit is applicable to certificate programs.

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.

Grades

Grading System
The computation of grade point averages and which grades are accepted for credit can be found under each school's section of this catalog. 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. Grades of I, P, W, and WP are not included in this computation.

Incomplete Grades (I)

The grade of "I" indicates an authorized incomplete and is given when a student is unable to complete all required coursework before the class is finished because of circumstances beyond her or his control. A grade of "I" does not count in the computation of grade point average.

The remaining work for an incomplete grade must be completed within a time frame equal to the length of the course. For example:

- A student taking a semester long course must complete all outstanding work by the end of the next semester.

- A student taking a five-week or eight-week course must complete all outstanding work by the end of the next five or eight week session.

If a student fails to submit all required coursework by the deadline/due date agreed upon in the *Request for Incomplete Form*, the grade of "I" will be changed to whichever grade the student has earned at that point.

Important Considerations when Applying for a Grade of Incomplete

- An incomplete grade, "I", is only to be given when extreme situations arise that a student cannot control and which prevent him/her from <u>completing</u> course requirements by the end of the enrollment semester. These include serious illness or accidents, extreme family issues, and like situations. It does not include poor time management in completing assignments, excessive absences without documentation, or missing one or more exams unless it is due to the serious illness or accident.

- Students are expected to continue participating and completing assignments as best as they can during the time the course was originally scheduled and during the period of the Incomplete unless extenuating circumstances prevent them from doing so.

- A student's grade in the course at the time of the request will be considered when reviewing the request. The grade should include all completed assignments at the point of the request. Requests for Incompletes for courses in which a student has a failing grade due to poor participation, missing assignments, and/or other reasons within the student's area of responsibility may not be approved.

- A student may request an Incomplete before the end of the semester or a course and it may be granted if circumstances warrant. Except for extraordinary circumstances, Requests for Incompletes should be submitted towards the end of a course after a student has attempted to complete most assigned coursework within the designated time of the 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 <u>Withdrawal from Courses</u> and <u>Withdrawal from University</u> sections of this catalog.

Work in Progress (WP)

The designation of WP (Work in Progress) can be utilized only in designated dissertation, thesis, or doctoral project courses (i.e., EDUC 630, EDUC 631, LDR 820c, LDR 820d, LDR 820e, LDR 830, DMN

850, DMN 851, DMN 852, DMN 853) and is not counted in computing grade point averages. The WP mark remains a terminal mark if the student does not complete (i.e., successfully defend) the master's thesis, doctoral dissertation, or project. For courses required for a degree, a grade must be given before the credential may be granted.

Grade Reports

Final grade reports are available through the OCU Student Portal (available at https://estudent.oak.edu/login.asp).

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). Each graduate program has its own GPA requirements and grading scales. See the sections of this catalog associated with specific graduate programs for more information.

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.

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

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

OCU reserves the right to dismiss a student not making satisfactory progress towards a degree at the end of any semester.

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 the 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 from to the Office of Academic Affairs.

- Online at 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.

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

Time Limitation for Degree Completion

The time limits for the completion of a graduate degree program vary from program to program. See the section of this catalog associated with the specific degree programs for more information. 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. In addition, failing to complete a degree program in the designated time may require the student to retake courses already completed.

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 (excluding licensure only students) 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).

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	
Monday-Thursday	8:00 am – 4:30 pm
Friday	11:00 am – 3:00 pm
Saturday & Sunday	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.

Chapman Seminary

About the School

Chapman Seminary is committed to developing "the spiritual, moral, and intellectual maturity necessary for effective leadership in the church." Seminary students represent a wide range of Christian traditions that fall under the Church Universal. The seminary "honors ties to General Baptists," who sponsor the seminary and university, by being the primary theological education center for that tradition of Baptist thought. As an extension of the General Association of General Baptists, the seminary respects in particular the theology and church polity of the General Baptist denomination. That tradition affirms the central role of the Bible in being the witness of God's desire to conform people to the image of Jesus Christ.

Oakland City University's Chapman Seminary was founded in 1983. In February 1992, the University Board of Trustees officially authorized the name of the graduate and undergraduate divisions of religious studies as The Onis G. and Pauline Chapman School of Religious Studies, named after former pastor, evangelist, and college president Dr. Onis G. Chapman (1914-1979) and first lady Pauline Chapman (1913-1981). Dr. and Mrs. Chapman were recognized because of their dedicated ministries among General Baptists. In 2004, the University Board of Trustees named the new building the Chapman Seminary.

The underlying philosophy of the seminary and its sponsoring denomination is ecumenical in nature. Although the primary goal is the preparation of persons from diverse Christian backgrounds seeking training for the many ministries Christ has given the church, students who do not feel such a "call" but who desire a well-rounded theological education are also invited to study. Few disciplines can give one an integrated personal philosophy and insight into the major questions of life as can the advanced study of religion and theology.

The seminary offers two (2) degrees that are accredited by the Commission on Accrediting of the Association of Theological Schools in the United States and Canada:

- Master of Divinity
- Doctor of Ministry

The Master of Divinity can be taken with or without a specialization in Pastoral Care.

Faculty of Chapman Seminary

Douglas A. Low, Ph.D., Dean, Professor of New Testament
Daniel D. Dunivan, Ph.D., Provost, Professor of Theology
Thomas E. Leuze, Ph.D., Professor of Christian Education
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 Chapman Seminary

Conscious of the call of God, honoring our ties to General Baptists, and mindful of the Church universal, Chapman Seminary seeks to develop, through the professional education of men and women, the spiritual, moral, and intellectual maturity necessary for effective leadership in the church.

Chapman Seminary has also chosen to embrace the following statements drawn from the Association of Theological Schools General Standards (adapted from *Standard 3* [2010]):

> A theological school is a community of faith and learning that cultivates habits of theological reflection, nurtures wise and skilled ministerial practice, and contributes to the formation of spiritual awareness and moral sensitivity.

> In a theological school, the overarching goal is the development of theological understanding, that is, aptitude for theological reflection and wisdom pertaining to a responsible life in faith. Comprehended in this overarching goal are others such as deepening spiritual awareness, growing in moral sensibility and character, gaining an intellectual grasp of the tradition of a faith community, and acquiring the abilities requisite to the exercise of ministry in that community.

> Learning should cultivate scholarly discourse and result in the ability to think critically and constructively, conduct research, use library resources, and engage in the practice of ministry. Learning should foster, in addition to the acquisition of knowledge, the capacity to understand and assess one's tradition and identity and to integrate materials from various theological disciplines and modes of instructional engagement in ways that enhance ministry and cultivate emotional and spiritual maturity.

> The activities of theological scholarship—teaching, learning, and research—are collaborative efforts among faculty, librarians, and students, and foster a lifelong commitment to learning and reflection.

> Theological teaching, learning, and research require patterns of institutional and educational practice that contribute to an awareness and appreciation of global interconnectedness and interdependence, particularly as they relate to the mission of the church. These patterns are intended to enhance the ways institutions participate in the ecumenical, dialogical, evangelistic, and justice efforts of the church.

> Both in an institution's internal life and in its relationship with its publics, freedom of inquiry is indispensable for good theological education.

Learning Outcomes of Chapman Seminary

The Chapman Seminary is a learning community dedicated to OCU's mission. The institutional learning outcomes of the Head, Heart, and Hands are mirrored in the seminary's three learning 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 Masters and Doctoral degrees.

Tapestry of Theological Education *(Master of Divinity)*	**Thinking Theologically** 1. Integrate Scripture and Christian tradition. 2. Evaluate cultural context in ministry practice.	**Living Faithfully** 3. Foster spiritual growth of self & others. 4. Reflect moral integrity in life and ministry.	**Serving Effectively** 5. Adapt skills for ministry performance. 6. Demonstrate skills for leadership.
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			

Tapestry of Theological Education
(Doctor of Ministry)

	Thinking Theologically	Living Faithfully	Serving Effectively
	1. Evaluate the nature and purpose of ministry. 2. Formulate a theologically reflective practice of ministry. 3. Gain knowledge about the practice of ministry.	4. Reflect continued growth in spiritual maturity 5. Internalize a personal and professional ethic	6. Enhance pastoral analysis 7. Enhance ministerial skills
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			

Grades and Procedures

Scale	Letter Grade	Grade Points Per Credit Hour	Description
97-100%	A	4.0	Superior
95-96%	A-	3.7	Excellent
93-94%	B+	3.3	Outstanding
89-92%	B	3.0	Very Good
87-88%	B-	2.7	Good
85-86%	C+	2.3	High Average
79-84%	C	2.0	Average
77-78%	C-	1.7	Low Average
75-76%	D+	1.3	Below Average
72-74%	D	1.0	Poor
70-71%	D-	0.7	Near Failure
0-70%	F	0.0	Failure
	I	0.0	Incomplete
	P	0.0	Pass
	NC	0.0	No Credit
	W		Student Withdrawal Passing
	WE	0.0	Instructor Withdrawal – Excessive Absences
	WF	0.0	Student Withdrawal Failure
	WP	0.0	Work in Progress
	AU	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.

For more information on grades, see the Academic Policies and Procedures section of this catalog.

Standards of Conduct

All seminarians are expected to manifest a proper attitude toward the spiritual life and testimony of the Chapman Seminary. The standards of conduct expected are those indicated for Christians in the Scriptures. The specific regulations and suggestions contained in the OCU Student Handbook (available on the Student Resources page of the OCU website at http://intranet.oak.edu/current-students/student-resources.php) apply to Chapman Seminary students.

Honor System

Upon becoming a student, an individual takes upon himself or herself the obligation not to give or receive aid in examinations and not to give or receive unpermitted aid in class work, in the

preparation of papers and reports, or in any other work that is to be used by a professor as the basis of grading.

Students understand they are to do their share in taking an active part in seeing to it that they and others uphold the spirit and letter of the honor system.

Although the faculty alone has the right and obligation to set academic requirements and standards, all members of the seminary community (students and faculty alike) will work together to establish optimal conditions for honorable academic work.

The faculty of Chapman Seminary reserves the right to dismiss a student whose violation of the Honor Code is deemed sufficiently egregious.

Master of Divinity Programs (90 Semester Hours)

The Master of Divinity (MDiv) combines academic and professional education. The degree program consists of a minimum of ninety semester hours of study. The degree is designed for those individuals who seek to prepare themselves for ministry in the name of Jesus Christ, especially in pastoral settings (the traditional MDiv) or in institutional settings such as chaplaincy (the MDiv with the Pastoral Care concentration). Graduates usually serve as clergy or seek further academic degrees (such as the PhD).

Rationale of the Curriculum for the Master of Divinity

Oakland City University Chapman Seminary is founded on the conviction that God has intervened in human history for the purpose of bringing salvation. The Bible is the divinely inspired record of that intervention, which culminates in the incarnation, death, and resurrection of Christ. It contains that knowledge of God and of His will which is necessary for salvation.

The course offerings in the Seminary aim toward the goal of a theological education which equips persons called of God to be able ministers of His Word, skillful both in searching the Scriptures for their meaning and also in communicating and applying revealed truth in a contemporary context. The curriculum is, therefore, constituted in three divisions: Biblical Studies, Historical-Theological Studies, and Ministry Theory and Practice Studies.

Learning Outcomes for Master of Divinity Degree

Upon completion of the Master of Divinity degree, the successful graduate will:

1. Integrate Scripture and Christian tradition
2. Evaluate cultural context in ministry practice
3. Foster spiritual growth of self and others
4. Reflect moral integrity in life and ministry
5. Adapt skills for ministry performance
6. Demonstrate skills for leadership

Admission Requirements for the Master of Divinity Degree

Requirements for unconditional admission to the Master of Theological Studies or the Master of Divinity program are as follows:
1. A formal application for admission submitted to the Admissions Office together with the application fee.
2. A baccalaureate degree from an accredited four-year college or university.
3. An overall undergraduate grade point average of 2.5 based on a 4.0 scale, or a 2.75 average in the undergraduate major field.
4. Two (2) letters of recommendation from persons qualified to judge aptitude and ability for graduate work; one recommendation may come from the faculty of the Chapman Seminary.
5. Submission of official transcripts of all undergraduate credits and any graduate credits earned.
6. A formal statement of reasons for applying, making clear the motivation for entering the Seminary.

Graduation Requirements for the Master of Divinity Degree

The completion of ninety (90) semester hours as outlined below, with a minimum grade point average of "C" on a 4.0 scale, is necessary to receive the MDiv degree.

Transfer of Graduate Credit for the Master of Divinity Degree

Up to forty-five (45) hours of graduate credit from another accredited university may be accepted if these hours meet the Chapman Seminary program requirements and are approved by the faculty and Dean of the Chapman Seminary, and the Provost. Graduate credit will not transfer if it is over seven years old. Any course with a grade below B- will not be transferred.

Advanced Standing

Advanced Standing with or without credit is possible for those who enter the Seminary from the Chapman School of Religious Studies (undergraduate program). Entering students should inquire of their advisor of the exact details of the policy. Advanced Standing with credit always involves an examination as well as having passed the particular undergraduate class (or classes) with a grade of B or better.

Academic Probation

Any student whose semester total grades are below 1.70 (C-) is automatically placed on academic probation. This probation means a restriction of the total number of semester hours to nine (9).

Any student who has consecutive semesters of total grades below 1.70 (C-) is restricted to six (6) semester hours of study and is at risk of academic suspension.

Academic Suspension

Academic suspension occurs when a student has three (3) consecutive semesters of total grade point average below 1.70 (C-). The student may request reinstatement after one full calendar year

by letter to the Chapman faculty and by interview with the Dean of the Chapman Seminary. The student is advised that reinstatement is not automatic.

Master of Divinity Degree – Traditional (90 Semester Hours)

Schedule of Course Offerings

Core courses that are required for all Master students are offered on a two-year rotational basis. Every attempt is made to offer elective courses regularly, on the basis of student interest and need. The Seminary reserves the right to alter the schedule or withdraw any course for lack of sufficient demand.

Biblical Studies (21 Semester Hours)

Biblical Studies Courses (21 Hours)			
Dept.	*Number*	*Name*	*Credit Hours*
MDV	501B	Old Testament 1	3
MDV	502B	Old Testament 2	3
MDV	503B	Old Testament Hebrew 1	3
MDV	511B	New Testament 1	3
MDV	512B	New Testament 2	3
MDV	513B	New Testament Greek 1	3
MDV	514B	New Testament Greek 2	3

Historical-Theological Studies (18 Semester Hours)

Historical-Theological Studies Courses (18 Hours)			
Dept.	*Number*	*Name*	*Credit Hours*
MDV	501H	Church History 1	3
MDV	502H	Church History 2	3
MDV	511H	Christian Ethics	3
MDV	535H	Philosophy of Religion	3
MDV	601H	Systematic Theology 1	3
MDV	602H	Systematic Theology 2	3

Ministry Theory and Practice (33 Semester Hours)

Ministry Theory and Practice Courses (33 Hours)			
Dept.	*Number*	*Name*	*Credit Hours*
MDV	501M	Introduction to Theological Study	3
MDV	502M	Formation for Ministry	3
MDV	511M	Evangelism	3
MDV	512M	Church Administration	3
MDV	513M	Christian Missions	3
MDV	514M	Christian Education	3
MDV	515M	Christian Worship	3
MDV	516M	Pastoral Counseling	3
MDV	521M	Homiletics 1	3

MDV	522M	Homiletics 2	3
MDV	601M	Ministry in Context 1– OR –	3
	603M	Clinical Pastoral Education (total of 6 hrs, with 3 hrs counted as elective)	

Elective Courses (18 Semester Hours)
Student choice of six (6) courses.

Elective Courses (Choose 18 Hours)			
Dept.	*Number*	*Name*	*Credit Hours*
MDV	504B	Old Testament Hebrew 2	3
MDV	515B	New Testament Greek Syntax	3
MDV	516B	New Testament Greek Exegesis	3
MDV	525B	The Book of Jeremiah	3
MDV	535B	Wisdom Literature	3
MDV	541B	The Apocrypha and Jewish Pseudepigrapha	3
MDV	551B	The Parables of Jesus	3
MDV	552B	The Synoptic Gospels	3
MDV	556B	The Gospel of Mark	3
MDV	559B	The Acts of the Apostles	3
MDV	561B	The Letter to the Romans	3
MDV	562B	First Letter to the Corinthians	3
MDV	569B	The Theology of Paul	3
MDV	578B	The Revelation of John	3
MDV	581B	The Apostolic Fathers	3
MDV	595B	Seminar in Biblical Studies	3
MDV	525H	History of Baptists	3
MDV	528H	History of American Revivalism	3
MDV	531H	Studies in Western Philosophy	3
MDV	565H	Bonhoeffer: Life and Thought	3
MDV	595H	Seminar in historical-Theological Studies	3
MDV	531M	Introduction to Church Growth	3
MDV	532M	Church Planting	3
MDV	535M	The Emergence of the Missional Church	3
MDV	536M	Church Growth in a 21st Century Context	3
MDV	537M	World Religions	3
MDV	541M	History of Christian Education	3
MDV	542M	Philosophy of Christian Education	3
MDV	543M	Psychological Foundation of Christian Education	3
MDV	545M	Christian Education of Adults	3
MDV	547M	Ministry of Teaching	3
MDV	595M	Seminar in Ministry Theory and Practice	3
MDV	602M	Ministry in Context 2	3
MDV	603M	Clinical Pastoral Education	3

Concentration in Pastoral Care

Students who plan to serve as chaplains in hospitals or other institutions may choose to concentrate in the area of pastoral care. A Master of Divinity with a concentration in Pastoral Care is possible if the student is admitted to a residency program at an accredited institution. Deaconess Hospital, for example, is the local institution accredited by the Association for Clinical Pastoral Education. A residency is usually a twelve (12)-month placement in which a student takes four (4) units of Clinical Pastoral Education (CPE). These placements come with stipends. Openings are restricted, and successful acceptance is not guaranteed simply by having student status at the Chapman Seminary.

Additional information and applications for the program at Deaconess Hospital may be obtained at the following address: Deaconess Hospital, Religious Life Department, 600 Mary Street, Evansville, Indiana 47747.

The Chapman School will grant six (6) hours of credit for each unit of the residency. This residency may be taken in the last year of seminary studies.

It is customary for the student to have already taken the basic unit of CPE at Deaconess (numbered P 517 at OCU for six [6] hours).

The Master of Divinity Degree with a concentration in Pastoral Care has different core requirements from the Master of Divinity Degree that does not have a concentration.

Schedule of Course Offerings

Core courses that are required for all Master students are offered on a two-year rotational basis. Every attempt is made to offer elective courses regularly, on the basis of student interest and need. The Seminary reserves the right to alter the schedule or withdraw any course for lack of sufficient demand.

Biblical Studies (21 Semester Hours)

Biblical Studies Courses (21 Hours)			
Dept.	Number	Name	Credit Hours
MDV	501B	Old Testament 1	3
MDV	502B	Old Testament 2	3
MDV	503B	Old Testament Hebrew 1	3
MDV	511B	New Testament 1	3
MDV	512B	New Testament 2	3
MDV	513B	New Testament Greek 1	3
MDV	514B	New Testament Greek 2	3

Historical – Theological Studies (18 Semester Hours)

Historical -Theological Studies Courses (18 Hours)			
Dept.	Number	Name	Credit Hours
MDV	501H	Church History 1	3

MDV	502H	Church History 2	3
MDV	511H	Christian Ethics	3
MDV	535H	Philosophy of Religion	3
MDV	601H	Systematic Theology 1	3
MDV	602H	Systematic Theology 2	3

Ministry Theory and Practice (9 Semester Hours)

Ministry Theory and Practice (9 Semester Hours)			
Dept.	Number	Name	Credit Hours
MDV	501M	Introduction to Theological Study	3
MDV	502M	Formation for Ministry	3
MDV	521M	Homiletics I	3

Clinical Pastoral Education in Residency (24 Semester Hours)

Clinical Pastoral Education in Residency (24 Hours)			
Dept.	Number	Name	Credit Hours
MDV	621M	Pastoral Care Residency 1	6
MDV	622M	Pastoral Care Residency 2	6
MDV	623M	Pastoral Care Residency 3	6
MDV	624M	Pastoral Care Residency 4	6

Elective Courses
Student choice of eighteen (18) credit hours.

Elective Courses (Choose 18 Hours)			
Dept.	Number	Name	Credit Hours
MDV	503B	Old Testament Hebrew 1	3
MDV	516B	New Testament Greek 3	3
MDV	535B	Wisdom Literature	3
MDV	541B	The Apocrypha & Jewish Pseudepigrapha	3
MDV	551B	The Parables of Jesus	3
MDV	552B	Synoptic Gospels	3
MDV	556B	The Gospel of Mark	3
MDV	559B	The Acts of the Apostles	3
MDV	561B	The Letter to the Romans	3
MDV	562B	First Letter to the Corinthians	3
MDV	569B	Theology of Paul	3
MDV	578B	The Revelation of John	3
MDV	581B	The Apostolic Fathers	3
MDV	525H	History of Baptists	3
MDV	528H	History of American Revivalism	3
MDV	565H	Bonhoeffer: Life and Thought	3
MDV	531H	Studies in the History of Western Philosophy	3
MDV	513M	Christian Missions	3

MDV	516M	Pastoral Counseling	3
MDV	522M	Homiletics 2	3
MDV	532M	Church Planting	3
MDV	541M	History of Christian Education	3
MDV	542M	Philosophy of Christian Education	3
MDV	543M	Psychological Foundation of Christian Education	3
MDV	545M	Christian Education of Adults	3
MDV	547M	Ministry of Teaching	3

Doctor of Ministry in Church Leadership (36 Semester Hours)

The Doctor of Ministry in Church Leadership at Oakland City University is an advanced professional degree offered by the Chapman Seminary to develop the leadership potential and the ministerial skills of practicing ministers among the General Baptists and other denominations. The program is designed to advance the general practice of the ministry.

The Doctor of Ministry is the highest professional degree for those engaged in pastoral and staff ministry of churches as well as those carrying leadership responsibilities in other Christian organizations. It is distinguished from other doctoral degrees such as the Th.D., Ed.D., and Ph.D. in that its primary emphasis is on the practice of ministry in the local church and Christian organizations. The course and project work is interdisciplinary in nature and involves applied exercises including library research and writing. A significant portion of the program's requirements is to be met in the setting of the student's ministry rather than in residence.

Rationale of the Curriculum for the Doctor of Ministry Program

The Doctor of Ministry in Church Leadership at Oakland City University is an advanced professional degree offered by the Chapman Seminary to develop the leadership potential and the ministerial skills of practicing ministers among the General Baptists and other denominations. The program is designed to advance the general practice of the ministry.

Learner Outcomes for the Doctor of Ministry Degree

It is the goal of the Chapman Seminary that upon completion of the Doctor of Ministry in Church Leadership degree, the successful graduate will be able to:

1. Evaluate the nature and purpose of ministry.
2. Formulate a theologically reflective practice of ministry.
3. Gain knowledge about the practice of ministry.
4. Embrace continued growth in spiritual maturity.
5. Internalize a personal and professional ethic.
6. Perform enhanced pastoral analysis
7. Model advanced ministerial skills

Structure of the Doctor of Ministry Program

The Doctor of Ministry degree consists of three major areas of study: Seminars, Field Work, and the Ministry Project. Graduation requirements of the Doctor of Ministry degree include the successful completion of thirty-six (36) semester hours completed over approximately three (3) years.

All students who enroll in a Doctor of Ministry seminar must do so six (6) weeks before the start of the class in order to complete assigned materials. Following the seminars there are six (6) weeks allowed for completing final assignments. Grades for the seminars will be given approximately three (3) weeks after the final assignments' due date. Study in the Core Courses and Concentration Courses involves three components:

1. Assigned reading of approximately 2,000 pages to be completed before attending the seminar. Specific reading assignments and the appropriate response-type papers required in each course will be given in the syllabus for each individual seminar.

2. Participation in one-week intensive seminars at the Chapman Seminary.

3. Completion of a post-classroom project that reflects one's ability to integrate classroom work, assigned readings, and ministry context.

Each June and January at least two (2) seminars are offered so that students might reduce the number of trips to the campus. This allows for the completion of six (6) hours of credit each semester or a total of twelve (12) hours of credit per year. Completion of the seminars takes approximately two (2) years.

Seminar Courses (24 Semester Hours)

Various seminars are offered focusing on Church Leadership and vary in accordance with student needs.

Field Work (6 Semester Hours)

Only after the student has successfully completed all the Core Course and Concentration Course required work with a B- average will permission be given to move to the Field Work and Ministry Project part of the program. The student will be assigned a Field Work Supervisor who has expertise in the student's chosen area of ministry. During this final year, the student will work directly with this Field Work Supervisor in preparation and evaluation of a Ministry Project. It is expected that this effort will be an opportunity for integrating theology and the practice of ministry, and for the practical application of courses in organizational and leadership skills.

The student is required to enroll in three (3) semester hours of Field Work and three semester hours of Research Writing each semester. One course in each of these two (2) areas are to be taken simultaneously for two (2) semesters for a combined total of twelve (12) credit hours.

Ministry Project (6 Semester Hours)

Simultaneously with the Field Work courses the student must also enroll for two (2) semesters of research writing. During the first semester, the student will develop an acceptable Ministry Project proposal.

After the student's advisor has endorsed the proposal, it must be approved by the Religious Studies Committee (three faculty members appointed by the Chapman faculty). With the approval of the Religious Studies Committee, the student will be permitted to complete the Ministry Project under the supervision of the Faculty Advisor. The Ministry Project for the Doctor of Ministry degree should be a formal research study in a practical theology that deals with a subject of fundamental importance to religious tradition. It must demonstrate relevance to the practice of ministry in the contemporary world and be a scholarly professional work. The finished Ministry Project will be submitted to the Doctor of Ministry office, and an oral defense of the Project will be scheduled with the Religious Studies Committee. The Religious Studies Committee will recommend to the Doctor of Ministry Coordinator with regard to the project to: Accept, Accept with Minor Revisions, or Reject.

Project Continuation

Students who fail to complete the final project in a timely manner must continue to enroll at OCU until the project is completed. This is done with a series of one (1) credit hour Project Continuation Courses (861-864).

Seminary Policies for the Doctor of Ministry Degree

Admission Requirements

Admission to the Doctor of Ministry in Church Leadership is based on a recommendation to the Chapman Seminary by the Chapman faculty and the Coordinator of the DMin program. A majority vote by the faculty decides final admission. The entrance requirements for unconditional admission are the following:

1. A Master of Divinity (MDiv) or its equivalent from a regional and/or ATS accredited institution with a minimum grade point average of B-. MDiv equivalency is defined as seventy-two (72) graduate semester hours or comparable graduate credits in other systems that represent broad-based work in theology, biblical studies, and the arts of ministry and that include a master's degree and significant ministerial leadership. Ministerial experience alone is not considered the equivalent of or a substitute for the master's degree.*

2. A minimum of three (3) years of full-time ministry experience after the completion of the Master of Divinity or its equivalent before matriculating into the Doctor of Ministry program.**

3. Formal application for admission to the Doctor of Ministry program.

4. A letter of recommendation without reservation from a graduate professor who has had the applicant for a graduate level course.

5. An official transcript from previous graduate level work.

6. A typed autobiographical essay of no less than three pages describing the student's personal educational history, ministerial experience, and reason for seeking a Doctor of Ministry degree must be submitted with the application.

7. A letter of endorsement for involvement in the program from the congregation and/or board of the institution with which the applicant is affiliated.

8. A personal interview with the Coordinator of the DMin program and one graduate faculty member from the Chapman Seminary. The student is responsible for contracting this interview through the Coordinator of the Doctor of Ministry program.

9. For students whose native language is other than English, a TOEFL score higher than 500 is required. The student who fails to attain this minimal score will not be admitted into the Doctor of Ministry program.

MDiv Equivalence for non-theological master's degrees

Students who have completed a master's degree in a non-theological discipline are required to take at least an additional thirty (30) semester hours of Master of Divinity work at the Chapman Seminary or another accredited institution. These additional hours can comprise both core classes and elective classes, but are intended to ensure that the student acquires the basic knowledge and can demonstrate the educational adeptness necessary to complete the Doctor of Ministry degree. The technical criteria for an MDiv equivalent must be met prior to admission into the Doctor of Ministry program.

** *Ministerial Experience*

Some students may want to enroll in the Doctor of Ministry program who have not had an opportunity for three (3) years of full-time service. Each of these applicants will be considered on an individual basis. Experiences in part-time ministries are evaluated differently from full-time experience. The responsibility to defend acceptance of part-time experience belongs to the student. An appropriate letter of reference must verify years of service. The final determination of whether a student can be admitted with the requisite experience will be left solely to the discretion of the Dean of the Chapman Seminary.

Duration of the Program

The Doctor of Ministry degree will normally be completed in three (3) years with a maximum of six (6) years allowed. (Additional coursework required of a student received under conditional admission is not included in this six-year period.) In cases in which students need additional time to complete this program, an extension may be requested. This request must be typed and specify the rationale for the delay and a projected timetable for completion of the program. Although students may be granted a temporary withdrawal from the DMin program, students are required to complete the degree within six (6) years of the commencement of their first coursework.

Incomplete Work

In cases where work for a DMin course has not been completed because of an unavoidable emergency (not including delinquency or attending to church work or other employment), the student shall contact the instructor and, upon recommendation of the instructor and the DMin Coordinator, the petition to receive an Incomplete "I" will be submitted to the Registrar's Office. An Incomplete must be removed from the participant's record before he or she is allowed to register for another course.

Transfer of Graduate Credits

Students are permitted to transfer up to a maximum of twelve (12) hours of credit. The following information will serve as a guide for those who are considering transfer credit:

1. The student discusses or corresponds with the Doctor of Ministry Coordinator about the anticipated course to be taken from another institution for transfer credit. The Coordinator of the Doctor of Ministry will submit the student's request to the Chapman faculty. The faculty will either approve or disapprove the request and give such notification to the student. Approval from the DMin Coordinator and Chapman faculty must be granted in writing and included in the student's file. Students are not permitted to transfer unapproved coursework.
2. The course must be taken normally at a graduate school or seminary that is accredited by the Association of Theological Schools. Doctoral level Religious Studies courses will transfer more easily into the Oakland City University program than other doctoral level courses. In the case of the latter, more scrutiny will be given to course content in the light of the emphasis desired in our Doctor of Ministry program. The Coordinator will examine a description of the intended transfer course (furnished by the participant). The course must be seen as contributing to the overall goals of the concentration courses offered by Oakland City University. Only courses with grades of "B" and above are transferrable. No grade less than a "B" can be accepted.

3. The student will take the initiative to have the transcript sent from the other institution to Oakland City University.

Withdrawal from Program

A student who chooses to withdraw temporarily from the DMin program for extenuating circumstances or for professional reasons may do so by sending an official notification to the Coordinator of the Doctor of Ministry program and the Chapman faculty. This request must be typed and specify the rationale for the delay and a projected timetable for completion of the program. A withdrawal for personal or professional reasons may not extend beyond a 12-month period. It should be noted that withdrawal does not cease the time requirement for finishing the DMin degree. All students are required to complete the degree within six years of the commencement of their first coursework. A majority vote of the Chapman faculty will make the final determination regarding the request. When a student reenters the program any Field Work and Research Writing done before the withdrawal will be re-evaluated by the Chapman faculty as to its appropriateness and acceptability due to changes that may occur in the student's setting during the period he or she was withdrawn from the program.

A student may also be withdrawn from the DMin program because of failure to make academic progress, a delinquent account, failure to pay continuation fees, or failure to register for a course within a 12-month period. Persons who are withdrawn from the program may reapply for admission at a later date if all delinquent accounts with the Business Office are settled. Re-application must occur within two years of the date the student was withdrawn from the program. A letter of rationale for re-admittance and a projected timetable for completion of the program must accompany the request for readmission. The Chapman faculty must re-evaluate any Field Work or Research Writing done prior to withdrawal as to its appropriateness and acceptability due to changes that may occur in the student's setting during the period he or she was withdrawn from the program.

Withdrawal from Seminar

A student may withdraw from a DMin intensive seminar in case of an emergency and receive a prorated tuition refund only if the application for withdrawal is made during the week of that intensive course. The refund schedule can be found in the academic calendar posted on the website.

School of Business

About the School

Oakland City University's School of Business offers two graduate programs:

- Master of Business Administration
- Master of Science in Strategic Management

The School of Business has received specialized accreditation for its business programs through the International Accreditation Council for Business Education (IACBE), located in Olathe, Kansas.

Information pertaining to student learning and achievement in the business programs accredited by the IACBE can be obtained by visiting the Oakland City University website at https://www.oak.edu/academics/school-business.

The School of Business offers the Master of Business Administration and the Master of Science in Strategic Management in-seat through the Adult & Professional Studies program at the sites in Oakland City, Plainfield, Evansville, Bedford, Rockport and at Toyota Motor Manufacturing. For the addresses of these sites, see the Adult and Professional Studies Centers section in this catalog. Both programs are also offered as fully online programs.

Faculty of School of Business

Cathy A. Robb, Ed. D., Dean, Professor of Business
Stephen Custer, Ed.D., Associate Professor of Business
T. Ray Fletcher, M.S.M., Lecturer in Business
Takenya Fulks, M.B.A., Lecturer in Business
Jervaise McDaniel, Ed.D., Associate Professor of Business
Rodger Minatra, Ed.D., Associate Professor of Business
Shayne Ross, M.S., Lecturer in Business

Mission of 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 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.*

Adult and Professional Studies Program

The School of Business provides courses and degree programs in a non-traditional accelerated format designed to meet the needs of working adults. The school has the following graduate programs offered at our off-campus centers: Master of Business Administration (MBA), and Master of Science in Strategic Management (MSSM). Both the MBA and MSSM are also offered fully online with each course being eight (8) weeks in length.

In addition to the main campus in Oakland City, the school has extension site personnel at centers in 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. For a list of current approved locations, see the Adult and Professional Studies Centers section in this catalog.

The goals of the Adult and Professional Studies (APS) Program 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 Indiana communities and citizens in need of further education and career enhancement.

- To support and strengthen the concept of learning as a lifelong process.

Grading System

The School of Business graduate grading system consists of letter grades and grade points.

Letter Grade	Grade Points Per Credit Hour	Description
A	4.0	Superior
A-	3.7	Excellent
B+	3.3	High Average
B	3.0	Average
B-	2.7	Low Average
C+	2.3	Below Average, Counting as Graduate Credit
C	2.0	Below Average, Counting as Graduate Credit
F	0.0	Failure
I		Incomplete
WE		Instructor Withdrawal – Excessive Absences
WF		Withdrawal Failing
AU		Audit
W		Withdrawal Official Approval

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.

For more information on grades, see the Academic Policies and Procedures section of this catalog.

Program Description and Goals

The graduate programs in the School of Business emphasize the planning, organizing, and controlling of a business, including organizational and human aspects, with emphasis on various theories of management, the knowledge and understanding necessary for managing people, business   operational functions, and decision making. There are six (6) student learning goals for the Masters of Business Administration and Masters in Strategic Management degrees:

Student Learning Assessment for the MBA & MSSM
Program Intended Student Learning Outcomes (Program ISLOs)
1. Students will be able to construct coherent, well researched written forms of communication applying the major theories, concepts, and trends to organizational decision making. *Broad-Based Student Learning Goals to which this Outcome is Linked: 1, 2, 3, 4, 5*
2. Students will be able to recognize ethical problems and apply Christian based values to business decision making. *Broad-Based Student Learning Goals to which this Outcome is Linked: 1, 5*
3. Students will be able to apply appropriate technological and quantitative methods to conduct data-driven analysis for recommending solutions to management problems. *Broad-Based Student Learning Goals to which this Outcome is Linked: 1, 2, 3*
4. Students will be able to create narrative and persuasive types presentations based on research using technological visual aids. *Broad-Based Student Learning Goals to which this Outcome is Linked: 2, 4*
5. Students will be able to demonstrate well-developed organizational, leadership, and teamwork skills for the effective implementation of problems solving and strategic planning. *Broad-Based Student Learning Goals to which this Outcome is Linked: 1, 3, 4*
6. Students will be able to demonstrate the capacity to manage organizational problems and issues from diverse perspectives. *Broad-Based Student Learning Goals to which this Outcome is Linked: 1, 4, 5*

Master's Degree Programs

Curriculum Overview

Master's programs cover aspects of modern business administration and management practice. The MBA program consists of thirty-three (33) credit hours with an optional concentration in Healthcare Management consisting of nine (9) credit hours. The MSSM program is designed for individuals with two (2) or more years of business/industry/career military experience. This degree includes thirty-three (33) credit hours with concentrations consisting of nine (9) credit hours. The unifying aspect of the programs is a comprehensive business simulation capstone project to tie together and affirm the interrelated nature of the various learning experiences. This hands-on simulation activity ensures that students gain the ability to identify, analyze, and research the multiple facets of business management.

Functional Development Areas

The functional areas provide a unique approach to the study of subject matter normally included in a master's degree in management. Courses are designed to focus student effort toward the consideration of contemporary and future needs in four (4) managerial functional development areas: ideas, people, environments, and organizations.

Contemporary and emerging modes of thought are explored. Students are expected to develop competency in acquiring, assessing, and articulating ideas, judgments, and points of view.

Leadership, critical thinking, decision making, and teamwork skills relating to present and future organizational analysis and development are emphasized.

Integration Area

While the vast array of elements and influences in the management process are segregated into comprehensible units for the convenience of study and investigation, successful managers must recognize and understand the interrelationships among many competing factors. Integration provides students the means and structure to synthesize their learning experiences in an examination of current and emerging management issues.

Evaluation of Student Progress

Research papers and/or case study papers are a requirement in all courses. These papers will focus on domestic or global issues, trends in business, application and theory related to the course subject matter. Serious scholarly activity is expected in these papers, as well as correct English usage and proper citations based on the current American Psychological Association (APA) format. The syllabus for each course details what is expected for the course and includes a rubric for evaluation of accomplished work.

Graduate Course Formats

Adult and Professional Studies (APS) in-seat graduate classes are structured on an accelerated, hybrid format. Courses are 8-weeks in length and meet in-seat five (5) nights (one night each of the 5 weeks) with three (3) online weeks. Due to this accelerated format, only one class absence per course can be excused. Further absences must be pre-approved by the Dean of the School of Business or the APS Program Coordinator or the student will be dropped from the course.

All graduate courses online and in-seat use a Moodle support page where students have access through their OCU E-Learning Center accounts. Accessing this electronic resource for each class is a requirement of the program. Other electronic resources may be required, such as accessing the OCU library, internet sites, or required textbooks ancillaries.

Business Graduate Transfer Credit

Graduate credit from another accredited university may be accepted by approval of the School of Business Graduate Review Committee. The Business Review Committee will only consider approving graduate transfer credit for courses on an official transcript reflecting a grade of a B- or better. Graduate courses older than seven (7) years old will not be accepted without Dean

approval. A maximum of six (6) hours of graduate work will be accepted and applied to the required courses in the MBA or MSSM.

Admission Requirements

Master of Business Administration (MBA)

Students applying to the MBA program in the School of Business must meet the following prerequisites:

1. Complete an OCU graduate application at https://www.oak.edu/admissions-and-aid/admissions-application/apply-graduate-program

2. Submit official transcripts as evidence of completing a bachelor's degree (minimum cumulative GPA of 2.5) from an accredited institution.

3. Submit a resume reflecting two (2) years of documented managerial, leadership or military experience. Include three (3) professional references with current contact information including addresses, phone and email.

4. Students whose undergraduate coursework does not include accounting, finance, and statistics must complete college level course work in this subjects prior to admission or complete the Peregrine Leveling courses in these three subjects at: http://micro.peregrineacademics.com/services/purchase/alc/ *

Master of Science in Strategic Management (MSSM)

Students applying to the MSSM program in the School of Business must meet the following prerequisites:

1. Complete an OCU graduate application at https://www.oak.edu/admissions-and-aid/admissions-application/apply-graduate-program

2. Submit official transcripts as evidence of completing a bachelor's degree (minimum cumulative GPA of 2.5) from an accredited institution.

3. Submit a resume reflecting with two (2) years of documented managerial, leadership or military experience. Include three (3) professional references with current contact information including addresses, phone and email.

4. Students whose undergraduate coursework does not include finance and statistics must complete college level course work in this subjects prior to admission or complete the Peregrine Leveling courses in these two (2) subjects at: http://micro.peregrineacademics.com/services/purchase/alc/.

Admission with Conditions

The School of Business may admit with conditions an applicant who does not meet general graduate program requirements.

Admission with conditions status will be removed after @@@, candidates must successfully complete the first six (6) graduate hours with a minimum overall GPA of 3.0 or above.

The School of Business reserves the right to dismiss a student not making satisfactory progress towards a degree at the of any payment period in which minimum academic standards are not met.

Graduation Requirements

Meeting graduation requirements is each student's responsibility. Each student who is a candidate for a degree must meet the specific program requirements including an overall minimum grade point average of 2.7 on a 4.0 scale.

All students must apply for graduation when registering for courses in their last payment period. Apply for graduation online at https://intranet.oak.edu/academics/graduation.php.

Complete program information, including locations, dates, fees, admissions criteria, and course and program descriptions can be obtained directly from the School of Business.

Schedule of Course Offerings

Master in Business Administration

The Master in Business Administration consists of thirty-three (33) credit hours. This program offers an optional concentration in Healthcare Management consisting of nine (9) credit hours.

Master in Business Administration (33 Hours)			
Dept.	Number	Name	Credit Hours
MBA	505	Business Research Methods	3
MBA	510	Financial & Managerial Accounting	3
MBA	520	Financial Management	3
MBA	525	Management Information Systems	3
MBA	545	Marketing Management	3
MBA	548	Human Resource Management	3
MBA	550	Managerial Economics	3
MBA	555	International Business Management	3
MBA	570	Strategic Management & Operational Planning	3
MBA	575	Leadership & Organizational Behavior	3
MBA	595	Capstone Seminar	3

Concentration: Healthcare Management

Healthcare Courses (9 Hours)—takes place of MBA 520, MBA 555, and MBA 570			
Dept.	*Number*	*Name*	*Credit Hours*
MBA	522	Healthcare Financial Management	3
MBA	572	Healthcare Strategic Management	3
MBA	582	Healthcare Quality and Ethics	3

Master of Science in Strategic Management

The Master of Science in Strategic Management consists of thirty-three (33) credit hours. This program has twenty-four (24) core credit hours with a selected concentration of nine (9) credit hours.

Master of Science in Strategic Management Core Courses (33 Hours)			
Dept.	*Number*	*Name*	*Credit Hours*
MSM	505	Business Research Methods	3
MSM	520	Financial Management	3
MSM	525	Management Information Systems	3
MSM	545	Marketing Management	3
MSM	555	International Business Management	3
MSM	570	Strategic Management & Operational Planning	3
MSM	575	Leadership & Organizational Behavior	3
MSM	595	Capstone Seminar	3

Concentration: Management

Management Courses (9 Hours)			
Dept.	*Number*	*Name*	*Credit Hours*
MSM	515	Organizational Communication	3
MSM	585	Strategic Change Management	3
MSM	590	Professional Portfolio	3

Concentration: Quality Systems

Quality Systems Courses (9 Hours)			
Dept.	*Number*	*Name*	*Credit Hours*
MSM	552	Quality Systems	3
MSM	553	Six Sigma Principles	3
MSM	554	Quality Management for Projects	3

Concentration: Logistics & Product Distribution

Logistics & Product Distribution Courses (9 Hours)			
Dept.	Number	Name	Credit Hours
MSM	551	Supply Chain Management	3
MSM	552	Quality Systems	3
MSM	556	Logistics & Product Distribution	3

Concentration: Criminal Justice

Criminal Justice Courses (9 Hours)			
Dept.	Number	Name	Credit Hours
CJ	550	CJ Budget Management	3
CJ	560	CJ Administration & Management	3
CJ	570	CJ Public Policy Analysis	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
Nancy Miller, Ed.D., Director of Graduate Studies, Associate Professor of Education
Cyndi Boggs, M.A., Lecturer in Elementary Education, Director of Student Teaching
Patti Buchta, M.A., Lecturer in Physical Education, Sports Administration, and History
Iran Daniels, Ed.D., Assistant Professor of Education
Camy Davis, Ed.D., Professor of Education
Kristi France, M.A., Lecturer in Early Childhood Education
Cathy Gonzales, Ed.D., Associate Professor of Education
Randy Mills, Ph.D., Professor of Education, Editor, Journal of Liberal Arts & Sciences
Karen Nasseri M.A., Lecturer in Special Education; Director of Disability Services
R. Lee Moore, M.A., Lecturer in Health and Physical Education
Sarah Wilson, Ph.D., Associate Professor of Chemistry and Education

Diversity in the School of Education

The School of Education (SOE) is committed to a core set of values that are reflected in a culture that promotes development of personal and professional integrity and engagement for the benefit of our society. As an academic community, the faculty and staff of the School of Education values:

- Diversity in all of its manifestations;
- Respect for the individual and deviating perspectives that challenge us;
- Collaboration; and
- Creativity in thought and action.

To further the mission of diversity in the School of Education, SOE has a primary goal that:

> Encourages and supports an environment which presents and values diversity defined in accordance with CAEP Professional Standards as differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area.

The SoE is dedicated to preparing educators who value diversity in all its forms, differentiate instruction to accommodate diverse student populations, and interact with others in a professional and ethical manner. The SoE utilizes multiple indicators on clinical evaluations, dispositions assessments, and alumni and employer surveys to evaluate performance related to diversity.

School of Education Mission Statement

The School of Education at OCU is a collaborative learning community dedicated to:

- Academic knowledge, technological skills, pedagogical proficiency, and lifelong learning
- The preparation for gainful employment through academic excellence
- The promotion of Christian ethical and moral values
- The enhancement of each student practitioner's intellectual, physical, spiritual, and social development
- Community service through positive leadership

Conceptual Framework for Advanced Programs

Advanced Programs Conceptual Framework and Objectives

The purpose of the Conceptual Framework (CF) as it relates to graduate studies in the School of Education (SoE) is to provide a foundation and organizational system through which candidates accomplish the primary objective of the program.

This objective is to advance the knowledge, skills, and disposition of those serving in leadership positions in the educational and business communities.

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. The learning outcomes that flow out of the primary objective are to develop a student that:

- has advanced skills in one's specialized content area(s) and has the knowledge of and uses the tools of inquiry as part of the on-going educational process while demonstrating ethical leadership in creating positive working or learning environments for employers and students;

- has advanced knowledge of human development and uses the information to support the advancement of humankind's intellectual, social, and personal development within a business or educational community environment;

- has an in-depth understanding of diversity issues in life and their inherent value;

- models a variety of current leadership skills that assist employees/students to become critical thinkers and analytical problem solvers;

- guides, facilitates, and supports the success of all learners by providing leadership in curriculum development learning assessment, instructional supervision, and program

evaluation conducive to student learning, personnel professional growth, and district and organizational accountability;

- uses collaboration within a positive organizational or learning environment with his or her employees, students, and work community;

- effectively uses a variety of communication techniques that foster inquiry and collaboration within the work environment;

- develops a leadership style that incorporates technological delivery systems with colleagues that enhance business and educational communication and community support;

- reflects on his or her leadership techniques and styles and experiences and adapts them to meet business, education, or community needs as he or she flourishes professionally through active participation in professional organizations, community organizations, and community service activities; and

- serves the community and assists as a community resource person in the community in which he or she is employed.

The School of Education for Advanced Programs Conceptual Framework was reviewed in 2000, 2007, 2011, 2014 and 2019 is reflected in the expectations of our graduates.

This Conceptual Framework (CF) has a strong focus and clarification of purpose and expectations for our graduates. Intentionally, the CF is aligned with the mission of the university and its foundational learning outcomes. The central concept in the Conceptual Framework's main statement embodies the development of servant leadership. The SOE Conceptual Framework Components: Skills, Disposition, and Knowledge are in keeping with three (3) Program Outcomes to: (1) embody professional competency in leadership and service for local and global communities (Skills) (Hands); and (2) embrace moral integrity and spiritual development from a Christian perspective (Dispositions) (Heart); and (3) exhibit intellectual excellence that sustains lifelong learning (Knowledge) (Head).

1. Skills (Hands)
2. Disposition (Heart)
3. Knowledge (Head)

These outcomes are aligned by the graduate programs through the professional standards which are embraced by SoE and are represented by the five (5) domains espoused in the assessment blueprint for licensure with the Indiana Department of Education (IDOE).
These domains are:

- Domain I   Human Capital Management
- Domain II Instructional Leadership
- Domain III Personal Behavior and Relationships
- Domain IV Culture of Achievement
- Domain V Organizational, Operational, and Resource Management
- Domain VI Case Study

Next the CF is aligned to the eight (8) standards espoused by National Educational Leadership Preparation (NELP):

Building Level Administration	District Level Administration
Standard One: Mission, Vision, and Improvement Standard Two: Ethics and Professional Norms Standard Three: Equity, Inclusiveness, and Cultural Responsiveness Standard Four: Learning and Education Standard Five: Community and External Leadership Standard Six: Operations and Management Standard Seven: Building Professional Capacity Standard Eight: Internship	Standard One: Mission, Vision, and Improvement Standard Two: Ethics and Professional Norms Standard Three: Equity, Inclusiveness, and Cultural Responsiveness Standard Four: Learning and Education Standard Five: Community and External Leadership Standard Six: Operations and Management Standard Seven: Policy, Governance and Advocacy Standard Eight: Internship

Lastly, the Conceptual Framework embraces the five (5) CAEP standards:

Standard 1. Content and Pedagogical Knowledge
Standard 2. Clinical Partnerships and Practice
Standard 3. Candidate Quality, Recruitment, and Selectivity
Standard 4. Program Impact
Standard 5. Provider Quality Assurance and Continuous Improvement

The visual representation of the SOE conceptual framework for advanced programs:
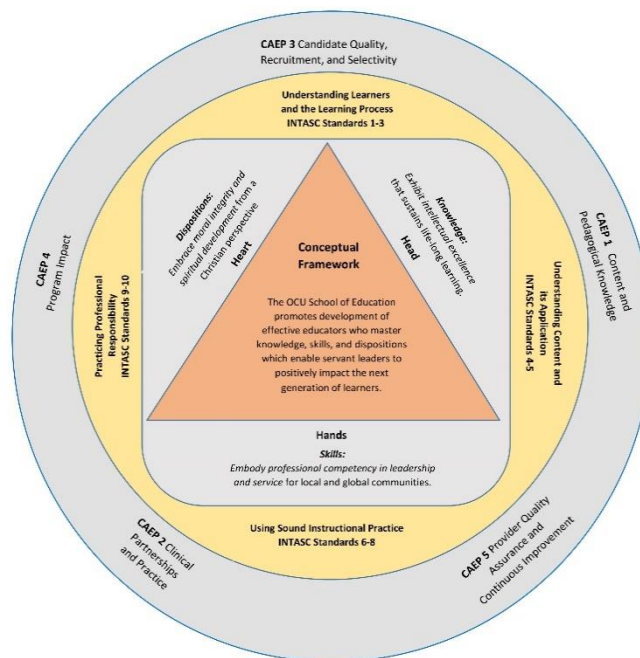
Orange	School of Education Mission Statement
Gray	School of Education Mission and Oakland City University Mission
Yellow	InTASC
Gray	CAEP

Initial Programs Conceptual Framework and Objectives

The purpose of the Conceptual Framework (CF) as it relates to initial licensing programs in the School of Education (SOE) is to provide a foundation and organizational system through which candidates accomplish the primary objective of the program.

This objective is to advance the knowledge, skills, and disposition of those serving in leadership positions in the educational and business communities.
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. The learning outcomes that flow out of the primary objective are to develop a student that:

- has advanced skills in one's specialized content area(s) and has the knowledge of and uses the tools of inquiry as part of the on-going educational process while demonstrating ethical leadership in creating positive working or learning environments for employers and students;

- has advanced knowledge of human development and uses the information to support the advancement of humankind's intellectual, social, and personal development within a business or educational community environment;

- has an in-depth understanding of diversity issues in life and their inherent value;

- models a variety of current leadership skills that assist employees/students to become critical thinkers and analytical problem solvers;

- guides, facilitates, and supports the success of all learners by providing leadership in curriculum development learning assessment, instructional supervision, and program evaluation conducive to student learning, personnel professional growth, and district and organizational accountability;

- uses collaboration within a positive organizational or learning environment with his or her employees, students, and work community;

- effectively uses a variety of communication techniques that foster inquiry and collaboration within the work environment;

- develops a leadership style that incorporates technological delivery systems with colleagues that enhance business and educational communication and community support;

- reflects on his or her leadership techniques and styles and experiences and adapts them to meet business, education, or community needs as he or she flourishes professionally

through active participation in professional organizations, community organizations, and community service activities; and

- serves the community and assists as a community resource person in the community in which he or she is employed.

The School of Education for Initial Licensing Programs has woven the following four (4) critical strands to formulate the Conceptual Framework: Interstate New Teacher Assessment and Support Consortium (InTASC), Council for the Accreditation of Educator Preparation (CAEP); and Oakland City University's mission statement and the School of Education mission statement.
The School of Education for Initial Programs Conceptual Framework was reviewed in 2000, 2007, 2011, 2014 and 2019 is reflected in the expectations of our graduates.

This Conceptual Framework has a strong focus and clarification of purpose and expectations for our graduates. Intentionally, it is aligned with the mission of the university and its foundational learning outcomes. The central concept in the Conceptual Framework's main statement embodies the development of servant leadership. The SOE Conceptual Framework Components: Skills, Disposition, and Knowledge are in keeping with three (3) Program Outcomes to: (1) embody professional competency in leadership and service for local and global communities (Skills) (Hands); and (2) embrace moral integrity and spiritual development from a Christian perspective (Dispositions) (Heart); and (3) exhibit intellectual excellence that sustains lifelong learning (Knowledge) (Head).

Conceptual Framework Components

1. **Skills (Hands)**
   1.1 Technological skills
   1.2 Pedagogical proficiency

2. **Disposition (Heart)**
   2.1 Promotion of ethical and moral values
   2.2 Community service through positive leadership
   2.3 Lifelong learning and collaboration

3. **Knowledge (Head)**
   3.1 Knowledge of student
   3.2 Knowledge of content

Next, the Conceptual Framework embraces the ten (10) standards of InTASC and five (5) CAEP standards. The visual representation of the SOE conceptual framework for initial programs is as follows:
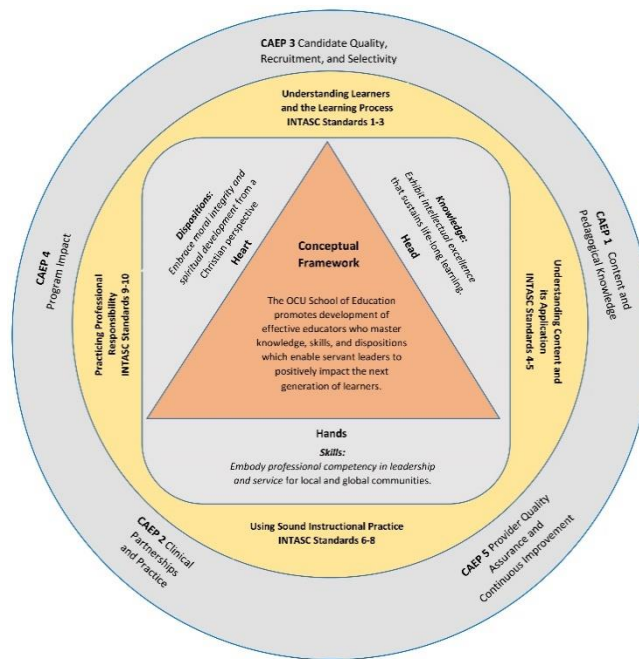
Orange	School of Education Mission Statement
Gray	School of Education Mission and Oakland City University Mission
Yellow	InTASC
Gray	CAEP

Unit Assessment System

Faculty who hold rank are voting members of the School of Education Faculty Graduate Council. All policies and program development are presented, discussed and approved by voting faculty members of the School of Education at monthly council meetings. Faculty members in a specific content area are consulted concerning decisions about program development. The Director is responsible for the program development and recruitment for the Graduate Programs and positions are appointed by the Provost and Dean. The Dean is responsible for the advancement of the initial and advanced education program and is appointed by the Provost. The School of Education, under the leadership of the Dean, is the officially designated unit for the design, approval, evaluation, and continuous development of education programs at Oakland City University. The School of Education has developed a Unit Assessment System (UAS) in collaboration with its School of Education Advisory Council to facilitate candidate and program evaluation and development.

The UAS aligns SPA assessments, dispositions assessments (audits), and program checkpoints with the conceptual framework. Below is an outline of the key assessment elements for all of the Master's programs. KA: Key Assessment; BLA: Building Level Administration.

Non-Degree, Licensure Programs

Transition to Teaching (T2T):

The Transition to Teaching (T2T) program assists individuals who have earned a bachelor's degree and are seeking licensure. Oakland City University offers the following T2T options:

- Elementary Education
- Secondary Education
- Special Education

Admission Requirements

Indiana Requirements

1. Students are required to fulfill the following requirements prior to admission:

   #### Elementary Education Requirements (K-6):

   - Baccalaureate degree from an accredited postsecondary educational institution with a grade point average of at least 3.0 on a 4.0 point scale; **or**

   - Both a baccalaureate degree from an accredited postsecondary educational institution with a grade point average of at least 2.50 on a 4.0 point scale, and five (5) years of professional experience; **or**

   - Both a baccalaureate degree from an accredited postsecondary educational institution, and proof of passing state approved content area examination(s) in the subject area.

   #### Secondary Education Requirements (5-12)

   - Baccalaureate degree from an accredited postsecondary educational institution with a grade point average of at least 3.0 on a 4.0 point scale and the degree corresponds to the subject content area in which the applicant seeks to be licensed; **or**

   - Graduate degree from an accredited postsecondary educational institution in the subject area or related field in which the person wants to teach; **or**

   - Both a baccalaureate degree from an accredited postsecondary educational institution with a grade point average of at least 2.50 on a 4.0 point scale and the degree corresponds to the subject content area in which the applicant seeks to be licensed, and five (5) years of professional experience; **or**

   - Both a baccalaureate degree from an accredited postsecondary educational institution, and proof of passing state approved content area examination(s) in the subject area.

Special Education Requirements (K-12)

- Baccalaureate degree from an accredited postsecondary educational institution with a grade point average of at least 3.0 on a 4.0 point scale; **or**

- Both a baccalaureate degree from an accredited postsecondary educational institution with a grade point average of at least 2.50 on a 4.0 point scale, and five (5) years of professional experience; **or**

- Both a baccalaureate degree from an accredited postsecondary educational institution, and proof of passing state approved content area examination(s) in the subject area.

2. Additionally, Indiana requires prospective educators to demonstrate basic skills competency prior to admission to Indiana educator preparation programs which are endorsed by CAEP and approved by IDOE for demonstrating Standard 3, Component 3.2. *Note that the requirements for basic skills competency must be met for each domain separately – reading, mathematics, and writing.*

   - Candidates have the option of achieving passing scores on the Indiana CORE Academic Skills Assessment (CASA) as one means for demonstrating basic skills competency with a score of 220 in each domain (reading, mathematics, and writing).

   - Candidates have the option of achieving passing ACT® scores as one means for demonstrating basic skills competency with a score of at least 21 in the reading domain and mathematics domains, and a score of at least a 7 in writing.

   - Candidates have the option of achieving passing SAT® scores as one means for demonstrating basic skills competency with a score of at least 544 in evidence-based reading and writing, at least a score of 533 in mathematics, and at least a score of 5 in essay writing.

   - Candidates have the option of achieving passing GRE® scores as one means for demonstrating basic skills competency with at least a score of 150 on Verbal and Quantitative, with at least a score of 153 in quantitative reasoning, and at least a score of 4 in analytical writing.

   - Candidates have the option of achieving passing Praxis Core® scores as one means for demonstrating basic skills competency with at least a score of 169 in the reading domain, with at least a score of 162 in the mathematic domain, and Verbal and Quantitative, with at least a score of 153 in quantitative reasoning, and at least a score of 4 in analytical writing.

Oakland City University Admission Requirements for T2T:

1. OCU Graduate Application
2. Concentration Declaration
3. Current resume
4. Official transcript(s) from all undergraduate and graduate institutions of study
5. Background check (OCU will provide this)

Conditional Admission Requirements for T2T

Students may be admitted into the T2T program on a conditional basis.

According to the Council for the Accreditation of Educator Preparation (CAEP) Standard 3, Component 3.2 Measures for Academic Proficiency, group average performance may be utilized. This means that each new cohort (OCU cohort would be a new term start, i.e. Fall 2019, Spring 2020) "group average performance" of ACT or SAT would have to equal the Admissions requirement averages. The "Group Average Performance will allow OCU to admit students who do not meet these requirements if the Group Average Performance equals the following scores:

- Candidates have the option of achieving passing scores on the Indiana CORE Academic Skills Assessment (CASA) as one means for demonstrating basic skills competency with a score of 220 in each domain (reading, mathematics, and writing).

- Candidates have the option of achieving passing ACT® scores as one means for demonstrating basic skills competency with a score of at least 21 in the reading domain and mathematics domains, and a score of at least a 7 in writing.

- Candidates have the option of achieving passing SAT® scores as one means for demonstrating basic skills competency with a score of at least 544 in evidence-based reading and writing, at least a score of 533 in mathematics, and at least a score of 5 in essay writing.

- Candidates have the option of achieving passing GRE® scores as one means for demonstrating basic skills competency with at least a score of 150 on Verbal and Quantitative, with at least a score of 153 in quantitative reasoning, and at least a score of 4 in analytical writing.

- Candidates have the option of achieving passing Praxis Core® scores as one means for demonstrating basic skills competency with at least a of 169 in the reading domain, with at least a score of 162 in the mathematic domain, and Verbal and Quantitative, with at least a score of 153 in quantitative reasoning, and at least a score of 4 in analytical writing.

No student can be admitted if one of the two conditions occur:

- ACT, SAT, or CASA score is more than two (2) points lower than the required score, and

- The "Group Average Performance" score does not average at the required score

License Requirements

Candidates must pass CORE Content Assessment and the developmental (pedagogy) area assessment that matches the grade level for which they plan to teach. These can be taken during or after the internship.

(005) Elementary Education **OR**
(006) Secondary Education [5–12] **OR**
(007) P–12 Education [P–12]

Go to http://www.in.nesinc.com/ for a listing of the CORE Content exams.
IRB Link: https://intranet.oak.edu/about-ocu/institutional-research-policies.php

Transition to Teaching Elementary Education

Transition to Teaching Elementary Education Courses (24 Hours)			
Dept.	*Number*	*Name*	*Credit Hours*
EDUC	500	Introduction to the Profession	3
EDUC	507	Integrated Elementary Curriculum	4
EDUC	510	Inclusive Classroom	3
EDUC	557e	Elementary Classroom Management	2
EDUC	572	Teaching and Remediation of Reading	3
EDUC	596e	Internship	3
EDUC	610	Culturally Responsive Instruction for the 21st Century	3
EDUC	650	Advanced Reading & Language Arts	3

Transition to Teaching Secondary Education

Transition to Teaching Secondary Education Courses (18 Hours)			
Dept.	*Number*	*Name*	*Credit Hours*
EDUC	557	Secondary Classroom Management	3
EDUC	500	Introduction to Profession	4
EDUC	565	MS/HS Teaching Strategies & Assessment	3
EDUC	575	Reading Problems in Content Area	2
EDUC	596s	Internship	3
EDUC	510	Inclusive Classroom	3

Transition to Teaching: Special Education P-12

Transition to Teaching Special Education Courses (30 Hours)			
Dept.	*Number*	*Name*	*Credit Hours*
SPED	501	Foundations of Special Education	3
SPED	506	Special Education Law	3
SPED	565	Collaboration & Consultation	3
SPED	575	Methods & Materials for Exceptional Learners	3
SPED	601	Diagnostic Assessment of Exceptional Learners	3
SPED	645	Best Practices Working with Exceptional Learners	3
EDUC	500	Introduction to the Profession	3
EDUC	610	Culturally Responsive 21st Century Classroom	3
EDUC	557 e or s	Classroom Management (Elementary or Secondary)	3
EDUC	696 e or s	Internship (Elementary or Secondary)	3

Building Level Administration (BLA)

Building Level Administrator Licensure Only is designed for applicants who have completed a traditional master's degree in a teaching field, who are seeking advanced study and administrative

licensure. It is designed to be an induction model for new principals and a continuing professional education model for experienced educators who seek additional skills, dispositions, and knowledge outside their content area. Candidates are expected to have a background in research in their Master's program. Transcripts will be evaluated to determine admission. If a deficiency is identified, the student will have to take additional coursework beyond the coursework listed below.

Building Level Administration (Non-Degree, Licensure)

Building Level Administration Licensure Courses (21 Hours)			
Dept.	*Number*	*Name*	*Credit Hours*
EDUC	553	Principalship	3
EDUC	678	Curriculum & Assessment Leadership	3
EDUC	685	Supervision of Instruction & Personnel	3
EDUC	695	Legal Issues in Education	3
EDUC	698	Internship I	3
EDUC	699	Internship II	3
CES	650	Supervising Counselors	3

Special Education P-12 (Add-On to Existing Licensure)

This licensure program's goal is to provide a forum for applicants who already have a teaching license and are seeking to add special education to their existing teaching license.

Special Education P-12 (Add-On to Existing Licensure)

Special Education P-12 Courses (18 Hours)			
Dept.	*Number*	*Name*	*Credit Hours*
SPED	501	Foundations of Special Education	3
SPED	506	Special Education Law	3
SPED	565	Collaboration & Consultation	3
SPED	575	Methods & Materials for Exceptional Learners	3
SPED	601	Diagnostic Assessment of Exceptional Learners	3
SPED	645	Best Practices Working with Exceptional Learners	3

Master's Degree Programs

The School of Education graduate programs are designed and delivered in a format consistent with the meeting of the following:

- Interstate Teacher Assessment and Support Consortium (InTASC) principles adopted by the Indiana Department of Education (IDOE)
- National Board for Professional Teaching Standards (NBPTS) propositions
- Educational Leadership Constituent Council (ELCC) standards
- The redesign of Indiana's licensure patterns based on developmental (pedagogy) and content areas using performance-based assessment

The master's degree programs were designed to accomplish the following: (1) provide a catalyst for current educators to obtain continued professional development; (2) provide experienced educators with an opportunity to change careers within the field of education by providing educational opportunities that allow them to demonstrate competency as a building level administrator at one or more developmental levels; and (3) it provides an opportunity for already licensed educators to develop additional skills, knowledge and disposition.

The thrust of the graduate programs is performance based. It provides an intensive, integrated curriculum that requires all graduate students to complete self-assessment, to design and evaluate curriculum from a field research base, and to report their findings for publication. OCU's research has determined that this approach meets the needs of its constituents as it provides professional growth in (a) communicating with others, (b) assisting restructuring and reforming current instructional practices in the schools, (c) developing leadership skills necessary in working with students, parents/caregivers, and community leaders, and (d) providing hands-on opportunities for educators to conduct research and to assess the value of identified pedagogical strategies—multiple intelligences, learning styles, integrated instruction, peer mentoring, etc.

The master's degree programs offer candidates preparation in educational leadership with the following degrees:

- Master of Arts in Teaching
    - Elementary Education
    - Secondary Education
    - Special Education

- Master of Science in Education
    - Building Level Administration
    - Curriculum and Instruction

Master's Programs Learning Outcomes

The thrust of the graduate programs is performance based. It provides an intensive, integrated curriculum that requires all graduate students to complete self-assessment, to design and evaluate curriculum from a field research base, and to report their findings for publication. OCU's research has determined that this approach meets the needs of its constituents as it provides professional growth in (a) communicating with others, (b) assisting restructuring and reforming current instructional practices in the schools, (c) developing leadership skills necessary in working with students, parents/caregivers, and community leaders, and (d) providing hands-on opportunities for educators to conduct research and to assess the value of identified pedagogical strategies.

The School of Education graduate programs are designed and delivered in a format consistent with the meeting the standards based on the Indiana Department of Education (IDOE): Office of Educator Effectiveness and Licensure (OEEL) adoption of the Interstate Teacher Assessment and Support Consortium (InTASC) principles, National Board for Professional Teaching Standards (NBPTS) propositions, and Educational Leadership Constituent Council (ELCC) , National Education Leadership Preparation (NELP) standards, and the redesign of Indiana's licensure patterns based on developmental (pedagogy) and content areas using performance-based assessment.

While the standards represent the current best thinking about the needs and objectives for educator preparation for the state of Indiana, one should not expect any set of standards to exhaustively address for each community all the educationally important issues. Consequently, program faculty members are equally committed to achieving educational objectives that go beyond these standards and fulfill the missions of Oakland City University and the School of Education.

The primary objective of the Master's program is to advance the knowledge and skills necessary for the success of those who will serve in leadership positions as conveyors and facilitators in the educational process. A candidate in the Master's program at Oakland City University will be considered an educational leader in conveying and facilitating the principles of servant leadership to:

1. Create a "Vision of Success" for a school community that embraces educational goals of democratic equity and social justice, social and personal development, as well as continues to emphasize academic and vocational excellence.

2. Proactively project leadership theory and ethical, reflective decision-making to manage and administer schools at the building level while continuing to be caring, humane, effective and skilled manager of a school organization to provide safe, efficient, and effective learning environments.

3. Manage effectively changing institutional and organizational conditions, skills to integrate community resources into the educational process in order to augment student learning and develop facilitative management and social organizational structures and procedures, providing service to all stakeholders as a fundamental element of school leadership.

4. Re-conceptualize curriculum, instruction and assessment consistent with advanced standards; in developing, implementing and assessing curricular and instructional plans that integrate disciplines, apply current educational research findings, encourage parental involvement, consider students' current developmental levels, and exhibit sensitivity to individual student differences and cultural backgrounds.

5. Inspire best practices in instruction using effective teaching practices, emerging technologies, and assessment techniques to achieve optimal educational outcomes.

6. Apply their understanding to daily management of schools regarding the legal, financial, and human resource management aspects of school-level leadership.

7. Exhibit values, ethics, beliefs, and attitudes that support the educational goals of the university, the state, district, and local school communities.

8. Promote a desire to continue professional and leadership development.

Master's Programs Delivery

The curriculum for all master's level programs are designed to be completed within four (4) to five (5) terms depending on the program of study. Course delivery includes intensive classroom work, individual projects monitored by the quality faculty, and sharing of information among students supported by various technological methods.

During the fall and spring terms, each graduate student takes six (6) to nine (9) hours of credit depending on the program of study. Classes are delivered face-to-face every other Saturday for six (6) Saturdays. Master 's level courses are offered at Main Campus and Plainfield Center locations.

During the summer terms, students take up to twelve (12) hours of graduate credit depending on the program of study. Summer seat-time is completed within two (2) weeks. It is important to note that the summer term consists of eight (8) weeks. Students should expect to complete some assignments prior to the course start date and/or after the course start date. Refer to the Academic Calendar for exact dates or contact the School of Education – Graduates Studies.

Master of Arts in Teaching: Elementary, Secondary Education and Special Education

The Master of Arts in Teaching (MAT) is offered to those with a bachelor's degree in a content area and are looking to acquire a master's degree and licensure in that content area.

With successful completion of coursework and passing scores on both State required content and pedagogy tests, the licensing process can begin. The State also requires a valid CPR card and suicide prevention training certification be uploaded to the licensing account.

Admission Requirements for MAT

1. OCU Graduate Application
2. Concentration Declaration
3. Current resume
4. Official transcript(s) from all undergraduate and graduate institutions of study
5. Background check (OCU will provide this)
6. Two (2) character references from persons able to attest to the candidate's suitability as a prospective graduate teacher
7. Writing sample reflecting personal goals with the objectives of the MAT program as reflected in the OCU Mission Statement

Conditional Admission Requirements for MAT

Students may be admitted into the MAT program on a conditional basis.

According to the Council for the Accreditation of Educator Preparation (CAEP) Standard 3, Component 3.2 Measures for Academic Proficiency, group average performance may be utilized. This means that each new cohort (OCU cohort would be a new term start, i.e. Fall 2019, Spring 2020) "group average performance" of ACT or SAT would have to equal the Admissions requirement averages. The "Group Average Performance will allow OCU to admit students who do not meet these requirements if the Group Average Performance equals the following scores:

- Candidates have the option of achieving passing scores on the Indiana CORE Academic Skills Assessment (CASA) as one means for demonstrating basic skills competency with a score of 220 in each domain (reading, mathematics, and writing).

- Candidates have the option of achieving passing ACT® scores as one means for demonstrating basic skills competency with a score of at least 21 in the reading domain and mathematics domains, and a score of at least a 7 in writing.

- Candidates have the option of achieving passing SAT® scores as one means for demonstrating basic skills competency with a score of at least 544 in evidence-based reading and writing, at least a score of 533 in mathematics, and at least a score of 5 in essay writing.

- Candidates have the option of achieving passing GRE® scores as one means for demonstrating basic skills competency with at least a score of 150 on Verbal and Quantitative, with at least a score of 153 in quantitative reasoning, and at least a score of 4 in analytical writing.

- Candidates have the option of achieving passing Praxis Core® scores as one means for demonstrating basic skills competency with at least a of 169 in the reading domain, with at least a score of 162 in the mathematic domain, and Verbal and Quantitative, with at least a score of 153 in quantitative reasoning, and at least a score of 4 in analytical writing.

No student can be admitted if one of the two conditions occur:

- ACT, SAT, or CASA score is more than two (2) points lower than the required score, and

- The "Group Average Performance" score does not average at the required score

Master of Arts in Teaching: Elementary Education

Master of Arts in Teaching: Elementary Education Courses (33 Hours)			
Dept.	*Number*	*Name*	*Credit Hours*
EDUC	500	Introduction to the Profession	3
EDUC	507	Integrated Elementary Curriculum II	3
EDUC	510	Inclusive Classroom	3
EDUC	557e	Elementary Classroom Management	3
EDUC	572	Teaching and Remediation of Reading	3
EDUC	596e	Internship	3
EDUC	610	Culturally Responsive Instruction for the 21st Century	3
EDUC	611	Schools, Families, and Communities	3
EDUC	630	Master's Thesis I	3
EDUC	631	Master's Thesis II	3
EDUC	650	Advanced Reading & Language Arts	3

Master of Arts in Teaching: Secondary Education

Master of Arts in Teaching: Secondary Education Courses (33 Hours)			
Dept.	*Number*	*Name*	*Credit Hours*
EDUC	505	Integrated Technology	3
EDUC	557s	Secondary Classroom Management	3
EDUC	500	Introduction to the Profession	3
EDUC	510	Inclusive Classroom	3
EDUC	565	MS/HS Teaching Strategies & Assessment	3
EDUC	570	Trends and Issues in Reading	3
EDUC	575	Reading Problems in the Content Area	3
EDUC	596s	Internship	3
EDUC	610	Culturally Responsive Instruction for the 21st Century	3
EDUC	630	Master's Thesis I	3
EDUC	631	Master's Thesis II	3

Master of Arts in Teaching: Special Education P-12 (Licensure)

Master of Arts in Teaching: Secondary Education Courses (36 Hours)			
Dept.	*Number*	*Name*	*Credit Hours*
SPED	501	Foundations of Special Education	3
SPED	506	Special Education Law	3
SPED	565	Collaboration & Consultation	3
SPED	575	Methods & Materials for Exceptional Learners	3
SPED	601	Diagnostic Assessment of Exceptional Learners	3
SPED	645	Best Practices Working with Exceptional Learners	3
EDUC	500	Introduction to the Profession	3
EDUC	610	Culturally Responsive Instruction for the 21st Century	3
EDUC	557 e or s	Classroom Management (Elementary or Secondary)	3
EDUC	696 e or s	Internship (Elementary or Secondary)	3
EDUC	630	Master's Thesis I	3
EDUC	631	Master's Thesis II	3

Master of Science in Education

The Master of Science in Education (M.S. Ed.) program is for students wishing to continue their professional education. The M.S. Ed. program is designed for applicants who have completed a baccalaureate degree and who are seeking to get into the field of education at a post-secondary level. Options for Building Level Administration and Curriculum and Instruction are available.

Master of Science in Education—Building Level Administration

Master of Science in Education—Building Level Administration Courses (36 Hours)			
Dept.	*Number*	*Name*	*Credit Hours*
EDUC	553	Principalship	3
EDUC	576	School Finance	3
EDUC	610	Culturally Responsive Instruction for the 21st Century	3
EDUC	612	Facilities Planning	3
EDUC	630	Master's Thesis I	3
EDUC	631	Master's Thesis II	3
EDUC	678	Curriculum & Assessment Leadership	3
EDUC	685	Supervision of Instruction & Personnel	3
EDUC	695	Legal Issues in Education	3
EDUC	698	Internship I	3
EDUC	699	Internship II	3
CES	650	Supervision of School Counselors	3

Master of Science in Education—Curriculum and Instruction

Master of Science in Education—Curriculum and Instruction Courses (33 Hours)			
Dept.	*Number*	*Name*	*Credit Hours*
CI	615	Critical Issues in Curriculum and Instruction	3
CI	635	Technology and Tools for Curriculum and Instruction	3
EDUC	676	Curriculum Leadership	3
CI	677	Universal Teaching Methods	3
CI	680	Assessment of Curriculum and Instruction	3
CES	650	Supervision of School Counselors	3
EDUC	610	Culturally Responsive Instruction for the 21st Century	3
EDUC	630	Master's Thesis I	3
EDUC	631	Master's Thesis II	3
EDUC	685	Supervision of Instruction and Personnel	3
EDUC	695	Legal Issues in Education	3

Master's Thesis

The Master of Arts in Teaching and Master of Science in Education programs at require sustained work on an action research or practical research project culminating in an oral presentation at the end of the program. The courses for the Master's Thesis are Master's Thesis I (EDUC 630) and Master's Thesis II (EDUC 631). Although these courses focus on the Master's Research Project, students can expect to begin work on this assignment by week three in EDUC 630, and then continue to make progress during each and every week for the duration of their Master's Program.

The problem to be examined for the Master's Thesis requires research, analysis, and conclusions or outcomes. This process involves choosing a problem to examine, thoroughly researching the problem, designing a specific plan of action, and analyzing the data collected. The Thesis highlights many of the skills and concepts gained from the Master's level coursework.

During EDUC 630, the instructor orients students to such items as the writing of objectives and hypotheses. The student begins actual work on the Master's Thesis at this time. The conclusion of EDUC 630 should mark the completion of the draft of the first three chapters of the written report. During EDUC 631, statistical analysis and the conducting of tests of significance, as well as interpreting analysis results are conducted. The conclusion of EDUC 631 marks the completion of the final chapters of the Thesis in which the student has collected and analyzed data; drawn conclusions, and made recommendations that relate to the study.

After all research has been completed, results are reported and conclusions and recommendations are written. The completed Master's Thesis is submitted near the end of the program. During the summer, each Master level student makes an oral presentation of his/her research at the Oakland City University, School of Education's annual Celebration of Learning Conference.

Purposes of The Master's Thesis

The Master's Thesis allows students to follow an education problem from recognition through providing recommendations for its solution. They learn a method of approaching curriculum/educational problems and conducting research to address these problems. Specifically, students will learn to:

- Emphasize the value of qualitative and quantitative research in the classroom or school;
- Improve skills in recognizing, stating, and solving problems objectively;
- Improve skills in formulating realistic and measurable research objectives;
- Improve writing and oral presentation skills;
- Improve skills in the utilization of technology for communication; and
- Create a positive change in the classroom or school community for which the study is designed.

Master's Thesis Design

The Master's Thesis requires students to prepare, research, write, and present a research study to satisfy the requirements for the Master's level programs. The qualitative research approach involves trying to solve an actual classroom or school-oriented problem. The qualitative method involves gathering data that describes events and then organizes, tabulates, depicts, and describes the data collection. The quantitative research approach is more aligned with scientific research to prove or disprove a theoretical concept in the field of education through statistical analysis. In both approaches, students use theory, research, literature review, hypotheses, and conclusions examine a problem in a school setting.

Master's Thesis Requirements

The format of the Master's Thesis directs students to look at an actual problem or educational phenomenon in an educational environment. Some general requirements are:

- Both research design approaches (qualitative and quantitative) of the Master's Thesis are organized to make a positive, realistic impact upon the classroom or school community within which it is conducted

- A minimum of three (3) weeks of research data collection will be spent on the Master's Thesis during the course of study

- Copies of all educational materials developed to complete the Master's Thesis must be submitted as a part of the research. This is to be included in an appropriate Appendix of the Research. For example, if new curriculum or a training manual was developed, it must be included in the Master's Thesis Appendix

Master's Thesis Approach Overview

Quantitative Approach – Applied Design Intervention
Qualitative Approach – Descriptive Research

In both approaches to the Master's Thesis, topics are selected in the second week of Master's Thesis I (EDUC 630). The topic must represent an educational problem encountered in the classroom or in the school community as a broader entity. The proposed solution should reflect the most productive way to attack the problem, rather than a preconceived solution. Once selected, a topic must be pursued to its conclusion. A study partially completed is not acceptable.

Institutional Review Board: If the proposed Master's Thesis proposal calls for research using human subjects (including survey research) the advisor and student must submit research papers for approval. Further information and forms are available in the Director of Graduate Studies office and online at https://intranet.oak.edu/about-ocu/institutional-research-policies.php

To obtain a complete copy of the Master's Thesis Handbook, visit the OCU website at http://www.oak.edu/academics/school-education.php.

Confidentially and Informed Consent Policy for Master's Thesis

Measures should be employed during the planning and conducting of the research to make sure that ethical concerns and considerations are addressed. Three (3) areas of ethical consideration should be employed. The first is the relationship between society and science ensuring that social concerns and/or cultural values are respected. Secondly, professional issues, which involves research misconduct and fraudulent activities such as falsifying research results will be not be tolerated. The third area concerns the treatment of participants and ensures that research participants are informed, not harmed physically, psychologically, or spiritually during the research and are ethically treated. Informed consent letters/forms must be used in all research where human subjects before enrolling in the research. Vulnerable populations (i.e. children, minors) must receive extra protection. When children/minors are included in research, the parent/guardian must sign a parental permission consent form. The Informed Consent form must be written in language easily understood by the participant, it must minimize the possibility of coercion or undue influence, and the subject must be given sufficient time to consider participation.

The Belmont Report (https://www.hhs.gov/ohrp/regulations-and-policy/belmont-report/index.html) and the Nuremberg Code (http://www.cirp.org/library/ethics/nuremberg/) both address the Informed Consent as a requirement for ethical conduct of human subjects research. Informed Consent means that the human subjects are well informed about the research study, the potential risks and/or discomforts involved in the research that they will participate.

Participants are not to receive any type of payment or compensation for their participation in the research study. Any information that is collected from the research that can identify the participants will need to remain confidential. Information collected shall be coded as to not identify

the institution and/or the participants in the research study. Identifiable information will be kept separated from the rest of the report.

Doctorate Programs

Education Specialist
- Superintendency
- Curriculum and Instruction

Doctor of Education
- Superintendency
- Curriculum and Instruction
- Organizational Management

Oakland City University's Education Specialist and Doctor of Education in Leadership programs are designed to meet the needs of leaders who are designated as decision makers related to both personnel and policy, and who are already employed in leadership and administrative roles.

The Education Specialist (Ed. S.) is a specialized professional degree that requires students to engage in a rigorous process of research, inquiry, application, and site-based practice. The degree also requires the   successful completion of leadership coursework, an extensive internship involving an action research   project, a cultural diversity project, and a capstone paper/project.

The Doctor of Education (Ed.D.) is a professional terminal degree that requires candidates to engage in a rigorous process of research, inquiry, and site-based practice that not only includes the dissertation but also an extensive internship that includes an action research project as well as a cultural diversity project.

In order for the educational and business community to be effective in both the world of today and tomorrow from a local and global perspective, it must employ highly equipped leaders who are well prepared to deal with problems facing organizations, schools, and society. These programs look leadership within the context of organizational renewal. Such leadership focuses on common values among professionals within an organization, a vision of what the organization ought to be, and the pursuit of higher order institutional and personal goals. The ultimate purpose of leadership is to serve those that are led.

Doctorate Level Program Objectives and Learning Outcomes

The primary objective of the Oakland City University Education Specialist and Doctor of Education in Leadership programs is to advance the knowledge and skills of those serving in leadership positions in the educational and business community. A candidate in the Education Specialist or Doctor of Education   in Leadership program at Oakland City University will be considered a leader when they posit an educational leader in the following manner:

1. The educator as a servant leader, who uses their role as human capital manager to drive improvements in building leader effectiveness and student achievement. (ELCC 3, 7)

2. The educator as a servant leader, who is acutely focused on effective teaching and learning, possesses a deep and comprehensive understanding of best instructional practices, and

continuously promotes activities that contribute to the academic success of all students. (ELCC 2, 7)

3. The educator as a servant leader, who models personal behavior that sets the tone for all student and adult relationships in the district. (ELCC 5, 7)

4. The educator as a servant leader, who builds relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results. (ELCC 4, 6, 7)

5. The educator as a servant leader, who develops a district wide culture of achievement aligned to   the district's vision of success for every student. (ELCC 1, 2, 7)

6. The educator as a servant leader, who leverages organizational, operational, and resource management skills to support district improvement and achieve desired educational outcomes. (ELCC 3, 7)

Program Delivery

The curriculum is designed to be delivered over a four (4) semester matriculation process for the Ed. S program and seven (7) terms for the Ed.D. Program. Each fall and spring semester is sixteen (16) weeks long and is divided into two eight (8) week terms – Term 1 and Term 2. Each summer semester is divided in two (2) terms and each term is one-week long. During the first summer semester, a cohort group takes twelve (12) hours of graduate credit. During the fall and spring semesters, each graduate student takes six (6) to twelve (12) hours of credit depending on the program of study. Course delivery includes intensive classroom work, individual projects monitored by the faculty mentor, and delivery of content and sharing of information among cohort members supported by various technological methods. Courses during the fall and spring semesters are held online using E-Learning Center (ELC) Moodle System.

Educational Specialist: Superintendency and Curriculum/Instruction (Certification of Advanced Studies)

The Educational Specialist (Ed. S.) is a specialized professional degree that requires students to engage in a rigorous process of research, inquiry, application, and site-based practice. The degree also requires the successful completion of leadership coursework, an extensive internship, involving an action research project, a cultural diversity project, and a portfolio.

The Education Specialist (Ed. S.) is a minimum of thirty-six (36) credit hours, excluding a required thirty (30) credit hour master's degree. The program is designed to be completed over four (4) terms if all coursework is successfully finished. Courses during the fall and spring terms are held online using Moodle. During the summer, courses are completed within two (2) weeks.

Admission to the Education Specialist Program

The admission process for the Education Specialist degree is designed to admit the highest quality professional educators and business leaders who desire to contribute to their respective fields of work.   Applicants to the Education Specialist program must submit a comprehensive admission portfolio, including both qualitative and quantitative measures, which is used to assess personal

characteristics, academic skills, communication skills, and leadership ability. Acceptance into the program is by cohort with one cohort group admitted each year.

The comprehensive admission portfolio must contain the following items:

1. Completed Graduate Application Form.

2. Documentation and description of a record of a minimum of two (2) years of successful administrative experience in education, or management.

3. A letter of reference from a supervisor or other person familiar with the applicant's academic ability and professional performance (specific examples of leadership ability and problem-solving skills should be cited).

4. An essay that reconciles personal goals with the objectives of the Ed. S. program as reflected in the OCU Mission Statement and School of Education Conceptual Framework.

5. A complete resume that includes work experience, educational background, professional experience, professional activities, honors received, professional publications or presentations, community service, and other relevant information relating to the applicant's leadership background.

6. Official transcripts from all undergraduate and graduate institutions of study.

Education Specialist – Superintendency (36 Hours)

Education Specialist Superintendency Courses (36 Hours)			
Dept.	Number	Name	Credit Hours
LDR	705	Foundations of Leadership	3
LDR	720	The Superintendency	3
LDR	730	Personnel Evaluation & Administration	3
LDR	740	Policies & Procedures in Administration	3
LDR	750*	Internship & Seminar I	3
LDR	751* ⚕	Internship & Seminar II	3
LDR	752* ⚕	Internship & Seminar III	3
LDR	760	Financial Strategies	3
LDR	770	Facility Planning & Usage	3
LDR	780*	Instructional Leadership	3
LDR	790	Leadership Ethics	3
CES	726	Counselor-Based School Leadership	3
LDR	815*	Comprehensive Exam	0

*Key Assessment Course   ⚕ Disposition Audit

Education Specialist – Curriculum & Instruction

Education Specialist C & I Courses (36 Hours)			
Dept.	Number	Name	Credit Hours
LDR	705	Foundations of Leadership	3
LDR	700	Curriculum Theory	3
LDR	715	Critical Issues in C & I	3
LDR	725	C & I Leadership	3
LDR	730	Personnel Evaluation & Administration	3
LDR	750	Internship & Seminar I	3
LDR	751* ╬	Internship & Seminar II	3
LDR	752* ╬	Internship & Seminar III	3
LDR	770	Facility Planning & Usage	3
LDR	790	Leadership Ethics	3
LDR	800	Leaders Role in Organizational Dynamics	3
CES	726	Counselor-Based School Leadership	3
LDR	815*	Comprehensive Exam	0

Note: For information about the Comprehensive Exam, see Comprehensive Exam in the Doctor of Education section of this catalog.

Key Assessment Course   ╬ Disposition Audit

Doctor of Education

The Doctor of Education (Ed.D.) is a professional terminal degree that requires students to engage in a rigorous process of research, inquiry, and site-based practice that not only includes the dissertation but also an extensive internship that includes an action research project as well as a cultural diversity project. There are three (3) options within the degree program, with the student selecting one specific area in which to specialize. These areas are:

  Option 1   Superintendency
  Option 2   Curriculum & Instruction
  Option 3   Organizational Management

The doctoral program is a minimum of sixty (60) credit hours, excluding a required thirty (30) credit hour master's degree. Additional credit may be given for other graduate level work. Approval of the Graduate Council is required for exceptions to this policy.

Option I: Superintendency

Doctor of Education: Superintendency			
Inquiry (if necessary) (0-6 Hours)			
Dept.	Number	Name	Credit Hours
EDUC	640	Methods of Inquiry I (If required; check with your advisor)	3
EDUC	645	Methods of Inquiry II (If required; check with your advisor)	3
Foundational Studies Phase (3 Hours)			
LDR	705	Foundations of Leadership	3

		Inquiry Studies Phase (6 Hours)	
LDR	745	Applied Analysis	3
Leadership, Supervision, Curriculum & Instruction Phase (36 Hours)			
LDR	720	The Superintendency	3
LDR	730	Personnel Evaluation & Administration	3
LDR	740	Policies & Procedures in Administration	3
LDR	750*	Internship & Seminar I	3
LDR	751*†	Internship & Seminar II	3
LDR	752*†	Internship & Seminar III	3
LDR	760	Financial Strategies	3
LDR	770	Facility Planning & Usage	3
LDR	780*†	Instructional Leadership	3
LDR	790	Leadership Ethics	3
LDR	800	Leader's Role in Organizational Dynamics	3
CES	726	Counselor-Based School Leadership	3
LDR	815	Comprehensive Exam	0

For information about the Comprehensive Exam, see Comprehensive Exam section of this catalog.

*Key Assessment Course   †Disposition Audit

Option II: Curriculum and Instruction

Doctor of Education: The Superintendency			
Inquiry (if necessary) (0-6 Hours)			
Dept.	*Number*	*Name*	*Credit Hours*
EDUC	640	Methods of Inquiry I (If required; check with your advisor)	3
EDUC	645	Methods of Inquiry II (If required; check with your advisor)	3
Foundational Studies Phase (3 Hours)			
LDR	705	Foundations of Leadership	3
Inquiry Studies Phase (6 Hours)			
LDR	745	Applied Analysis	3
LDR	810	Dissertation Research & Design – Chapter 2	3
Leadership, Supervision, Curriculum & Instruction Phase (36 Hours)			
LDR	700	Curriculum Theory	3
LDR	715	Critical Issues in Curriculum & Instruction	3
LDR	725	Curriculum & Instruction Leadership	3
LDR	730	Personnel Evaluation & Administration	3
LDR	735	Instructional Technology - Curriculum & Instruction	3
LDR	750*	Internship & Seminar I	3
LDR	751*†	Internship & Seminar II	3
LDR	752*†	Internship & Seminar III	3
LDR	770	Facility Planning & Usage	3
LDR	790	Leadership Ethics	3
LDR	800	Leader's Role in Organizational Dynamics	3
CES	726	Counselor-Based School Leadership	3
LDR	815	Comprehensive Exam	0

For information about the Comprehensive Exam, see Comprehensive Exam section of this catalog.

Key Assessment Course   Ϯ Disposition Audit

Option III: Organizational Management

Doctor of Education: Organizational Management			
Inquiry (if necessary) (0-6 Hours)			
Dept.	*Number*	*Name*	*Credit Hours*
EDUC	640	Methods of Inquiry I (If required; check with your advisor)	3
EDUC	645	Methods of Inquiry II (If required; check with your advisor)	3
Foundational Studies Phase (6 Hours)			
LDR	705	Foundations of Leadership	3
LDR	710	Leadership Theory, Practices, & Principles	3
Inquiry Studies Phase (6 Hours)			
LDR	745	Applied Analysis	3
LDR	810	Dissertation Research & Design – Chapter 2	3
Organizational Management Specialization Phase (36 Hours)			
LDR	720	Corporate Financial Theory	3
LDR	726	The CEO	3
LDR	730	Personnel Evaluation & Administration	3
LDR	750*	Internship & Seminar I	3
LDR	751*Ϯ	Internship & Seminar II	3
LDR	752*Ϯ	Internship & Seminar III	3
LDR	755	Cultural Dynamics & Organizational Management	3
LDR	770	Facility Planning & Usage	3
LDR	775	Current Issues in Organizational Management	3
LDR	790	Leadership Ethics	3
LDR	800	Leader's Role in Organizational Dynamics	3
LDR	815	Comprehensive Exam	0

For information about the Comprehensive Exam, see Comprehensive Exam section of this catalog.

Key Assessment Course   Ϯ Disposition Audit

The Dissertation Phase

The Dissertation Phase focuses on the dissertation completion process. The student must follow guidelines provided by his or her committee and the graduate program. There will be a minimum of eighteen (18) credit hours in this phase. The courses are:

Doctor of Education: Curriculum and Instruction Courses (36 Hours)			
Dept.	*Number*	*Name*	*Credit Hours*
LDR	810	Dissertation (Chapter 2)	3
LDR	820A	Dissertation (Chapter 1)	3
LDR	820B	Dissertation (Chapter 3)	3
LDR	820C	Dissertation (Chapter 4)	3

| LDR | 820D | Dissertation (Chapter 5) | 3 |
| LDR | 820E | Dissertation (Final Dissertation and Defense) | 3 |

Admission to the Doctor of Education Program

The admission process for the Doctor of Education degree is designed to admit the highest quality professional educators and business leaders who desire to contribute to their respective fields of work.   Applicants to the doctorate program must submit a comprehensive admission portfolio, including both   qualitative and quantitative measures, which is used to assess personal characteristics, academic skills, communication skills, and leadership ability. Acceptance into the program is by cohort with one cohort group admitted each year.

The comprehensive admission portfolio must contain the following items:

1. Completed Graduate Application Form.

2. Documentation and description of a record of a minimum of two (2) years of successful administrative experience in education, or management.

3. A letter of reference from a supervisor or other person familiar with the applicant's academic ability and professional performance (specific examples of leadership ability and problem-solving skills should be cited).

4. An essay that reconciles personal goals with the objectives of the Ed. S. program as reflected in   the OCU Mission Statement and School of Education Conceptual Framework.

5. A complete resume that includes work experience, educational background, professional experience, professional activities, honors received, professional publications or presentations,   community service, and other relevant information relating to the applicant's leadership background.

6. Official transcripts from all undergraduate and graduate institutions of study.

Comprehensive Examination

The Comprehensive Examination is a written examination based on a three-fold framework: (1) a thorough analysis of what is known about effective educational leadership at the district-level, (2) a comprehensive look at the blending of theory and practice, and (3) a requirement necessary for gaining candidacy status in the program. In taking the Comprehensive Examination, the student must demonstrate an understanding of the School of Education Conceptual Framework, IDOE standards, ELCC standards, the required course readings, and additional readings in the field gleaned through course research.

Timeframe

The Comprehensive Examination is designed to be completed in one six-hour setting in one day. Students may request, prior to exam day, to take the examination over two consecutive days (3 hours each day). One Comprehensive Examination is scheduled during each academic term (fall, spring and   summer). Students are informed of the dates of the exam eight (8) weeks in advance and

sent the syllabus for the Comprehensive Examination which provides all the necessary information including the pre-exam research question.

Test Format

Doctoral students will receive a set of eight (8) to ten (10) scenarios during exam day. The exam consists of two (2) parts. Part 1: The first half of the examination consists of answering two (2) required questions and two (2) additional questions selected from three (3) question choices. Part 2: The second half of the examination consists of answering four (4) questions selected from five (5) to seven (7) question choices. All the questions/scenarios are different and require reflection of past coursework, readings, discussions, experiences, and problem-solving skills.

Grading

For inter-rater reliability, the Comprehensive Examination is graded by a minimum of two faculty members. Results should be completed within two (2) weeks of taking the exam. Results will be mailed to the student. Guidelines for grading are:

- Faculty mark/score questions based on a 4.00 scale and awarded a Pass/Fail grade;
- The Comprehensive Exam is graded by two (2) faculty members. Scores are averaged and recorded;
- A composite rating of 3.00 or higher receives a Pass. A composite rating below 3.00 receives a Fail;
- If a candidate does not pass the Comprehensive Exam, they will meet with the Graduate Studies Director and a faculty member to determine an Individualized Action Plan. The action plan is designed to give the candidate opportunity to do additional research/work in order to pass the examination; and
- Each question is related to the Learning Outcomes of the Comprehensive Exam which align to the School of Education Conceptual Framework, IDOE Standards, and ELCC Standards; therefore, answers are rated on how well the candidate addresses the learning outcomes as aligned to these components.

Candidacy

Admission to candidacy clearly indicates that the student has completed all doctoral requirements as delineated below:

- completion of the residency;
- a cumulative GPA of 3.3 or better for all required degree coursework,
- completion of the Internship and Internship Portfolio,
- passage of the Written Comprehensive Examination; and
- approval of the dissertation topic and proposal for completing the dissertation research.

Dissertation

The doctoral dissertation represents the culmination of the student's research, field experiences, and academic study in educational leadership. The dissertation is a major achievement that demonstrates not only intellectual attainment but professional development in the field of educational leadership through the completion of original research. While the doctoral candidate will have a committee to

work with through this challenging endeavor, the finished product reflects the candidate's own work, intellectual and professional growth, and scholarly efforts.

The dissertation is to reflect the various components of the candidate's doctoral program, demonstrate the knowledge and expertise learned from that program of study, and address a specific educational issue or problem as well as demonstrate the knowledge of research design, interpretation of findings, and presentation of work in a scholarly fashion. To obtain a complete copy of the dissertation manual, visit the OCU website https://intranet.oak.edu/academics/school-education.php.

General Items of the Dissertation

The purpose of the dissertation is to ensure that the student has the ability to engage in scholarly research and inquiry by writing and defending an original dissertation on a topic within the area of Educational Leadership. Conceptual and structural parameters of the dissertation include the following:

The dissertation is a comprehensive study that incorporates several components of the doctoral program. It demonstrates the student's knowledge of research design and the ability to interpret findings orally, in writing, and in application.

The dissertation is a project that demonstrates the application of knowledge in an educational setting in such a way that other educators can benefit from the project. It involves a written document demonstrating doctoral level composition and format, inquiry methods and analysis, state of the art knowledge, and the application of leadership strategies in an educational setting.

The candidate's advisor serves as the chair of the three-member dissertation committee. Members of the committee must be of professional status and possess an earned doctoral degree.

The student must complete LDR 810, Doctoral Dissertation Research and Design Course before beginning work on the dissertation proposal. During this design course, under the guidance of the student's committee and the course professor, the student completes work on selecting a topic and begins the dissertation proposal. In the semester following approval of the dissertation proposal, the student must register for LDR 820 Dissertation courses and maintain ongoing registration in dissertation hours until the dissertation has been accepted and approved by the student's committee, the Director of Graduate Studies, and the Dean of the School of Education.

A minimum of eighteen (18) hours has been assigned for completion of the dissertation. The student has a maximum of seven (7) years from initial acceptance into the program to complete the dissertation.

Institutional Review Board (IRB): If the proposed dissertation calls for research using human subjects (including survey research) the advisor and student must submit research papers for approval. Further information and forms are online at https://intranet.oak.edu/about-ocu/institutional-research-policies.php. The Institutional Review Board form may be completed following the approval of the dissertation proposal by the dissertation committee.

APA Style: The completed dissertation manuscript must conform with the current edition of the Publication Manual of the American Psychological Association (APA) except as otherwise noted in text, examples, or as specified by the Dissertation Committee Chair.

Confidentially and Informed Consent Policy for Dissertations

Measures should be employed during the planning and conducting of the research to make sure that ethical concerns and considerations are addressed. Three (3) areas of ethical consideration should be employed. The first is the relationship between society and science ensuring that social concerns and/or cultural values are respected. Secondly, professional issues, which involves research misconduct and fraudulent activities such as falsifying research results will be not be tolerated. The third area concerns the treatment of participants and ensures that research participants are informed, not harmed physically, psychologically, or spiritually during the research and are ethically treated. Informed consent letters/forms must be used in all research where human subjects before enrolling in the research. Vulnerable populations (i.e. children, minors) must receive extra protection. When children/minors are included in research, the parent/guardian must sign a parental permission consent form.

The Informed Consent form must be written in language easily understood by the participant, it must minimize the possibility of coercion or undue influence, and the subject must be given sufficient time to consider participation.

The Belmont Report ([https://www.hhs.gov/ohrp/regulations-and-policy/belmont-report/index.html)](https://www.hhs.gov/ohrp/regulations-and-policy/belmont-report/index.html) and the Nuremberg Code (http://www.cirp.org/library/ethics/nuremberg/) both address the Informed Consent as a requirement for ethical conduct of human subjects research. Informed Consent means that the human subjects are well informed about the research study, the potential risks and/or discomforts involved in the research that they will participate.

Participants are not to receive any type of payment or compensation for their participation in the research study. Any information that is collected from the research that can identify the participants will need to remain confidential. Information collected shall be coded as to not identify the institution and/or the participants in the research study. Identifiable information will be kept separated from the rest of the report.

Proposal Approval

The dissertation chair is consulted concerning possible research topics. A draft proposal is then prepared for dissertation chair review. Following this review, the student prepares a formal proposal for the three-person committee to approve.

Dissertation Committee

The dissertation consists of a minimum of three (3) members. All members and the designated committee chairperson must have an earned doctorate degree. The doctoral candidate submits the dissertation committee membership form for approval to the Director of Graduate Studies. The dissertation committee approval form and a comprehensive list of approved dissertation committee members are available from the Oakland City University School of Education office.

The Chairperson of the student's dissertation committee assumes the responsibility for monitoring progress of the dissertation. The dissertation committee (minimum 3, including chair) is kept informed of progress and offers guidance and support and provides substantive feedback to the student for changes and Corrections. The student assumes the responsibility for making

recommended changes throughout the dissertation process. Once the dissertation has passed the committee, the student may arrange for the oral defense.

Oral Defense of Dissertation

The candidate must satisfactorily complete an oral defense of their research findings to the student's dissertation committee. The student shall present the dissertation and respond to questions from the committee. Other faculty members, doctoral students, and guests of the committee and student may attend.

The student's dissertation chair leads the oral defense, the time frame of which is to be no more than two (2) hours and not less than one hour in length.

A four-point rating scale is used to evaluate the oral defense. In order to pass the oral defense, the student must receive a minimum average score of 3.25 on a 4-point scale. The committee may accept, reject, or require the student to make revisions to his/her dissertation. To be accepted, the committee must cast an undisputed vote of Pass. There may be no abstention or no pass votes. Students needing to make revisions to their dissertations, will need to set a realistic yet progressive schedule for revisions with their dissertation chair. A revision with a completion date schedule must be submitted in writing to the Director of Graduate Studies and will be placed in the student's file.

Students who do not pass their oral defense, will need to work with their dissertation chair and committee to revise and/or transform their dissertation to demonstrate an ability to engage in scholarly research and inquiry by writing and defending an original dissertation on a topic within the area of Educational Leadership.

Should a student not successfully defend their dissertation the second time, they can appeal this decision with the Dissertation Appeal Committee (DAC). The DAC will consist of the Director of Graduate Studies, Representative from the Provost Office, and one member selected by the Doctoral candidate.

Should the DAC overrule the decision, the doctoral candidate would need to make the necessary revisions and/or changes on their dissertation to meet all conditions set by the DAC. If the DAC does not overrule the decision of the dissertation committee, the doctoral candidate will need to completely start their research and dissertation with a new proposal, new research and writing a new dissertation or accept permanent all-but-dissertation (ABD) status. Students who are working on a new proposal, research and dissertation are placed in ABD status and must complete and successfully defend their new dissertation within the seventh year from the start of their doctoral program.

For students who do not successfully complete and/or defend their dissertation will need to register and pay for a one credit hour course, LDR 830 each term until they have successfully defended their dissertation. Faculty members will not be able to monitor the progress of a dissertation if a student is not registered for this course.

Students who successfully defend their dissertation, the final manuscript and committee report are submitted to the Director of Graduate Studies who forwards them to the Office of the Provost.

General School of Education Graduate Information

Grading System for Master's Programs

The School of Education graduate grading system consists of letter grades and grade points.

Letter Grade	Percentage	Grade Points Per Credit Hour	Description
A	+97	4.0	Superior
A-	93-96	3.7	Excellent
B+	89-92	3.3	High Average
B	85-88	3.0	Average
B-	81-84	2.7	Low Average
C+	77-80	2.3	Below Average, Counting as Graduate Credit
C	73-76	2.0	Below Average, Counting as Graduate Credit
F	0-72	0.0	Failure
I			Incomplete
WE			Instructor Withdrawal – Excessive Absences
AU			Audit
W			Withdrawal Official Approval
WP			Work in Progress
WF			Withdrawal Failure

Master's Assessment Scale	HIGHLY EFFECTIVE The evidence addresses the indicator at a consistently high level	EFFECTIVE The evidence addresses the Learning Outcomes at a high level	IMPROVEMENT NECESSARY The evidence addresses the Learning Outcome at an acceptable level	INEFFECTIVE There is little to no evidence of addressing the Learning Outcome
	3.75-4.0	3.0-3.5	2-2.75	0-1.75

Grading System for Doctoral Programs

The School of Education graduate grading system consists of letter grades and grade points.

Letter Grade	Percentage	Grade Points Per Credit Hour	Description
A	+97	4.0	Superior
A-	93-96	3.7	Excellent
B+	89-92	3.3	High Average
B	85-88	3.0	Average
B-	81-84	2.7	Low Average
C+	77-80	2.3	Below Average, Counting as Graduate Credit
F	0-76	0.0	Failure
I			Incomplete
WE			Instructor Withdrawal – Excessive Absences

AU			Audit
W			Withdrawal Official Approval
WP			Work in Progress
WF			Withdrawal Failure

Doctoral Assessment Scale	MASTERY The evidence addresses the indicator at a consistently high level	PROFICIENT The evidence addresses the Learning Outcomes at a high level	BASIC The evidence addresses the Learning Outcome at an acceptable level	MINIMAL There is little to no evidence of addressing the Learning Outcome
	3.75-4.0	3.0-3.5	2.75	0-2.5

Class Delivery Models

Master's Degree

Master's program classes meet for six scheduled class dates (every other Saturday) during the fall and spring terms. Summer term courses are one weeklong in duration. Classes held at main campus (Oakland City) are held on Central Time and classes held at the extension site (Plainfield) are held on Eastern Time.

Doctoral Degree

Doctoral courses are offered in a hybrid and/or online modality during the fall and spring terms. Classes held at main campus (Oakland City) are held on Central Time and classes held at the extension site (Plainfield) are held on Eastern Time

Extended Leave from Program and Re-Instatement

Requests to withdraw from a program, temporary or otherwise, are to be completed in writing by completing the Withdrawal from University Form and submitting it to the Director of Graduate Studies.

Students who take a leave of absence and who want to return to the program, must reapply for admission into the program. Any request for re-instatement to graduate level programs must be approved by the Director of Graduate Studies and the Graduate Studies Faculty Council (GSFC).

Graduation Requirements

1. Completion of graduate coursework and any required field/internship experiences.
2. Meeting all general requirements for graduation, including an overall grade point average of 3.25 on a 4.0 scale for the master's programs and 3.3 on a 4.0 scale for the Ed. S. and Ed. D. programs.
3. Grade of 3.00 on a 4.0 scale for the Comprehensive Exam for the Ed.D. and Ed. S. programs.
4. Submission of a Master's Thesis or submission and defense of a Dissertation for the Ed.D. program.

Transfer of Credit

Master's Degree

Graduate coursework which has been completed previously from another accredited institution is evaluated to determine what credits are applicable to the student's program of study. It is important to note that transcript reviews include verifying course descriptions via a university course catalog or when available via the university website. No credit below a C-, and no correspondence courses are accepted for transfer credit. Grades below a C- are considered failing and would need to be repeated for credit.

Doctoral Degree

Thirty (30) hours of credit is awarded from other accredited institutions toward the "Masters Specialization Phase" of the doctoral degree. Graduate work which has been completed previously from another accredited institution is evaluated either by the Director of Graduate Studies to determine if additional credits are applicable to the student's doctoral degree program. No grade below a C+ will be accepted for doctoral level coursework. Grades below a C+ are considered failing and would need to be repeated for credit.

Course Abbreviations

CES	Counseling Education and School Counseling
CI	Curriculum & Instruction
CJ	Criminal Justice
DMN	Doctor of Ministry
EDUC	Education
LDR	Leadership
MBA/MSM	Master of Business Administration/Master of Science Management
MDV	Master of Divinity
MGT	Management
MSM	Master of Science Management
SPED	Special Education

Course Descriptions

Counseling Education and School Counseling

CES 610   Career Guidance   3 hours
This course is designed to gain an understanding of the historical context of career development as well as the implications of our complex and changing occupational world. Students will also gain an understanding of the theoretical work of major career development theorists, learn to apply the process of career planning tools and technology such as assessment, career exploration, and career decision-making. Prerequisite: None

CES 620   Data Analysis for School Counseling Improvement   3 hours
This course guides emerging school leaders in creating a climate for assessment to enhance decision-making processes for school counseling improvement purposes. The course focuses on using school-based data as tools for ongoing assessment and the educational environment. The course also emphasizes the simultaneous use and analysis of multiple data sources, both qualitative and quantitative, to target improvement needs. Prerequisite: None

CES 650   Supervision of School Counselors   3 hours
This course is designed to introduce the building level administrator to the principles, functions, and practices basic to school counseling at both the elementary and secondary levels. Special emphasis will be on the interpersonal relations and abilities to lead and integrate a school counseling program within the school community toward a shared vision of learning. This course includes the characteristics of successful school counselors and the development and support of school counseling. Emphasis will be placed counseling intervention as spelled out by the American School Counselor Association. Prerequisite: None

CES 660   Current Critical Issues in Counseling   3 hours
This course critically analyzes philosophical, political, and practical matters reflective of the local, regional, national, and global contexts of social justice. Specific focus is also given to professional, ethical and legal responsibilities; historical development and current trends and issues. Prerequisite: None

CES 670   Collaborative School Leadership   3 hours
The purpose of the course is to inspire educational leaders who promote the success of all students by collaborating with families and the community to respond to the diverse interests and needs of students. Special emphasis will be placed on mobilizing community resources and promoting the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

CES 680   Leadership for Social Justice   3 hours
Students will examine a broad range of social justice in educational leadership that pertain to history, theory, race and ethnicity, social power, language, gender, sexuality, and physicality for the purpose of influencing organizational policies and practices. Prerequisite: None

CES 720   Data Analysis for School Counseling Improvement   3 hours
This course guides emerging school leaders in creating a climate for assessment to enhance decision-making processes for school counseling improvement purposes. The course focuses on using school-based data as tools for ongoing assessment of the counseling program and the

educational environment. The course also emphasizes the simultaneous use and analysis of multiple data sources, both qualitative and quantitative, to target improvement needs. Prerequisite: None

CES 760   Current Critical Issues in Counseling   3 hours
This course critically analyzes philosophical, political, and practical matters reflective of the local, regional, national, and global contexts of social justice. Specific focus is also given to professional, ethical and legal responsibilities; historical development and current trends and issues. Prerequisite: None

CES 770   Collaborative School Leadership   3 hours
The purpose of the course is to inspire educational leaders who promote the success of all students by collaborating with families and the community to respond to the diverse interests and needs of students. Special emphasis will be placed on mobilizing community resources and promoting the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. Prerequisite: None

Criminal Justice

CJ 550   Budget Management in Criminal Justice   3 hours
This course is designed to prepare students for the principles and major theories behind public budgeting as it pertains to areas relevant to the Criminal Justice system (e.g. public offices, government agencies). As such, students will learn about basic needs developments and strategic budgeting of capital initiatives from a time, profitability, cash value, and rate-based perspective for a more wholesome understanding of project viability. Large scale analysis of projects through benefit: cost analysis, scenario analysis, etc. will also be addressed. Moreover, factors that can impact budgetary considerations beyond fiscal concepts will also be addressed, including but not limited to challenges with cultural awareness while developing fiscal projects, restricted source availability, and concerns with changing public want.

CJ 560   Criminal Justice Administration and Management   3 hours
This course explores the concepts of criminal justice administration and management. Students will demonstrate an understanding of decision-making styles and characteristics exhibited within criminal justice organizations. Additionally, students will apply methods of organizational effectiveness while analyzing culture, communication, conflict and critical power relationships within criminal justice organizations.

CJ 570   Public Policy Analysis in Criminal Justice   3 hours
This course provides an in-depth examination of prominent methods for analyzing public policy from a criminal justice administrative perspective. The course will prepare current and future criminal justice leaders with an understanding of policy analysis through the investigation of modern inquiry-based methods used to assess and evaluate not only criminal justice agencies but many different public safety organizations and their policies. The course will highlight current means for resolving failed or misaligned organizational policies through the application and analysis of relevant solution-based development strategies.

Curriculum and Instruction

CI 560   Current Trends   3 hours
This course is intended to engage the graduate student in critical analysis of current educational trends/issues/problems and their cultural content. Topics vary. (Same as EDUC 560). Prerequisite: None

CI 615   Critical Issues in Curriculum and Instruction   3 hours
This course explores critical issues in education: curricular theory, learning, instruction, assessment, supervision, and policy. Students will research all sides of the issues presented, engage in class discussions, and reflect upon their conclusions. Students will select one critical issue for an in-depth examination from the aspects of curriculum, instruction, and assessment. Prerequisite: None

CI 635   Technology and Tools for Curriculum and Instruction   3 hours
An exploration and evaluation of instructional technologies and their use in campus classrooms, online classrooms, and in leadership training. An emphasis is placed on using technologies and instructional practices that foster the active engagement of learners in instructional settings. Appropriate context and best practices in the use of current and developing technologies are examined. Prerequisite: None

CI 676   Curriculum Leadership and Design   3 hours
This course focuses on curriculum decision making. Students explore curriculum development as a social process, issues and trends, theories and techniques of curriculum leadership, and translations of curriculum designs into practice. (Same as EDUC 676). Prerequisite: None

CI 680   Assessment of Curriculum and Instruction   3 hours
Students will focus on the assessment of Curriculum and Instruction. Students will gain an understanding of hands-on models which can create progressive lesson plans that keep standards, instruction, and assessment tightly connected. Current policy issues associated with education reform will also be explored. Prerequisite: None

CI 685   Supervision of Instruction and Personnel   3 hours
The application of research and theory to problems of instructional supervision. Leadership, morale, organizational climate, planned change, group decision-making, and differentiated staffing will be studied. (Same as EDUC 685). Prerequisite: None

Doctor of Ministry

DMN 810   Minister as Evangelist   3 hours
This course is an intensive study in the theory and praxis of evangelism in the local church, with emphasis on developing a historical model for pastoral evangelism based on the life and ministry of Charles G. Finney (1792-1875), the father of modern evangelism. By examining this model, the minister can frame constructs for evaluating the theological holism, ethical integrity, and methodological soundness of present-day evangelism, as well as gain new insights for creatively implementing evangelism in the contemporary church.

DMN 811   Minister as Christian Educator   3 hours
This course reflects on the role of the church leader as a Christian educator. Attention is given to the way persons develop a religious world view and the implications of that view for the ministry of the church. Ways that persons learn regarding issues of faith will be another significant issue. There will also be a focus on the role of the congregation as Christian educator.

DMN 812   Minister as Church Administrator   3 hours
This seminar is designed to enable the student to review and evaluate the various principles involved "getting things done" in the local church setting: the way a leader handles power, the ability to share "the dream" of the church with others, and the development of personal influence within the congregation. Individuals will consider the process of change in the local church with issues involved in thawing and refreezing the organization. Also, two (2) primary styles for doing administration ("modeling" and "equipping") will be discussed to enable the student to articulate his or her personal methodology for administrating a local congregation.

DMN 813   Minister as Biblical Interpreter   3 hours
This course seeks to develop and deepen the minister's knowledge and skills as a leader and interpreter of Holy Scripture in the church and in the early years of the 21st century. This goal is accomplished through developing the student's recognition of the historical context of both written Scripture and that of the interpreter, the spiritual purposes of Scripture, how Scripture functions in the life of the Church, modern methods of biblical criticism, when to appropriately engage in these methods, the relationship between work done in study and the words in the pulpit, and how to appropriately respond to the doctrinal situation and educational level of the church being served.

DMN 814   Minister as Missional Leader   3 hours
This course reflects on the role of the minister as the missional leader in the local congregation, with a specific awareness of the broader intercultural/international Christian movement. Attention is given to a survey of the biblical, historical, cultural, and strategic perspectives of the missional mandate of the   Church. This goal is to produce a missiological awareness that will enhance and facilitate the minister's leadership skills within a local congregational context and enable that minister to become an effective   advocate of the Church's Great Commission responsibilities.

DMN 815   The Leader as Researcher   3 hours
This course is to orient the student to the scope, design, methods, data analysis, and presentation of church ministry-oriented research. The course is designed to focus specifically on development of the dissertation project-proposal in its formative stages. This means that the final product of this course may or may not be used for the final dissertation-project. The goal of the course is to help one understand the process and not generate the final ministry project for the Doctor of Ministry degree. Various professors from Oakland City University will give instruction regarding writing style, research techniques, and data analysis. A review of quantitative and qualitative research methodologies will be   examined.

DMIN 816   Minister as Interpreter of Culture   3 hours
This course is designed to raise the awareness of ministers with respect to the current ideologies that is passing through their congregation from the congregants' cultural milieu. The materials will help the minister analyze these ideologies, interpret their connections with the Bible, and respond in a theologically sound and Christ-like manner to those who identify themselves with these ideologies. The course will discuss such issues as rage, gender, post-modernism, atheism, relativism, secular humanism, and hermeneutical worldviews, among others.

DMIN 817   Minister as Theologian   3 hours
This course will guide students in reflection in the ways that ministerial practice both informs and is informed by the doing of theology in particular church contexts. Emphasis will be placed on relationships between pastoral theology and doctrinal theology.

DMN 820   The Leader as Change Agent   3 hours
This course is an examination of the nature and function of the change in religious organizations. Theological reflection and spirituality will be integrated with social science theories in order for church leaders to be intentional and effective in their intervention strategies and management of change and the conflict change often produces.

DMN 821   The Leader as Peacemaker   3 hours
In this course, we develop a biblical/theological foundation and learn psycho-social aspects of conflict management. We will learn how to manage interpersonal conflict, how to avoid unnecessary conflict, and how to lead others to restoration and reconciliation. No less conflict occurs in the church than outside the church. Jesus did not avoid conflict, but he modeled appropriate behavior in the midst of conflict. Together, we look at ways to behave appropriately and benefit from conflict when it occurs.

DMN 830   The Leader as Preacher   3 hours
This course is designed to help the minister who has preached for a number of years to update his or her preparation and delivery skills. The course will provide an opportunity to develop advanced competencies in skills and self-awareness essential to performance in Christian preaching ministry. Emphases include planning pulpit work, biblical interpretation for preaching, gathering and use of pulpit materials, and contemporary communications.

DMN 840   The Leader as Spiritual Person   3 hours
Participants will have the opportunity to discover and/or rediscover the importance of their own spiritual development as it relates to the current and future practices of church leadership. Participants will be expected to deal with issues relating to the leader as a person, what the leader brings to the congregation, and paradigms for church leadership as outlined in the text Leading the Congregation: Caring for Yourself While Serving the People by Shawchuck and Heuser. Participants will be assisted in considering the context in which they lead through the works of Loren Mead and Chapter 2 of the instructor's dissertation. Participants will be exposed to an understanding of and encouraged to practice the classical spiritual disciplines as understood by Richard Foster.

DMN 841 The Spiritual Life of the Christian Leader: Christian Devotional Classics   3 hours
This course is designed to widen the individual student's exposure to and understanding of classical spiritual literature. In this seminar, a retreat atmosphere is created and an individual retreat done. The student is able to broaden his or her perception of the churchwide, timeless and cross-ethnic, cross- gender use of the Christian classics. Students develop skills for using the classics as resources for preaching and teaching as well as enriching individual knowledge of Christian theology and practice.

DMN 850   Field Work I   3 hours
This course is taken in conjunction with DMN 852 (Research Writing I). For this course, along with DMN 852, the student is appointed a Field Work Supervisor who will serve as an advisor to the student's ministry project. The student will construct a proposal for the ministry project and defend that proposal.

DMN 851   Field Work II   3 hours
This course is taken in conjunction with DMN 853 (Research Writing II). For this course, along with DMN 853, the student will complete the ministry project under the supervisor of his or her Field Work Supervisor and will defend the final project.

DMN 852   Research Writing I   3 hours
This course is taken in conjunction with DMN 850 (Field Work I). For this course, along with DMN 850, the student is appointed a Field Work Supervisor who will serve as an advisor to the student's ministry project. The student will construct a proposal for the ministry project and defend that proposal.

DMN 853   Research Writing II   3 hours
This course is taken in conjunction with DMN 851 (Field Work II). For this course, along with DMN 851, the student will complete the ministry project under the supervisor of his or her Field Work Supervisor and will defend the final project.

Education

EDUC 500   Introduction to The Profession   3 hours
This course examines social, philosophical, and educational ideas and ideals. It is designed as an introduction the study of schools and as an introduction to the changing world of education, what it takes to be a professional educator, and how the changing 21st century student changes what and how things are taught. The course is not about the "how" of teaching but the "why". The focus of this course will be the idea that American education and schooling reflect the wider society in which we live. Throughout the course it is the intention to deepen your understanding of how what goes on in schools is related to the values, belief, and structures of the world outside.

EDUC 505   Integrated Technology   3 hours
The effective application of a wide variety of instructional technology is explored in this course. The student explores and relates communication theory as it relates to instructional technology. Students develop communication skills including the ability to design communication strategies based on research and theory. The teaching and learning processes are applied and studied from the perspective of evaluating, selecting, and using instructional and administrative technological procedures.

EDUC 507   Integrated Elementary Curriculum II   3 hours
This class is a curriculum planning class. This methods class integrates basic skill development (literacy, math, core content areas) with creative learning strategies. This course will provide practical knowledge for blending content areas to maximize student learning and to prepare teachers to meet the needs of all of the students across the curriculum. The course will concentrate on knowledge, understanding and usage of major concepts, principles, theories, and research related to the development of children and young adolescents as well as the ability to construct learning opportunities that support individual student's development, acquisition of knowledge, and motivations. The focus includes integrating reading, writing, oral language, science, mathematics, social studies, the arts, health education, and physical education. The integration an duplication of knowledge for instruction, adapt to diverse students, promote the development of critical thinking and problem solving.

EDUC 510   Inclusive Classroom   3 hours
This course will introduce general and special educator to strategies that promote the social and academic integration of children with disabilities into the general education classroom. Topics will include the following: inclusive education philosophy and research, collaborative practices, roles and responsibilities working with para-educators, transition planning (to more inclusive settings, between grade levels, and to post-school options), grading options for students with disabilities in general education. Making Action Plans/Future's Plans, diversity issues, parent collaboration and communication, curriculum adaptations, differentiated instruction and positive behavior supports.

EDUC 553   Principalship   3 hours
Explores the multiple roles of the principal as leader, facilitator, and problem solver. Current research   and practice will be reviewed. Field-experience required.

EDUC 557E or 557S   Classroom Behavior and Management   3 hours
Explores current research and practices of classroom management. Students are expected to develop a philosophy of classroom management as well as a plan that they can use in their classroom. (Elementary or Secondary)

EDUC 560   Current Trends in Education   3 hours
This course is intended to engage the graduate student in critical analysis of current educational trends/issues/problems and their cultural content. Topics vary.

EDUC 563   Building Administration   3 hours
Examines the principal's role in budgeting/finance, teacher and staff evaluations, scheduling, and non- academic activities, parent/school relationships, discipline, etc. Students review current research and practices.

EDUC 565   MS/HS Teaching Strategies & Assessment   3 hours
Education 565 involves continued examination of appropriate content methods and materials appropriate for the instruction and learning of middle and secondary students.

EDUC 570   Trends in Reading   3 hours
This course is designed to survey current methods, materials, and research as they relate to the teaching of reading. It will present the foundations of reading skills, as well as the study of developmental reading and the essential reading skills in the elementary content areas. The student will examine the types of reading problems students demonstrate. An introduction to standardized and informal testing techniques will be given.

EDUC 573   Organizational Leadership & Management   3 hours
This course focuses on leadership theory and styles as linked to practice. The principal candidate reflects on and uses the knowledge gained from previous administrative courses, research, and related literature   to bring ethical principles to educational leadership in a diverse, multi-cultural society. Will also uses knowledge to reflect on issues and problems that exist in today's schools. Within this context, school climate, organizational culture, communication, and conflict management are explored.

EDUC 576   School Finance   3 hours
This course leads the student through the steps necessary to build an effective school budget. It outlines the budget responsibilities of the superintendent of schools, the assistant superintendent and the school principal.

EDUC 596E or 596S   Clinical Internship   **3 hours**
Engages the pre-service educator in a classroom setting in which the pre-service educator works with a   mentor and University supervisor in a teaching situation each instruction day for the entire length of the school day, for a minimum of ten (10) weeks. (Elementary or Secondary)

EDUC 610   Multicultural Education in a Contemporary Society   3 hours
This course examines the demographic revolution in American society and its implications for education.   The focus for this course is based on the discussion of education as a cultural process and the role multicultural education can play in restructuring schools to meet the challenges of the future.

EDUC 611   Schools, Families, and Communities   3 hours
Theory and practice to join families, communities, and schools to promote children's learning, development and success in school. Presentation and discussion of strategies that provide educators the tools for building effective partnerships with parents as well as ideas on effective civic participation are the major concepts in this course. Students will place emphasis on the development of a partnership plan in which parents and community resources are fully integrated.

EDUC 612   Facility Planning   3 hours
The role of educational facilities in the teaching and learning process is the central theme for this course.   The design and use of present and future facility planning and usage within the mission of the   school organization is explored. The course examines the efficiency of facilities, operations, housekeeping, and maintenance programs. The business management and budgetary requirements are   considered. The planning process, policies, and financing for school construction are discussed.

EDUC 620   Human Resources and Labor Relations   3 hours
An examination of the human resource concepts and practices associated with developing and managing an effective education team. Different approaches to management, motivation, professional development, and performances are addressed, along with some obstacles to effective labor relations.

EDUC 630   Master Thesis I   3 hours
This course is designed to provide students with an understanding of both quantitative and qualitative methods approaches to research studies. Appropriate strategies for incorporating quantitative and/or   qualitative paradigms will be explored. Specific issues, challenges, and considerations encountered in using these methodologies will be addressed in detail.

EDUC 631   Master's Thesis II   3 hours
The final project is a culminating activity that represents the student's appreciation of the interdisciplinary research approach to human value systems and an attempt to communicate what the student has learned. The project is designed by the student, beginning with a proposal submitted to a faculty member.

EDUC 640   Methods of Inquiry I: Quantitative Research   3 hours
An introduction to the common quantitative research methods used in education. Kinds of research, hypothesis formation and testing, management design, sampling and emphasis on analysis of gathered data are examined. Knowledge of statistics is helpful but not required. (Required before Admission to Ed.D. Program)

EDUC 645   Methods of Inquiry Ii: Qualitative Research   3 hours
An introduction to the common qualitative research methods used in education. Kinds of reserch, hypothesis formation and testing, measurement design, sampling, and emphasis on analysis of gathered data are examined. (Required before Admission to Ed.D. Program)

EDUC 650   Advanced Reading and Language Arts   3 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.

EDUC 676   Curriculum Leadership and Design   3 hours
This course focuses on curriculum decision making. Students explore curriculum development as a social process, issues and trends, theories and techniques of curriculum leadership, and translations of curriculum designs into practice.

EDUC 678   Curriculum and Assessment Leadership   3 hours
This course focuses on curriculum decision making. Students explore curriculum development as a social process, issues and trends, theories and techniques of curriculum leadership, and translations of curriculum designs into practice.

EDUC 685   Supervision of Instruction and Personnel   3 hours
The application of research and theory to problems of instructional supervision. Leadership, morale, organizational climate, planned change, group decision-making, and differentiated staffing will be studied.

EDUC 695   Legal Issues in Education   3 hours
An examination and analysis of current legal issues and cases as they relate to local, state, and national issues. Rights of educators, parents, and students will be thoroughly reviewed.

EDUC 698   Internship   3 hours
The experience provides an opportunity to (a) learn new skills or role patterns through internship with an acknowledged mentor or (b) generate, implement, and evaluate a special project that demonstrates the integration of theory into practice. Reports appropriate to these experiences are presented to relevant audiences. The Intern is to work with the Mentoring Principal 9-12 hours per week during each semester.

EDUC 699   Internship   3 hours
The experience provides an opportunity to (a) learn new skills or role patterns through internship with an acknowledged mentor or (b) generate, implement, and evaluate a special project that demonstrates the integration of theory into practice. Reports appropriate to these experiences are presented to relevant audiences. The Intern is to work with the Mentoring Principal 9-12 hours per week during each semester.

Leadership

LDR 699   Individual Study in Leadership   3 hours
This course is devoted to the study of a contemporary problem or trend, or innovative development in the identified content area. This course may be repeated with approval of the candidate's doctoral committee. Prerequisites: completion of fifteen (15) hours of coursework outside the specialization phase of the doctoral study; permission of instructor and director.

LDR 700   Curriculum Theory   3 hours
This course explores the development of curriculum theory and structures within the context of philosophical, social, economic, cultural, and political climates in America from 1692 to the present. Emphasis is placed on analysis and evaluation of current curricular models and the adaptation of curricular models to a variety of philosophies.

LDR 705   Foundations of Leadership   3 hours
This course deals with the historical, psychological, and sociological basis of leadership and the interpretation of modern leadership roles and problems through a philosophical and sociological perspective. Students will also develop or refine their own reflective philosophies of leadership as a values component in the decision-making process. Students are to reflect on the mission of their own organizations and the OCU mission as they relate to individual leadership.

LDR 710   Leadership Theory, Practices, and Principles   3 hours
The purpose of this course is to provide candidates with opportunities to research and discuss the philosophical and theoretical lineage of leadership and how the various concepts link to actual practice. Candidates are to study and analyze a school reform effort, assess the role of leadership in that effort, and recommend how to apply the effort in actual practice, from a leadership standpoint. Candidates are expected to examine the role of leadership as it has been used, and is currently used, in the educational and workplace settings, as well as explore the use of consensus building as a leadership tool in various culturally diverse and gender-diverse situations. Prerequisite: LDR 705

LDR 715   Critical Issues in Curriculum and Instruction   3 hours
This course explores contemporary issues in education: curricular theory, learning, instruction, assessment, supervision, and policy. Students will research all sides of the issues presented, engage in class discussions, and reflect upon their conclusions. Students will select one critical issue for an in- depth examination from the aspects of curriculum, instruction, and assessment. Prerequisite: LDR 700

LDR 720   The Superintendency   3 hours
This course is designed to explore executive leadership and the role of the superintendent as an ethical educational leader. The superintendent's role in building relationships with the board of education, his or her role in academic programming, and his or her role in school/community relationships will be explored. School culture shaping will be addressed through discussion of consensus building and conflict mediation, delegation of authority, and team building. Prerequisite: Co-register with LDR 750.

LDR 725   The Deanship   3 hours
This course is designed to explore executive leadership and the role of the dean as an ethical education leader. The dean's role in building relationships with the board of trustees, faculty, and staff, and the topic of academic programming, will be explored. University culture shaping will be

addressed through discussion of consensus building and conflict mediation, delegation of authority, and team building. Co-register with LDR 750.

LDR 726   The CEO   3 hours
This course is designed to explore executive leadership and the role of the Chief Executive Officer as an ethical educational leader. The CEO's role in building relationships with the board of directors, upper- level managers, and middle management teams; professional development programming; and community relationships will be explored. Business culture shaping will be addressed through discussion of consensus building and conflict mediation, delegation of authority, and team building. Co-register with LDR 750.

LDR 730   Personnel Evaluation and Administration   3 hours
This course is designed to provide students with an overview of recruitment, selection, assignment, mentorship, staff evaluation, collective bargaining, contract management, personnel problems, and standards for personnel administration. In addition, the roles of the central office and building administrator, board of education members, and other professionals who perform school district managerial functions are considered.

LDR 735   Instructional Technology in Curriculum and Instruction   3 hours
An exploration and evaluation of instructional technologies and their use in campus classrooms, online classrooms, and in leadership training. An emphasis is placed on using technologies and instructional practices that foster the active engagement of learners in instructional settings. Appropriate context and best practices in the use of current and developing technologies are examined.

LDR 740   Policies and Procedures in Administration   3 hours
The importance of policies and procedures as tools for communication, the development of policies and procedures, the role of collaboration within the workforce in developing policies and procedures, the interpretation and misinterpretation of these policies by employees, and the relationship between policies and the organization's mission is explored in this course. Legal issues and federal and state mandates as they apply to school districts will also be examined. Prerequisite: LDR 730 and Co-register with LDR 751.

LDR 745   Applied Analysis   3 hours
In this course, students analyze statistical findings in research. Course content covers topics of collection, organization, and summarization of data; basic probability; probability distributions; sampling distributions; confidence intervals; tests of hypotheses; chi square; and correlations. Hypothesis-testing procedures, including homogeneity of variance, analysis of variance, and tests of selected other parameters, are studied. A thorough study of common sampling distributions, multiple correlation and regression, and nonlinear relationships will be presented. Prerequisite: LDR 640, LDR 645.

LDR 750   Internship and Seminar I   3 hours
The LDR 750 seminar will specifically involve the candidate in understanding intern expectations, establishing the intern location, analysis of required readings, in-class activities geared to help understand the internship experience, and development of a personal leadership philosophy.

LDR 751   Internship and Seminar II   3 hours
The LDR 751 seminar will specifically involve the candidate in developing the material critical to a successful intern experience, the gathering of related artifacts, and the discussions and evaluation of actual intern experiences. Prerequisite: LDR 750.

LDR 752   Internship and Seminar III   3 hours
The LDR 752 seminar will specifically involve the candidate in the culmination of the intern experience and the completion of all required documentation. Prerequisite: LDR 730, LDR 750, and LDR 751.

LDR 755   Cultural Dynamics and Organizational Management   3 hours
This course examines the concept of cultural dynamics—the relationship of culture to leadership and how cultures work, evolve, and change.

LDR 760   Financial Strategies   3 hours
The theme of this course is to assist candidates in developing the concept of using resources to realize educational goals in an ethical, practical, and efficient manner for their school districts. The Indiana   budgeting process will be examined. Candidates will construct an actual budget for a school district. Candidates will be provided with the background necessary to predict and invest revenues, construct budgets, monitor spending plans, and conduct school levy campaigns. National, state, local legal and political issues will be discussed. Prerequisite: LDR 730 and LDR 751.

LDR 770   Facility Planning and Usage   3 hours
The role of educational facilities in the teaching and learning process is the central theme for this course.   The design and use of present and future facility planning and usage within the mission of the school organization is explored. The course examines the efficiency of facilities, operations, housekeeping, and maintenance programs. The business management and budgetary requirements are   considered. The planning process, policies, and financing for school construction are discussed. Prerequisite: LDR 740 and Co-register with LDR 752 and LDR 760.

LDR 775   Current Issues in Organizational Management   3 hours
Students explore planned and unplanned ways organizations change from different theoretical perspectives. Knowledge of the different theoretical change perspectives is critical for those in leadership   roles in contemporary organizations in order for them to facilitate healthy, effective ethical change in their settings.

LDR 780   Instructional Leadership   3 hours
Students will study institutional leadership theory and how these theories apply in a practical sense to schools as learning organizations. National and state policies and local community influences will be taken   into consideration, as well as the district administrator's role in the design and implementation of curriculum and instruction from the district level perspective. Current educational trends and policy   issues associated with education reform will be explored. Prerequisite: LDR 740, LDR 752, and LDR 760.

LDR 790   Leadership Ethics   3 hours
This course is designed to provide the opportunity for candidates to learn philosophical theories and concepts that provide various and diverse ethical frameworks for educational practice. The historical   perspectives regarding ethical decision making will be explored. Moral, social, political, and ethical   issues of the contemporary American society as those issues impact the policies, programs, and practices of schools and related organizations will be reviewed. If an organization is

to have a moral, social, and spiritual impact on American culture, it must also be engaged in a living context. Therefore, this course will also include autobiographical and ethnographic research methodologies in addition to mainstream social science methodologies.

LDR 799   Individual Research and Study   3 hours
This course is devoted to the study of a contemporary problem, trend, or innovative development in leadership. Course may be repeated with different topics.

LDR 800   Leader's Role in Organizational Dynamics   3 hours
This course examines the role of the leader within an organization, the implementation strategies used by leaders in strategic planning and its implementation, collaboration between and among employees and the community, the use of research by the leader in affecting organizational climate, and professional development as determined by the need of the organization. Students learn to analyze and solve problems of increasing the work effectiveness and satisfaction of the people in the organization, as well as develop the concept that leaders must be skilled in "reading" the organization. Prerequisite: LDR 705 and LDR 710.

LDR 810   Research and Design (Chapter 2)   3 hours
Doctoral students will continue their study of research-based and practice-based problems in educational administration and leadership. This course extends the expertise gained in LDR 640, 645, and 745, as well as other courses, and is designed to assist the student in approaching the dissertation in a problem solving and analytical manner. The student is to finalize the dissertation topic during this course and will be guided through the beginning stages of the dissertation. Problem areas addressed may include but are not limited to: budgeting and finance, school business management, staff development, operational and strategic planning, legal issues, educational politics, policy formation, diversity, ethics, multi-culturalism, and instructional leadership. Prerequisite: LDR 640, LDR 645, LDR 745, or Permission of the Instructor.

LDR 815   Comprehensive Examination   3 hours
The Doctor of Education in Educational Leadership Comprehensive Examination is a written examination based on a three-fold framework: (1) A thorough analysis of what is known about effective educational leadership, (2) A comprehensive look at the blending of theory and practice, and (3) A requirement necessary for gaining Candidacy status in the program.
The Comprehensive Examination is required of all candidates at the end, or near the end, of coursework completion, but prior to beginning formal dissertation work.

LDR 820A   Dissertation (Chapter 1)   3 hours
Candidates will use their knowledge regarding research-based and practice-based analytical and problem-solving techniques to research and analyze a problem related to educational administration and leadership. Each doctoral candidate must complete a dissertation. The dissertation product must be approved by the candidate's graduate committee, the Director of the Doctoral Program, and the University Provost. Prerequisite: LDR 640, LDR 645, LDR 745, and LDR 810.

LDR 820B   Dissertation (Chapter 3)   3 hours
Candidates will use their knowledge regarding research-based and practice-based analytical and problem-solving techniques to research and analyze a problem related to educational administration and leadership. Each doctoral candidate must complete a dissertation. The dissertation product must be approved by the candidate's graduate committee, the Director of the

Doctoral Program, and the University Provost. Prerequisite: LDR 640, LDR 645, LDR 745, LDR 810, and LDR 820A.

LDR 820C   Dissertation (Chapter 4)   3 hours
Candidates will use their knowledge regarding research-based and practice-based analytical and problem-solving techniques to research and analyze a problem related to educational administration and leadership. Each doctoral candidate must complete a dissertation. The dissertation product must be approved by the candidate's graduate committee, the Director of the Doctoral Program, and the University Provost. Prerequisite: LDR 640, LDR 645, LDR 745, LDR 810, LDR 820 A and LDR 820B.

LDR 820D   Dissertation (Chapter 5)   3 hours
Candidates will use their knowledge regarding research-based and practice-based analytical and problem-solving techniques to research and analyze a problem related to educational administration and leadership. Each doctoral candidate must complete a dissertation. The dissertation product must be approved by the candidate's graduate committee, the Director of the Doctoral Program, and the University Provost. Prerequisite: LDR 640, LDR 645, LDR 745, LDR 810, LDR 820A, LDR 820B, and LDR 820C.

LDR 820E   Dissertation Defense   3 hours
Candidates will use their knowledge regarding research-based and practice-based analytical and problem-solving techniques to research and analyze a problem related to educational administration and leadership. Each doctoral candidate must complete a dissertation. The dissertation product must be approved by the candidate's graduate committee, the Director of the Doctoral Program, and the University Provost. Prerequisite: LDR 640, LDR 645, LDR 745, LDR 810, LDR 820A, LDR 820B, LDR 820C, and LDR 820D.

LDR 830   Advanced Research   3 hours
Continued study of a topic approved by the Director of Doctoral Programs. Course can be repeated with permission. Prerequisite: LDR 820 Series and all other coursework.

Management

MGT 515   Strategic Management   3 hours
Strategic management provides overall direction to the enterprise. In the field of business administration "strategic consistency" between the organization and its environment is essential to success. Case studies of the management actions of organizations are included, and the consistency of such actions related to market conditions.

MGT 551   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.

MGT 552   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.

MGT 553   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.

MGT 554   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.

MGT 555   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.

MGT 560   Professional Internship   1-6 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 595   Capstone Seminar   3 hours
This course is a business simulation designed to include the applications of business strategies, competitive analysis, finance, organizational structure, marketing, and production. The final product is a comprehensive report on a business operation. Prerequisites: successful completion of at least 27 MBA credit hours prior to enrolling or instructor permission.

MGT 710   International Business   3 hours
Students are acquainted with the growing opportunities and potential risks in doing business across international boundaries from both marketing and management perspectives. Particular emphasis is placed on the management of people and resources involved in the successful designing of products, channels of distribution, promotion, and pricing of goods or services in the global marketplace.

MGT 720   Corporate Financial Theory   3 hours
Students explore the theoretical aspects of corporate finance. Detailed coverage of corporate finance issues is addressed in this course. Topics such as cost of capital, value of the firm, derivative securities, efficient capital markets, capital structure, and others are covered.

MGT 730   Organizational Change Models   3 hours
Students explore planned and unplanned ways organizations change from different theoretical perspectives. Knowledge of the different theoretical change perspectives is critical for those in leadership roles in contemporary organizations in order for them to facilitate healthy, effective, ethical changes in their settings.

Master of Business Administration/Master of Science in Strategic Management

MBA/MSM 505   Business Research Methods   3 hours
Research Methods introduces graduate students to basic ideas about conducting a personal
research project. Students will learn APA formatting and how to access peer reviewed, scholarly
journal articles remotely using OCU's library. Students will learn strategies for locating and
reviewing academic articles, selecting research topics, devising research questions, and planning
research using qualitative and quantitative methods.

MBA/MSM 510 Financial and Managerial Accounting   3 hours
Students explore the complex role of accounting and its role within the organization for planning and
control purposes as well as the relevant use of financial data for creditors, investors, and other
external stakeholders. Accounting principles include financial statements, trend analysis, ratio
analysis, cost classification and allocation, activity-based costing, and corporate financing. The
principles of accounting and finance are presented from a managerial perspective.

MBA/MSM 515 Organizational Communication   3 hours
Students study various communication strategies needed by business leaders to communicate
effectively in the corporate environment. Organizational communication theory and process,
communication strategies, cross-cultural communications, and audience-specific communication
applications are included in this course. Students may use debate, negotiation, role-play, or
presentation to hone and demonstrate skills.

MBA/MSM 520 Financial Management   3 hours
The various aspects of the finance function in the corporate world including the financial
environment, time-value, capital budgeting, cost of capital, working capital management, and
international finance are explored. Students will use various financial management tools to diagnose
the financial health of a corporation. Case studies will be used to provide additional opportunities for
students to use various financial management tools to identify problems within organizations.

MBA/MSM 525 Management Information Systems   3 hours
The methods to effectively use technology for management and decision making are examined.
Topics include enterprise resource planning systems, data warehousing and data mining, decision
support software, artificial intelligence applications, and information systems infrastructure.
Students explore various business problems with the intent of finding solutions through
management information technology.

MBA/MSM 545 Marketing Management   3 hours
The concepts and theories of marketing and their relevancy to decision making in implementing
corporate marketing strategy in its target market are examined. Topics presented include service and
product marketing, external threats and opportunities, environmental analysis, competitive
advantage, market plan development, and other marketing techniques. Extensive readings and case
studies are used throughout the course.

MBA/MSM 548 Human Resource Management   3 hours
This course examines the role of the human resource professional as a strategic partner
in managing today's organizations. The student develops an understanding of the role of personnel
specialists. Topics covered include job analysis, employee selection, training, appraisal, promotion
and discipline within the context of recent legal developments.

MBA/MSM 550 Managerial Economics   **3 hours**

During this course students explore the economic environment in which an organization operates and how to use this information in decision making. This course applies economic theory to practical business operations and decision making. Topics include funds procurement, demand, asset management, capital allocation, benefit cost analysis, production and costs, risk analysis, business cycles, and other managerial issues.

MBA/MSM 555 International Business Management   **3 hours**

Students explore the issues of management within a corporation that spans across more than one country. Students develop an understanding of the political, social, economic, and technological considerations as they relate to international competition and their impact on business corporations. This course presents the general concept of globalization and examines the issues of ethics and social responsibility, culture, political risk, personnel selection and development, and international management and control.

MBA/MSM 570 Strategic Management and Operational Planning   **3 hours**

Students examine the various processes within a corporate environment and how these processes interact, as well as explore the role of these processes in the strategic planning process within a corporate environment. This course examines the concepts of supply chain management, project management, capacity, production processes, quality measurement and management, lean production, and strategic management.

MBA/MSM 572 Strategic Change Management   **3 hours**

Strategic change management provides overall direction to the enterprise. In the field of business administration "strategic consistency" between the organization and its environment is essential to success. Case studies of the management actions of organizations are included, and the consistency of such actions related to market conditions.

MBA/MSM 575 Leadership and Organizational Behavior   **3 hours**

During this course students explore behavior and performance within an organization and the role of the leader within the organization. Further, students examine the issues relating to individual performance and group performance at the organization level. This course emphasizes the responsibility of leaders to improve organizational performance through the effective management of human resources. Additionally, the course presents other current topics such as the effect of organizational practices on competitive advantage, managerial challenges, and how attitudes and ethics interface in the workplace.

MBA/MSM 580 Corporate Governance, Law, and Ethics   **3 hours**

This course examines governance structures that are found within today's corporations and the ethical conflicts commonly faced by managers within a corporation. Topics include executive responsibility, importance of ethics within organizations, corporate ethics programs, compliance with recent legislation (Sarbanes-Oxley), corporate social responsibility, and the fiduciary duties of leaders. Extensive readings and case studies are used throughout the course.

MBA/MSM 590 Portfolio   **3 hours**

This course will allow graduating students to demonstrate, with specific examples, that they have produced substantive, professional work during their program of study. It is evidence of personal accomplishment, as well as a tangible demonstration of skills and learning for present or future employers. Portfolio documents will include a professional resume, co-authored or group projects, research papers, presentations showing technology skills, and case study analysis papers.

MBA/MSM 595 Capstone Seminar   **3 hours**
This course is a business simulation designed to include the applications of business strategies, competitive analysis, finance, organizational structure, marketing, and production. The final product is a comprehensive report on a business operation. Prerequisites: successful completion of at least 27 MBA credit hours prior to enrolling or instructor permission.

Master of Divinity – Biblical Studies

MDV 501B   Introduction to the Old Testament 1   **3 hours**
A survey of the Pentateuch with preliminary consideration given to the canon, text, and versions of the Old Testament; the nature, function, and types of biblical criticism; revelation, inspiration, and biblical authority; and the historical and cultural milieu out of which Old Testament literature arose.

MDV 502B   Introduction to the Old Testament 2   **3 hours**
A continuation of Introduction to the Old Testament I. The remaining historical books, the prophets, and   the writings are studied against their historical backgrounds. An inductive approach to Old Testament   theology is pursued.

MDV 503B   Old Testament Hebrew 1   **3 hours**
An introduction to the study of Hebrew grammar, syntax, vocabulary, and lexicography. A history of the   Hebrew language and general principles for translation and interpretation are offered. Acquiring facility   in actual translation of the Hebrew Old Testament is pursued.

MDV 504B   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.

MDV 535B   Wisdom Literature   **3 hours**
An intensive study of Job, Proverbs, and Ecclesiastes, with emphasis on the role of wisdom literature in   Israel's history and the canon, the strengths and weaknesses of the Deuteronomic theology, the problem of theodicy and the biblical response, and the homiletical and pastoral value of the wisdom books for the Church.

MDV 525B   The Book of Jeremiah   **3 hours**
Based on modern research into the Book of Jeremiah, this course analyzes the poetry and prose, the interplay of narrative and sermon, and the history of the traditions contained in the Book of Jeremiah   for the purposes of improving the reading and preaching of these texts. Students are encouraged to take   this class in conjunction with one of the core courses in preaching. Prerequisite course: OT 501.

MDV 541B   The Apocrypha and Jewish Pseudepigrapha   **3 hours**
This course is designed to introduce the contents and theologies of the major Jewish literary works produced between 200 B.C.E. and 200 C.E. that are outside the Hebrew Bible. Particular attention is given to the influence of these theologies and concepts on Judaism prior to and contemporary with the emergence of Christianity. Insights for interpreting the New Testament will be stressed.

MDV 511B   Introduction to the New Testament 1   3 hours
This course is designed to introduce the social, political, and religious context of the New Testament writings. The course begins the discussion of the NT itself with the analysis of the Synoptic Gospels and current interpretive methodologies. Selections from non-canonical traditions about Jesus may also be read.

MDV 512B   Introduction to the New Testament 2   3 hours
This course is designed to complete the introduction to the literature of the New Testament, to discuss appropriate methodologies for interpreting epistolary or apocalyptic literature, and to describe the development of the NT canon. Selections from the Apostolic Fathers or other early Christian literature   may also be read.

MDV 513B   New Testament Greek I   3 hours
This is the beginning course in grammar and vocabulary of the Koiné Greek of the New Testament.

MDV 514B   New Testament Greek II   3 hours
This is the intermediate course in the reading and exegesis of the Greek New Testament.

MDV 515B   New Testament Greek Syntax   3 hours
This study of the syntax of Koiné Greek covers the major grammatical relationships between words found in the documents of the Christian New Testament. This course builds upon the foundation of basic grammar and vocabulary of the Greek New Testament begun with NT Greek 1 & 2 (MDV 513B & MDV 514B). Those courses are prerequisites for this course.

MDV 516B   New Testament Greek Exegesis   3 hours
This course builds upon MDV 513B and MDV 514B. Selected passages or particular books are translated and interpreted.

MDIV 537M   Introduction to World Religions   3 hours
A survey course which will introduce students to the origin, history, basic tenets, and worldview of each of the 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 understanding of the human predicament and salvation.

MDV 551B   The Parables of Jesus   3 hours
This course is designed to be an in-depth study of the parables of Jesus with particular attention given to the current state of parable research, the analysis and interpretation of individual parables in light of their present canonical form and narrative context, and the significance of parables in the church's teaching and preaching.

MDV 552B   Synoptic Gospels   3 hours
This course is an in-depth study of the contents and theology of, and the relationships between, the Gospels of Matthew, Mark, and Luke. Special attention is given to theories of literary dependence between these Gospels and the contribution that each of these Gospels uniquely makes to our understanding of Jesus. Comparison between the Synoptic interpretation of Jesus with the Johannine tradition or non-canonical traditions (such as the Gospel of Thomas) may also be stressed. Guidance for the preaching and teaching of these texts in the church will be provided.

MDV 556B   The Gospel of Mark   **3 hours**
This course is designed to introduce the student to current methodologies in Gospel study by using the   Gospel of Mark as the test case. Prerequisite course: NT 500.

MDV 559B   The Acts of the Apostles   **3 hours**
This course is designed to provide the student with an in-depth analysis and interpretation of the Acts of the Apostles. Attention will be paid to the history of the interpretation of the book of Acts, the skills necessary for interpreting ancient, narrative literature, and the use of this text in preaching and teaching.

MDV 564B   Ephesians and Colossians   **3 hours**
A study of the New Testament letters of Ephesians and Colossians in English translation. The course assumes basic knowledge of these letters as provided by MDV 512B. The course seeks to understand the   message of the letters as the Word of God and as witnesses to first century Christianity.

MDV 569B   The Theology of Paul   **3 hours**
This course discusses the major theological themes found in the letters of Paul. It examines the problems and possibilities of constructing Paul's theology from his letters. The history of Pauline interpretation and the issues raised by the epistolary nature of Paul's extant material will be discussed. Guidance for the preaching and teaching of Paul's theology in the church will be provided. Prerequisite course: NT 501.

MDV 561B   The Letter to the Romans   **3 hours**
This course is a study of Paul's letter to the Romans in English translation with appropriate discussion of the history of the interpretation of the letter, of the problems in interpreting ancient, epistolary literature, and of recent major Pauline scholarship. Guidance for the preaching and teaching of this text   in the church will be provided.

MDV 562B   The First Letter to the Corinthians   **3 hours**
This course is a study of Paul's first letter to the Corinthians in English translation with appropriate discussion of the history of the interpretation of the letter, of the problems in interpreting ancient, epistolary literature, and of recent major Pauline scholarship. Guidance for the preaching and teaching of this text in the church will be provided.

MDV 564B   Ephesians and Colossians   **3 hours**
A study of the New Testament letters of Ephesians and Colossians in English translation. The course assumes basic knowledge of these letters as provided by MDV 512B. The course seeks to understand the   message of the letters as the Word of God and as witnesses to first century Christianity.

MDV 578B   Revelation of John   **3 hours**
The content of the Revelation and significant interpretive methodologies for understanding the Revelation will be stressed. Readings of selected Jewish and Christian apocalyptic texts may also be included. Guidance for the preaching and teaching of the Revelation in the church will be provided.

MDV 581B   The Apostolic Fathers   **3 hours**
This course is designed to provide the student with an opportunity to read and interpret the Apostolic Fathers, a collection of first through second century Christian writers. The course may concentrate on selected documents. The collection includes I and 2 Clement, the letters of Ignatius, the Didache, the   Epistle of Barnabas, the Shepherd of Hermas, the Letter of Polycarp, the Martyrdom of Polycarp, the   fragments of Papias, and the letter of Diognetus.

MDV 595B   Seminar in Biblical Studies   3 hours
Courses with this designation address particular topics in the area of biblical studies. Individual topics reflect current issues or specialized interests in the field.

Master of Divinity – Historical-Theological Studies

MDV 501H   Church History 1   3 hours
The history of Christianity from its inception to the early middle ages is considered against the backdrop of Greco-Roman civilization. Significant theologians, ecclesiastical developments, and the nature of early   Christian life are studied.

MDV 502H   Church History 2   3 hours
A continuation of Church History I until the modern period. The Church's medieval institutions and theologians, the relationship between Church and State, and the Reformation and its heirs are highlighted.

MDV 511H   Christian Ethics   3 hours
A study of a Christian approach to ethics and ethical issues, with emphasis on methodology, biblical and theological foundations, and contemporary problems. The relationship between Christian ethics and pastoral ministry is examined.

MDV 525H   History of Baptists   3 hours
A study of approaches to Baptist history, theories of Baptist origins, the growth of Baptists in England and America, Baptist distinctives, and the contribution of Baptists to the Protestant experience. Attention is given to General Baptist origins and growth.

MDV 527H   History of Church Music   3 hours
A survey of the development of church music from the early church to the present, including the major historical and musical periods: Renaissance, Baroque, Classical, Romantic, and 20th century. (Students   from OCU who have taken MUS 323 are encouraged to take another course. Students from other institutions may also be allowed to take another related course.)

MDV 528H   History of American Revivalism   3 hours
A critical study of the nature and function of religious awakenings in colonial America and the United States, with special emphasis on leading personalities, denominational controversies, and cultural impact.   Implications are drawn for contemporary revivalism.

MDV 531H   Studies in Western of Philosophy   3 hours
This course is designed as an introduction for the seminary student to the history of philosophy, with special emphasis on the Western world. The course is especially intended for students who have little or no undergraduate study in philosophy. The course serves as a good introduction to MDV 601H.

MDV 535H   Philosophy of Religion   3 hours
This course reflects on the nature of religious knowledge, its content, and how it is acquired. Particular attention is given to the interaction between modern philosophical and scientific viewpoints and the Christian faith.

MDV 565H   Bonhoeffer: Life and Thought   3 hours
An overview of the life and selected writings of Dietrich Bonhoeffer, examining his significance in the areas of theology, ethics, spirituality, and practical theology.

MDV 601H   Systematic Theology 1   3 hours
An introduction to the task and method of systematic theology with particular emphasis on basic Christian doctrines as defined from significant theological perspectives. In this course and in MDV 602H, topics addressed include: the nature of God, creation, the role of Christ, the church, and future hope.

MDV 602H   Systematic Theology 2   3 hours
A continuation of MDV 601H.

MDV 595H   Seminar in Historical-Theological Studies   3 hours
Courses with this designation address particular topics in the area of history or theology. Individual topics reflect current issues or specialized interests in the field.

Master of Divinity – Ministry Theory and Practice

MDV 501M   Introduction to Theological Studies   3 hours
An overview of the nature of theological education and the relationship between church and seminary will serve as a component of this course. Critical thinking skills and research skills needed for meaningful and successful participation in theological study will be investigated. Recommended for first-year students.

MDV 502M   Formation for Ministry   3 hours
A growth and self-discovery oriented course designed for the minster to help assess the meaning of calling and ordination, ministerial identity and function, contemporary models for ministry, ministerial ethics, problems in interpersonal relations, establishing priorities, coping with stress, and beginning and ending pastoral relationships. (Must be taken in first 30 hours of coursework.)

MDV 505M   Communication Seminar   3 hours
This course, or certification by the instructor that its content has been mastered, is required of all students. Practice in written and oral English expression, as needed, is assigned. An introduction of theological research and bibliography is included. The goal is to help ensure that faulty English communication skills and poor theological research techniques will not hinder the ministry into which the student has been called.

MDV 506M   Private Piano   1 hour
This course is a one-hour private lesson in piano. The course may be repeated as needed in consultation with the professor and dean.

MDV 507M   Private Organ   1 hour
This course is a one-hour private lesson in organ. The course may be repeated as needed in consultation with the professor and dean.

MDV 511M   Evangelism   3 hours
A study of the nature, theology, and methods of evangelism, with special emphasis on attaining practical skills in evangelism, raising socio-cultural awareness of the problems of modernity and

post-modernity   in implementing evangelism, doing evangelism with ethical integrity, communicating with the secular   mind, and initiating discipleship for new converts.

MDV 512M   Church Administration   3 hours
The character and importance of local church administration and polity will be addressed. Leadership   styles, the mission of the church, church conflict, and church renewal will be considered.

MDV 513M   Missions   3 hours
This introduction to missiology will address the theologies of mission and the practice of missions that inform contemporary missiological thought.

MDV 514M   Christian Education   3 hours
This course provides an introduction to Christian education as an aspect of the holistic ministry of the   congregation. Questions related to a congregation's vision of the ministry of Christian education will be considered.

MDV 515M   Christian Worship   3 hours
An introduction to the nature and function of Christian worship in light of biblical, historical, and theological considerations. Practical issues related to conducting worship are explored.

MDV 516M   Pastoral Care and Counseling   3 hours
This course is an introductory study of the theory, methods, and goals of pastoral counseling. Emphasis   is placed on gaining a solid theoretical base in sound theology and counseling psychology, achieving competence in basic counseling skills, being able to identify and respond appropriately to various types of pastoral care problems, and knowing when and how to refer parishioners to other professionals.

MDV 521M   Homiletics 1   3 hours
A study of the nature of preaching and the rhetorical principles involved in the sermon. Special attention is given to developing the sermon and using variety in preaching. Brief experience in preaching and   gathering feedback is provided.

MDV 522M   Homiletics 2   3 hours
A review of Homiletics I with additional stress on planning preaching, using sermon illustrations, knowing pulpit etiquette, improving the public reading of Scripture, and related matters. Stress is on preaching a wide variety of sermons such as doctrinal, topical, textual, narrative, and special occasion.   Opportunity is given to preach on a regular basis with video camera feedback.

MDV 531M   Introduction to Church Growth   3 hours
A study of the nature, theory, theology, and methodology of church growth. The history and theory of the Church Growth Movement will be analyzed and discussed with attention given to the possible applications within the local congregational context. This course will also provide students with a basic   understanding of Church Growth research methodology.

MDV 532M   Church Planting   3 hours
The nature and methodology of church planting in modern context is examined. The practical work of the missionary-pastor is investigated, along with proposals for implementing church growth in an urban,   postmodern world.

MDV 535M   The Missional Church in a 21st Century Context   3 hours
A study of current issues in missiological discussion, focusing on their implications and relevancy for congregational ministry in North America. Current missiological developments, methodologies, strategies, and research will be analyzed and discussed with attention given to possible implications and applications at a local or international level.

MDV 536M   Church Growth in a 21st Century Context   3 hours
An exploration of certain contextual and sociological issues which impact the potential health and growth of the church in the 21st century. Attention is given to a development of strategies and methodologies for constructively approaching these concerns within a congregational context.

MDV 541M   History of Christian Education   3 hours
This course is a study of the historical development of educational thought from the Old Testament to the present. Particular attention will be given to the educational theories that have influenced Christian education.

MDV 542M   Philosophy of Christian Education   3 hours
The students are introduced to major philosophies of education. Emphasis is placed on enabling the student to formulate his or her own philosophy of religious education.

MDV 543M   Psychological Foundations of Christian Education   3 hours
his course reviews major theories of human motivation and development. Major learning theories will be examined. Attention will be given to evaluation of learning outcomes.

MDV 545M   Christian Education of Adults   3 hours
This course addresses questions regarding the enhancement of the adult educational ministry of the local church. Attention is given to the principles of adult education and then to practical issues of planning   and implementing adult ministries.

MDV 547M   Ministry of Teaching   3 hours
An introduction to the nature of the teaching-learning process as it applies to the pastor or Christian education worker. Attention is given to elements of educational psychology necessary to the pastor's effective leadership in the educational program of the local church.

MDV 561M   Spiritual Life of the Minister   3 hours
This course is an introduction to the basic principles of spiritual formation and the integration of these principles into the spiritual pilgrimage of the minister's daily living. Stress will be placed on personal   reflection and the integration of key concepts and of the spiritual disciplines into one's walk with God. (Must be taken after 30 hours of coursework is completed but before 60 hours of coursework is completed.)

MDV 571M   Spanish for Ministry   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 skill sin areas of grammar, reading, and speaking this increasingly important language.

MDV 572M   Spanish for Ministry II   3 hours
This course continues the practice of listening, speaking, reading, and writing that are taught in MDV 572M.

MDV 573M   **Spanish for Ministry III**   **3 hours**
This course introduces students to Spanish 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.

MDV 574M   **Spanish for Ministry IV**   **3 hours**
This course introduces students to Spanish culture and language through a combination of text and tapes. Equal emphasis is placed on developing skill sin areas of grammar, reading, and speaking this increasingly important language.

MDV 595M   **Seminar in Ministry Theory and Practice**   **3 hours**
Courses with this designation address particular topics in the area of the theory or the practice of ministry. Individual topics reflect current issues or specialized interests in the field.

MDV 601M   **Ministry in Context 1**   **3 hours**
This course is a structured learning experience in an actual ministry setting. The purpose of the course is to allow the student to acquire and develop appropriate attitudes and behaviors related to professional ministry. Students will draw upon their ministry experience as a source of data for reflection and action in weekly sessions with the instructor and student peers. The course demands the completion of steps approximately two (2) months prior to the beginning of the semester. These steps include the development of a project contract (covenant) by the student, securing supervision at a ministry site, a criminal background check, and faculty approval of the contract. The course is assessed on a pass-fail system. Individual letter grades are not used.

MDV 602M   **Ministry in Context 2**   **3 hours**
This second course allows for a second semester in a structured learning experience in an actual ministry setting. As in MDV 601M, the purpose of the course is to allow the student to acquire and develop appropriate attitudes and behaviors related to professional ministry. Students will draw upon their   ministry experience as a source of data for reflection and action in weekly sessions with the instructor and student peers. The course demands the completion of steps approximately two (2) months prior to   the beginning of the semester. These steps include the development of a project contract (covenant) by the student, securing supervision at a ministry site, a criminal background check, and faculty approval of the contract. The course is assessed on a pass-fail system. Individual letter grades are not used.

MDV 603M   **Clinical Pastoral Education**   **6 hours**
P 517 is the OCU number for the basic unit of clinical pastoral education offered at Deaconess Hospital. OCU recognizes the course as equivalent to six (6) semester hours of seminary credit. This program at Deaconess Hospital is accredited by the Association of Clinical Pastoral Education (CPE). The course   serves as an excellent introduction to pastoral care. Deaconess has limited openings for the course. Student status at OCU does not automatically secure acceptance in the program. For information and applications contact: Chaplain Charles Doughty, Deaconess Hospital, Religious Life Department, 600 Mary Street, Evansville, Indiana 47747, phone: 812- 450-2260.

MDV 611M   **Recital**   **2 hours**
This course is a two-hour private lesson course concluding with a public performance of church music. This recital will demonstrate skills as developed on organ, piano, or other instruments and/or voice.

MDV 621M   Pastoral Care Internship   1 - 6 hours
This is the OCU numbering for first unit of Clinical Pastoral Education at Deaconess Hospital in their one- year accredited program. The program at Deaconess includes four such units. Students who are enrolled in the program at Deaconess may take MDV 621M to receive academic credit for the work successfully completed at Deaconess. Chapman Seminary students are advised that they are not automatically accepted into the program at Deaconess on the basis of their status as students in the Seminary. For information and applications contact: Chaplain Charles Doughty, Deaconess Hospital, Religious Life Department, 600 Mary Street, Evansville, Indiana 47747, phone: 812-450-2260. Chapman students may   receive as much as 24 hours of academic credit through the education provided at Deaconess. The basic unit of CPE (see MDV 603M) is preferred but not required for admission into the one-year internship program at Deaconess. Students who have taken MDV 603M may seek academic credit for three of the units. Students who have not taken MDV 603M may seek academic credit for all four units of the internship.

MDV 622M   Pastoral Care Internship   2 - 6 hours
This is the OCU numbering for the second unit of Clinical Pastoral Education at Deaconess Hospital in their one-year accredited program.

MDV 623M   Pastoral Care Internship   3 - 6 hours
This is the OCU numbering for the third unit of Clinical Pastoral Education at Deaconess Hospital in their one-year accredited program.

MDV 624M   Pastoral Care Internship   4- 6 hours
This is the OCU numbering for the fourth unit of Clinical Pastoral Education at Deaconess Hospital in their one-year accredited program. (Note: students who have already received academic credit for MDV 603M do not need this additional 6 hours of academic credit. Students who already have the 24 hours of academic credit from Chapman Seminary (MDV 603M, 621M, 622M, and 623M) must take other   elective hours in Seminary courses. Students may elect to graduate with 96 hours if they wish to enroll in MDV 624M for academic credit after already completing the 24 hours.)

Master of Science Management

MSM 556 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.

MSM 551 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.

MSM 552 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.

MSM 553 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.

MSM 554 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.

Special Education

SPED 501   Foundations of Special Education **3 hours**
Explores the types of exceptional students and how to help them learn (e.g. learning disabled, mildly handicapped, hearing impaired, etc.). Includes theories, practices, and teaching techniques for producing optimal growth. Explores public policy, mainstreaming, inclusion, early intervention, and individual   education plans.

SPED 506   Special Education Law **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 510   Inclusion Classroom **3 hours**
This course will introduce general and special educator to strategies that promote the social and academic integration of children with disabilities into the general education classroom. Topics will include the following: inclusive education philosophy and research, collaborative practices, roles and responsibilities working with para-educators, transition planning (to more inclusive settings, between grade levels, and to post-school options), grading options for students with disabilities in general education, Making Action Plans/Future's Plans, diversity issues, parent collaboration and communication, curriculum adaptations, differentiated instruction and positive behavior supports.

SPED 540   Differentiated Instruction **3 hours**
Students study ways to develop lessons that incorporate a variety of strategies and techniques that support learning for all students by utilizing multiple approaches in assessment, process, and product.

SPED 565   Characteristics of Mildly & Learning Disabled   3 hours
Study of the mildly and learning disabled learners in context of their exceptionality, ability, and achievement. Emphases on definition, identification, assessment placement, and IEP program development are included.

SPED 573   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.

SPED 575   Methods and Materials for Mildly and Learning Disabled   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 595   Student Teaching/Internship & Seminar   3 hours
Engages the pre-service educator in a classroom setting, in which the pre-service educator works with a   mentor and the University supervisor in a teaching situation each instruction day for the entire length of the school day, for a minimum of sixteen weeks. Students required to take EDUC 595e Student Teaching/Internship & Seminar to complete a total of 16 weeks of student teaching.

SPED 601   Diagnostic Assessment of Special Needs Populations   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 and 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.

SPED 645   Teaching Strategies in the Content Areas   3 hours
Explores and evaluates materials, methods, and techniques used to foster learning in the content areas. Students are expected to review current research as to appropriate methods and their application with   special needs adolescents and young adults.

SPED 673   Assessment in Special Education   3 hours
Review of current practices and trends in assessment in the schools. Topics will include qualitative and   quantitative measures such as portfolios, rubrics, teacher-made tests, standardized testing, and criterion   referenced tests. Practical application of Bloom's Taxonomy as it applies to student assessment in the classroom is examined.

SPED 695   Topics in Special Education   3 hours
Students will explore a specific content area(s) as it relates to special needs learners and the learning environment.

Administration, Staff, and Faculty

Executives

Ron Dempsey, Ph.D.	President
Daniel Dunivan, Ph.D.	Provost
Clint Woolsey, M.B.A.	Interim Vice President for Administration & Chief Information Officer
Todd Wahl, C.P.A, C.M.A.	Chief Financial Officer
Brian J. Baker, M.S.M.	Associate Vice President for Advancement

Staff

Kathy Bailey	Administrative Assistant/Campus Visit Coordinator, Admissions
Timothy Bates	Assistant Student Accounts Manager
Eric Batchelor	Facilities Service Worker
Melissa Baxter	Academic/Guidance Coordinator
Sandra Black	Admissions Counselor, Missouri
Dana Blackwell	Bookstore Clerk
Cheryl Bolton	APS Academic Program Coordinator, Bedford
Paul Bowdre	Director of Assessment
Jeffrey Bralley	Campus Pastor
Julie Brewster	Purchasing Agent
Joshua Brown	Director of University Housing
Garrett Brugman	Associate Athletic Trainer
Patti Buchta	Interim Co-Athletic Director, Head Softball Coach
Greg Burke	Director of Maintenance
Brad Burkhart	Director of Information Technology
Michelle Burkhart	Financial Aid Program Assistant
Betty Burns	Dual Credit Coordinator; VA Certifying Officer
Shannon Caldwell	Business Office Assistant
Meagan Cargel	Donor Relations Coordinator
Liz Carlisle	Assistant Chief Financial Officer
Jennifer Cates	Assistant Director of Admissions/Operations
Christopher Cook	Performance Group Manager
Anita Corn	Housekeeper
Colin Dixon	Director of Student Activities, Men's & Women's Tennis Coach
Dana Dodson	APS Administrative Assistant, Plainfield Center
Matthew Doty	Promotions Director, Assistant Sports Information Director, Assistant Men's Soccer Coach
Richard Downey	Housekeeper
Connie Egle	Housekeeper
Laura Elpers	Administrative Assistant, Correctional Education
Patty Endicott	Compliance Officer
Ashley Engler	Cheerleader Sponsor; Administrative Assistant, Athletics
Ebony Eskridge- Kiegel	Advisor, Career and College Directions
Rebecca Fellows	Assistant Director of Library
Robert Fellows	Housekeeper

T. Ray Fletcher	Interim Co-Athletic Director, Head Baseball Coach; Assistant Athletic Director
Julia Friedner	Financial Aid Non-Term Program Coordinator
Mary Graham	Administrative Assistant, Admissions
Emily Grimes	Outreach Coordinator and Advisor, Career and College Directions
Katie Harrison	Health and Wellness Coordinator, Head Women's Soccer Coach
Dalonda Hayes	Career and Educational Advisor, Career and College
Amy Heldt	Housekeeper
Alec Hensley	Chief of Security
Julie Hensley	New Hire/Contracts Coordinator
Kyle Hill	Director of Upward Bound
Jennifer Hollinger	APS Academic Program Coordinator, Online
Kelly Hopkins	Housekeeper
David Hose	Sports Information Director, Assistant Director of Athletics, Head Women's and Men's Golf Coach
Heather Hose	Retention Specialist, Student Support Services
Kabrea Howes	Facilities Service Worker
Randy Howes	Facilities Service Worker
Haylee Humpherys	Administrative Assistant, Education
Melanie Hyllested	Administrative Assistant, Assessment
Nancy Jackson-Wilkins	Non-Term Process Manager
Charity Julian	Director of College and Career Directions
Stephanie Kirby	Payroll Coordinator
Bradley Knotts	Director of Student Life
Doran Kruse	Administrative Assistant, Bedford Center
Jennifer Lantrip	Enrollment Counselor
Jodi Lytle	Facilities Service Worker
Lori Mclntosh	Career and Educational Advisor, Career and College Directions
Tamara Miley	Director of Student Support Services
Nancy Miller	Director of Graduate Studies, School of Education
Randy Mills	Editor, Journal of Liberal Arts & Sciences
Anita Miskell	Student Account Manager
Brian Modifari	Assistant Softball Coach
R. Lee Moore	Head Men's Basketball Coach, Head Women's and Men's Cross-Country Coach
Tiffany Moore	Administrative Assistant, Student Life
Rita Morrow	Data Specialist, Tutor Coordinator, Career and College Directions
Eric Murphy	Systems Engineer
Ryan Nolting	Facilities Service Worker
Mary Nossett	Executive Assistant to the President
Candy Pancake	Manager, Bookstore
Elaine Pauw	Program Coordinator, Student Support Services
Ted Pearson	Director of Correctional Education
Morgan Peter	Enrollment Counselor
Denise Pinnick	Director of Library and Full Librarian
Jessica Poe	Housekeeper
Jera Pollack	Enrollment Counselor
Alexander Portee	Assistant Basketball Coach
Cathy Robb	Coordinator of APS; Dean, School of Business
Shayne Ross	Head Women's Basketball Coach

Kevin Rowland	Assistant Director of Maintenance
Alexis Rusch	Student Success Specialist
Melinda Sams	Personal Counselor
Connie Sandefer	Administrative Assistant, Academic Affairs
Melinda Schlottman	Admissions Communication Manager
Elisabet Sena-Martin	Assistant Provost; Diversity Coordinator
Nicole Sharp	Director of Financial Aid
Philip Sloan	Maintenance
Heather Smith	Retention Specialist, Student Support Services
Tiffany Smithhart	Housekeeper
Patricia Sprinkle	Administrative Technical Support Specialist, APS Plainfield Center
Elliott Spruell	Director of Admissions, Head Men's Soccer Coach
Devin Steen-Roby	Administrative Assistant, Graduate Studies
Renee Stevens	APS Administrative Assistant, Rockport Center
Susan Sullivan	Director of Alumni Relations
Linda Tipton	Registrar
Andrea Turner	Webmaster
Megan Vance	APS Academic Program Coordinator, Rockport Center
Robert Vaughan	Assistant Coordinator of APS, APS Academic Program Coordinator, Evansville Center
Jan Walburn	Business Office Assistant
Erica Walter	Administrative Assistant, Evansville Center
Angie Wells	Lead Housekeeper
Keaton Whetstone	Bookstore Clerk
Beth Wilkes	Online Learning Technologist
Ashley Willis	Administrative Technical Support, APS Oakland City
Gabby Wiseman	Administrative Assistant, Academic Affairs
Rachel Yarbrough	Dean, School of Education
Cheryl Yates	Director of Human Resources
Jarrod Yeager	Business Office Assistant
Tisha Young	Financial Aid Program Coordinator
Sarah Zirk	Associate Athletic Trainer
Amy Zwissler	Head Volleyball Coach

Faculty

Atiat (Allison) Alsaaideh – 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

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

Amy Barrett – Assistant Professor of Mathematics (2015)
B.S., M.A., Ed.D., Oakland City University

Cynthia Blough-Retana – Lecturer in Music; Choir Director (2012)
B.M.E., DePauw University

Cyndi Boggs – Lecturer in Education, Student Teacher Supervisor School of Education (2019)

Michael Boling – Assistant Professor of Communications (2018)
B.A., Bryan College; M.A., Ph.D., Regent University

Paul Bowdre – Director of Assessment, Assistant Professor in Criminal Justice (2016)
B.S., Western Carolina University; M.P.S., Lynn University; Ed.S., Nova Southeastern University; M.S., Mountain State University; Ed.D., Oakland City University

Patti Buchta – Lecturer in Health and Physical Education (1989)
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

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

Iran Daniels – Assistant Professor of Education (2019)
B.A., Purdue University; M.S., Martin University; Ed.D., Oakland City University

Camy N. Davis –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

T. Ray Fletcher – Lecturer in Business (1995)
B.S., M.S.M., Oakland City University

Kristi 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

Takenya Fulks – Lecturer in Business (2019)
B.A., William Tyndale College; M.B.A., A.B.D., University of Phoenix

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

Stephen Kissel – Assistant Professor of History (2019)
B.A., McKendree University; M.A., Ph.D., University of Saint Louis

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

Jervaise McDaniel – Associate 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

R. Lee Moore – Lecturer in Health and Physical Education (2019)
B.A., Oklahoma Baptist University; M.Ed., M.S., University of Southern Mississippi

Justin Murphy – Dean of the School of Arts and Sciences; Professor of History (2019)
B.A., Southeastern Oklahoma State; M.A., Ph.D., Texas Christian University

Karen Nasseri – Lecturer in Special Education (2019)

Barnabas Otoo – Associate Professor of Chemistry (2015)
B.Sc., University of Cape Coast; M.S., East Tennessee University; Ph.D., Purdue University

Denise Pinnick – Director of Library Services, Full Librarian (1999)
B.A., Oakland City University; M.L.S., Indiana University; 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

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

Sarah Wilson – Associate Professor of Chemistry and Education (2019)
B.A., Saint Michaels College; M.S., Brandeis University; Ph.D., Purdue University

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

Robert L. Asa, Ph.D.	Professor of Old Testament Emeritus
Alpha L. Beckett	Assistant Professor of Welding Technology Emeritus
Richard V. Beesley, Ed.D., D.D., Litt.D.	Executive Vice President of the University Emeritus and Professor of Religious Studies Emeritus
William R. Hasselbrinck, Ph.D., Ph.D.	Distinguished Professor of Social Science Emeritus
Marie M. McCord, Ed.D.	Professor of Art Emerita
Patricia D. Schafer, Ph.D.	Associate Professor of Physical Education Emerita
Alma E. Shufflebarger, Ph.D.	Professor of Education and Psychology Emerita
Carolyn E. Spitler, M.M.	Associate Professor of Music Emerita
Patricia Swails, Ph.D.	Professor of Education Emerita

Offices and Contact Information

Main Campus Offices

Office of Academic Affairs
Murray Administration Center, Room 206
138 N. Lucretia Street
Oakland City, IN 47760
812-749-1238

Office of Admissions
Murray Administration Center, Room 303
138 N. Lucretia St.
Oakland City, IN 47660
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Office of Advancement & Alumni Relations
OCU Development Building
410 W. Morton Street
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developmentoffice@oak.edu
812-749-1226

Barger Richardson Library
605 W. Columbia Street
Oakland City, IN 47660
812-749-1267

Career Services
Bower-Suhrheinrich Student Life Center
720 W. Sherman Street
Oakland City, IN 47660
812-749-1394

Office of Financial Aid
Murray Administration Center, Room
138 N. Lucretia St.
Oakland City, 47660
finaid@oak.edu
812-749-1224

Student Life and Housing
Bower-Suhrheinrich Student Life Center
720 W. Sherman Street
Oakland City, IN 47660
812-749-1241

Student Support Services
Bower-Suhrheinrich Student Life Center, Room 105
720 W. Sherman Street
Oakland City, IN 47660
812-749-1271

Student Success Program
Bower-Suhrheinrich Student Life Center
720 W. Sherman Street
Oakland City, IN 47660
812-749-1283

Adult and Professional Studies Centers

Bedford Center
931 15th Street
Bedford, IN 47421
812-279-8126

Evansville Center
110 South Green River Rd.
Evansville, IN 47715
812-479-6808

Main Campus
138 N. Lucretia Street
Oakland City, IN 47660
812-749-1412

Plainfield Center
905 Southfield Drive
Plainfield, IN 46168
317-838-8052

Rockport Center
954 St Rt 66
Rockport, IN 47635
812-649-2200

Toyota Motor Manufacturing
4000 Tulip Tree Drive
Princeton, IN 47670

North Daviess Jr-Sr High School
5494 E Sr 58
Elnora, IN 47529

Charlestown Arts and Enrichment Center
999 Water Street
Charlestown, IN 47111

Jasper Center
402 E 13th St   Suite 209
Jasper, IN 47546

2019-2020 Academic Calendar

Main Campus and Traditional Graduate Programs

Fall 2019	
Fall Term begins	Monday, August 19
Doctorate in Education Fall Session 1 (EdD-FA1) and Long Fall (EdD-LFA) begin	Wednesday, August 21
Main Campus Fall (MC FA) courses begin	Wednesday, August 21
TMMI Graduate Fall Session 1 (FA1) begins	Monday, August 19
Master's in Education Fall (ME-FA) courses begin	Saturday, August 24
TMMI-FA1 Census Date; last day to add or drop a course; last day to drop for 50% tuition refund	Monday, August 26
EdD-FA1 and EdD-LFA Census Date; last day to add or drop a course; last day to drop for 50% tuition refund	Wednesday, August 28
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 28
ME-FA last day to add or drop a course; last day to drop for 75% tuition refund	Friday, August 30
Labor Day Holiday (University Closed)	Monday, September 2
MC-FA and ME-FA Census Date	Tuesday, September 3
MC-FA last day to withdraw from a course for 50% tuition refund	Wednesday, September 4
ME-FA last day to withdraw from a course for 50% tuition refund	Friday, September 6
Online Fall Session A (On-FAa) begins	Monday, September 9
EdD-FA1 and EdD-LFA last day to withdraw from a course for a grade of W	Monday, September 9
TMMI-FA1 last day to withdraw from a course for a grade of W	Monday, September 9
MC-FA Assessment Day	Wednesday, September 11
MC-FA last day to declare Pass/No Credit	Thursday, September 12
On-FAa Census Date; last day to drop a course; last day to drop for 50% tuition refund	Monday, September 16
ME-FA last day to withdraw from a course for a grade of W	Friday, September 20
On-FAa last day to withdraw from a course for a grade of W	Monday, September 23
TMMI- FA1 ends	Monday, October 7
MC-FA midterm grades due	Friday, October 11
EdD-FA1 ends	Sunday, October 13
On-FAa ends	Sunday, October 13
Online Fall Session B (On-FAb) begins	Monday, October 14
Doctorate in Education Fall Session 2 (EdD-FA2) courses begin	Monday, October 14
TMMI Graduate Fall Session 2 (FA2) begins	Monday, October 14
President's Holiday (university closed)	Friday, October 18
On-FAb Census Date; last day to drop a course; last day to drop for 50% tuition refund	Monday, October 21
EdD-FA2 Census Date; last day to drop a course; last day to drop for 50% tuition refund	Monday, October 21
TMMI-FA2 Census Date; last day to add or drop a course; last day to drop for 50% tuition refund	Monday, October 21
MC-FA last day to withdraw from a course for a grade of W	Friday, October 25

On-FAb last day to withdraw from a course for a grade of W	Monday, October 28
Priority registration for Spring 2019 begins for main campus Seniors	October 29 – November 1
133rd Founder's Day	Friday, November 1
ME-FA last day of classes	Saturday, November 2
EdD-FA2 last day to withdraw from a course for a grade of W	Monday, November 4
TMMI-FA2 last day to withdraw from a course for a grade of W	Monday, November 4
Priority registration for Spring 2019 begins for main campus Juniors	November 4-8
Priority registration for Spring 2019 begins for main campus Sophomores and First-Year students	November 11-15
On-FAb ends	Sunday, November 17
MC-FA Thanksgiving Recess begins (online courses continue)	Saturday, November 23
TMMI Thanksgiving Recess	Monday, November 25
Thanksgiving Holiday (university closed)	November 27-29
EdD-FA2 and EdD-LFA end	Sunday, December 1
MC-FA courses resume	Monday, December 2
TMMI-FA2 ends	Monday, December 9
MC-FA final exams	December 9-12
MC-FA Christmas Recess begins	Friday, December 13
Fall Term ends	Friday, December 13
Christmas Holiday (university closed)	December 23 - January 1

Spring 2020	
University opens	Thursday, January 2
Spring Term begins	Monday, January 6
Doctor of Ministry Spring Session 1 (DMin-SP1) begins and last day to add a course	Monday, January 6
Online Spring Session A (On-SPa) begins	Monday, January 6
DMin-SP1 Census Date and last day to drop a course	Tuesday, January 7
Doctorate in Education Spring Session 1 (EdD-SP1) and Long Spring (EdD-LSP) begin	Wednesday, 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 8
Main Campus Spring (MC-SP) courses begin	Wednesday, January 8
DMin-SP1 ends	Friday, January 10
Master's in Education Spring Session (ME-SP) begins	Saturday, January 11
TMMI Graduate Spring Session 1 (SP1) begins	Monday, January 13
On-SPa Census Date; last day to drop a course; last day to drop for 50% tuition refund	Monday, January 13
EdD-SP1 and EdD-LFA Census Date; last day to add or drop a course; last day to drop for 50% tuition refund	Monday, January 13
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 15
TMMI-SP1 Census Date; last day to add or drop a course; last day to drop for 50% tuition refund	Thursday, January 16
ME-SP last day to add or drop a course; last day to drop for 75% tuition refund	Friday, January 17
Martin Luther King, Jr. Holiday (university closed)	Monday, January 20
Doctor of Ministry Spring Session 2 (DMin-SP2) begins	Monday, January 20
MC-SP and ME-SP Census Date	Tuesday, January 21

On-SPa last day to withdraw from a course for a grade of W	Tuesday, January 21
DMin-SP2 Census date and last day to add or drop a course	Tuesday, January 21
DMin-SP2 last day to withdraw from a course for a grade of W; last day to withdraw for 50% tuition refund	Wednesday, January 22
MC-SP last day to withdraw from a course for 50% tuition refund	Wednesday, January 22
ME-SP last day to withdraw from a course for 50% tuition refund	Friday, January 24
DMin-SP2 ends	Friday, January 24
EdD-SP1 and EdD-LFA last day to withdraw from a course for a grade of W	Monday, January 27
TMMI-SP1 last day to withdraw from a course for a grade of W	Monday, January 27
MC-SP last day to declare Pass/No Credit	Thursday, January 30
ME-SP last day to withdraw from a course for a grade of W	Friday, February 7
On-SPa ends	Sunday, February 9
Online Spring Session B (On-SPb) begins	Monday, February 10
President's Holiday (university closed)	Friday, February 14
On-SPb Census Date; last day to drop a course; last day to drop for 50% tuition refund	Monday, February 17
On-SPb last date to withdraw from a course for a grade of W	Monday, February 24
TMMI-SP1 ends	Monday, February 24
MC-SP midterm grades due	Friday, February 28
EdD-SP1 ends	Sunday, March 1
Doctorate in Education Spring Session 2 (EdD-SP2) begins	Monday, March 2
TMMI Graduate Spring Session 2 (SP2) begins	Monday, March 2
EdD-SP2 Census Date; last day to add or drop a course; last day to drop for 50% tuition refund	Monday, March 9
TMMI-SP2 Census Date; last day to add or drop a course; last day to drop for 50% tuition refund	Monday, March 9
MC-SP last day to withdraw from a course for a grade of W	Friday, March 13
On-SPb ends	Sunday, March 15
Online Spring Session C (On-SPc) begins	Monday, March 16
MC-SP Assessment Day	Wednesday, March 18
ME-SP last day of classes	Saturday, March 21
MC-SP Spring Break (online classes continue)	Saturday, March 21-29
On-SPc Census Date; last day to drop a course; last day to drop for 50% tuition refund	Monday, March 23
TMMI-SP2 Spring Break	Monday, March 23
EdD-SP2 last day to withdraw from a course for a grade of W	Monday, March 23
MC-SP classes resume	Monday, March 30
On-SPc last day to withdraw from a course for a grade of W	Monday, March 30
TMMI-SP2 last day to withdraw from a course for a grade of W	Monday, March 30
Priority registration for main campus Fall and Summer begins for Seniors	March 30- April 2
Priority registration for main campus Fall and Summer begins for Juniors	April 3-9
Good Friday (university closed)	Friday, April 10
Easter Holiday (university closed)	Monday, April 13
MC-SP courses resume	Tuesday, April 14
Priority registration for main campus Fall and Summer begins for Sophomores and First-Year students	April 14-17
On-SPc ends	Sunday, April 19
EdD-SP2 and EdD-LFA end	Sunday, April 26
MC-SP final exams	April 27-30

TMMI-SP2 ends	Monday, April 27
Spring Term ends	Friday, May 1
Commencement	Saturday, May 2

Summer 2020	
Summer Term begins	Monday, May 4
Main Campus May Session (MC-May) begins	Monday, May 4
Main Campus Long Summer Session (MC-LS) begins	Monday, May 4
MC-May last day to add or drop a course; last day to drop for 75% tuition refund	Tuesday, May 5
MC-May last day to withdraw for 50% tuition refund	Thursday, May 7
MC-May Census Date and last day to withdraw from a course for a grade of W	Monday, May 11
MC-LS last day to add or drop a course; last day to drop for 75% tuition refund	Monday, May 11
MC-LS Census Date and last day to withdraw for 50% tuition refund	Monday, May 18
MC-May ends	Friday, May 22
Online Summer Session A (On-SUa) begins	Monday, May 25
Memorial Day Holiday (university closed)	Monday, May 25
Main Campus Short Summer Session (MC-SS) begins	Tuesday, May 26
MC-SS last day to add or drop a course; last day to drop for 75% tuition refund	Thursday, May 28
On-SUa Census Date and last day to drop a course for 50% tuition refund	Monday, June 1
Doctorate of Ministry Summer Session 1 (DMin-SU1) begins	Monday, June 1
DMin-SU1 Census Date and last day to drop a course	Tuesday, June 2
MC-SS Census date; last day to drop a course; last day to drop for 50% tuition refund	Tuesday, June 2
DMin-SU1 last day to withdraw from a course for a grade of W; last day to drop for 50% tuition refund	Wednesday, June 3
Master's in Education and Doctorate in Education Long Summer Session (ME/EdD-LS) begins	Wednesday, June 3
DMin-SU1 ends	Friday, June 5
On-SUa last day to withdraw from a course for a grade of W	Monday, June 8
MC-SS last day to withdraw from a course for a grade of W	Monday, June 8
ME/EdD-LS Census Date and last day to add or drop a course	Wednesday, June 10
Master's in Education and Doctorate in Education Session 1 (ME/EdD-SU1) begins	Monday, June 15
Doctor of Ministry Summer Session 2 (DMin-SU2) begins	Monday, June 15
ME/EdD-SU1 Census Date and last day to add or drop a course	Tuesday, June 16
DMin-SU2 Census Date and last day to drop a course	Tuesday, June 16
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 17
DMin-SU2 last day to withdraw from a course for a grade of W; last day to withdraw for 50% tuition refund	Wednesday, June 17
ME/EdD-SU1 ends	Friday, June 19
DMin-SU2 ends	Friday, June 19
ME/EdD-LS last day to withdraw from a course for a grade of W; last day to withdraw for 50% tuition refund	Monday, June 22
Master's in Education and Doctorate in Education Session 2 (ME/EdD-SU2) ends	Monday, June 22
ME/EdD-SU2 Census Date and last day to add or drop a course	Tuesday, June 23

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 24
ME/EdD-SU2 ends	Friday, June 26
MC-SS ends	Friday, June 26
MC-LS last day to withdraw from a course for a grade of W	Friday, June 26
On-SUa ends	Sunday, June 28
Online Summer Session B (On-SUb) begins	Monday, June 29
On-SUb Census Date and last day to drop a course for 50% tuition refund	Monday, July 6
On-SUb last day to withdraw from a course for a grade of W	Monday, July 13
On-SUb ends	Sunday, August 2
MC-LS ends	Friday, August 7
ME/EdD-LS ends	Friday, August 7
Summer Term ends	Friday, August 7
Main Campus Fall Semester begins	Monday, August 17
Main Campus Fall Courses begin	Wednesday, August 19

Non-Traditional Programs—Fully-Online and Adult and Professional Studies

2019	
Undergraduate (5 & 8 Wk.) and Graduate July Sessions Begin	Monday, July 1
Independence Day Holiday (University Closed)*	Thursday, July 4
Undergraduate (5 & 8 Wk.) 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 (5 Wk.) July Session last day to withdraw from a course for a grade of W	Monday, July 15
Graduate & Undergraduate (8 Wk.) July Session last day to withdraw from a course for a grade of W	Monday, July 29
Undergraduate (5 Wk.) July Session Ends	Sunday, August 4
Undergraduate (5 Wk.) August Session Begins	Monday, August 5
Undergraduate (5 Wk.) Aug. 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 (5 Wk.) Aug. Session last day to withdraw from a course for a grade of W	Monday, August 19
Graduate & Undergraduate (8 Wk.) July Session Ends	Sunday, August 25
Graduate & Undergraduate (8 Wk.) August Session Begins	Monday, August 26
Labor Day Holiday (University Closed)*	Monday, September 2
Graduate & Undergraduate (8 Wk.) August Session Census Date and last day to drop for 50% refund	Tuesday, September 3
Undergraduate (5 Wk.) August Session Ends	Sunday, September 8
Undergraduate (5 Wk.) September Session Begins	Monday, September 9
Undergraduate (5 Wk.) Sept. Session Census Date and last day to drop for 50% refund	Monday, September 16

Graduate & Undergraduate (8 Wk.) August Session last day to withdraw from a course for a grade of W	Monday, September 23
Undergraduate (5 Wk.) Sept. Session last day to withdraw from a course for a grade of W	Monday, September 23
October Graduation (Non-traditional Students)	Friday, October 5
Undergraduate (5 Wk.)September Session Ends	Sunday, October 13
Undergraduate (5 Wk.) October Session Begins	Monday, October 14
President's Holiday (University Closed)*	Friday, October 18
Graduate & Undergraduate (8 Wk.) August Session Ends	Sunday, October 20
Graduate & Undergraduate (8 Wk.) October Session Begins	Monday, October 21
Undergraduate (5 Wk.) October Session Census Date and last day to drop for 50% refund	Monday, October 21
Undergraduate (5 Wk.) Oct. Session last day to withdraw from a course for a grade of W	Monday, October 28
Graduate & Undergraduate (8 Wk.) October Session Census Date and last day to drop for 50% refund	Monday, October 28
Undergraduate (5 Wk.) October Session Ends	Sunday, November 17
Undergraduate (5 Wk.) November Session Begins	Monday, November 18
Graduate & Undergraduate (8 Wk.) October Session last day to withdraw from a course for a grade of W	Monday, November 18
Undergraduate (5 Wk.) Nov. Session Census Date and last day to drop for 50% refund	Monday, November 25
Thanksgiving Holiday (University Closed)*	Wednesday, Nov.27 – Sunday, Nov. 29
Undergraduate (5 Wk.) Nov. Session last day to withdraw from a course for a grade of W	Monday, December 2
Graduate & Undergraduate (8 Wk.) October Session Ends	Sunday, December 15
Graduate & Undergraduate (8 Wk.) Christmas Break	Monday, Dec. 16 – Sunday, Jan. 5, 2019
December Graduation (Traditional and Non-traditional Students)	Wednesday, December 18
Undergraduate (5 Wk.) November Session Ends	Sunday, December 22
Undergraduate (5 Wk.) Christmas Break	Monday, Dec. 23 – Sunday, Jan. 5, 2020
Christmas & New Year's Holiday (University Closed)*	Monday Dec. 23 – Wednesday, Jan. 1, 2020

2020	
Undergraduate (5 Wk. & 8 Wk.) and Graduate January Sessions Begin	Monday, January 6
Undergraduate (5 Wk. & 8 Wk.) and Graduate January Sessions Census Date and last day to drop for 50% refund	Monday, January 13

Martin Luther King, Jr. Holiday (University Closed)*	Monday, January 20
Undergraduate (5 Wk.) Jan. Session last day to withdraw from a course for a grade of W	Tuesday, January 21
Undergraduate (5 Wk.) January Session Ends	Sunday, February 9
Undergraduate (5 Wk.) February Session Begins	Monday, February 10
President's Holiday (University Closed)*	Friday, February 14
Undergraduate (5 Wk.) February Session Census Date and last day to drop for 50% refund	Monday, February 17
February Graduation (Non-traditional Students)	Friday, February 21
Undergraduate (5 Wk.) Feb. Session last day to withdraw from a course for a grade of W	Monday, February 24
Graduate & Undergraduate (8 Wk.) January Session Ends	Sunday, March 1
Graduate & Undergraduate (8 Wk.) March Session Begins	Monday, March 2
Graduate & Undergraduate (8 Wk.) March Session Census Date and last day to drop for a 50% refund	Monday, March 9
Undergraduate (5 Wk.) February Session Ends	Sunday, March 15
Undergraduate (5 Wk.) March Session Begins	Monday, March 16
Undergraduate (5 Wk.) March Session Census Date and last day to drop for 50% refund	Monday, March 23
Graduate& Undergraduate (8 Wk.) March Session last day to withdraw from a course for a grade of W	Monday, March 30
Undergraduate (5 Wk.) March Session last day to withdraw from a course for a grade W	Monday, March 30
Easter Recess (University Closed) *	Friday, April 10 – Tuesday, April 14
Undergraduate (5 Wk.) March Session Ends	Sunday, April 19
Undergraduate (5 Wk.) April Session Begins	Monday, April 20
Graduate & Undergraduate (8 Wk.) March Session Ends	Sunday, April 26
Undergraduate (5 Wk.) April Session Census Date and last day to drop for 50% refund	Monday, April 27
Graduate & Undergraduate (8 Wk.) April Session Begins	Monday, April 27
May Graduation/Commencement (Traditional and Non-traditional Students)	Saturday, May 2
Graduate & Undergraduate (8 Wk.) April Session Census Date and last day to drop for 50% refund	Monday, May 4
Undergraduate (5 Wk.) April Session last day to withdraw from a course for a grade of W	Monday, May 4
Undergraduate (5 Wk.) April Session Ends	Sunday, May 24
Graduate & Undergraduate (8 Wk.) April Session last day to withdraw from a course for a grade of W	Monday, May 25
Undergraduate (5 Wk.) May Session Begins	Monday, May 25
Undergraduate (5 Wk.) May Session Census Date and last day to drop for 50% refund	Monday, June 1

Undergraduate (5 Wk.) May Session last day to withdraw from a course for a grade of W	Monday, June 8
Graduate & Undergraduate (8 Wk.) April Session Ends	Sunday, June 21
Graduate & Undergraduate (8 Wk.) Summer Break	Monday, June 22 – Sunday, June 28
Undergraduate (5 Wk.) May Session Ends	Sunday, June 28
Undergraduate (5 Wk. & 8 Wk.) and Graduate June Sessions Begin	Monday, June 29
Independence Day Holiday (University Closed)*	Thursday, July 4
Undergraduate (5 Wk. & 8 Wk.) and Graduate June Sessions Census Date and last day to drop for 50% refund	Monday, July 6
July Graduation (Traditional and Non-traditional Students)	Friday, July 10
Undergraduate (5 Wk.) June Session last day to withdraw from a course for a grade of W	Monday, July 13
Graduate & Undergraduate (8 Wk.) June Session last day to withdraw from a course for a grade of W	Monday, July 27
Undergraduate (5 Wk.) June Session Ends	Sunday, August 2
Undergraduate (5 Wk.) August Session Begins	Monday, August 3
Undergraduate (5 Wk.) August Session Census Date and last day to drop for 50% refund	Monday, August 10
August Graduation (Traditional and Non-traditional Students)	Friday, August 14
Undergraduate (5 Wk.) Aug. Session last day to withdraw from a course for a grade of W	Monday, August 17
Graduate & Undergraduate (8 Wk.) June Session Ends	Sunday, August 23
Graduate & Undergraduate (8 Wk.) August Session Begins	Monday, August 24
Graduate & Undergraduate (8 Wk.) August Session Census Date and last day to drop a course for 50% refund	Monday, August 31
Undergraduate (5 Wk.) August Session Ends	Sunday, September 6
Undergraduate (5 Wk.) September Session Begins	Monday, September 7
Labor Day Holiday (University Closed)*	Monday, September 7
Undergraduate (5 Wk.) Sept. Session Census Date and last day to drop for 50% refund	Monday, September 14
Undergraduate (5 Wk.) September Session last day to withdraw for a grade of W	Monday, September 21
Graduate & Undergraduate (8 Wk.) August Session last day to withdraw for a grade of W	Monday, September 21
Undergraduate (5 Wk.) September Session Ends	Sunday, October 11
Undergraduate (5 Wk.) October Session Begins	Monday, October 12
President's Holiday (University Closed)*	Friday, October 16
Graduate & Undergraduate (8 Wk.) August Session Ends	Sunday, October 18
Graduate & Undergraduate (8 Wk.) October Session Begins	Monday, October 19
Undergraduate (5 Wk.) October Session Census Date and last day to drop for 50% refund	Monday, October 19

Undergraduate (5 Wk.) Oct. Session last day to withdraw from a course for a grade of W	Monday, October 26
Graduate & Undergraduate (8 Wk.) October Census Date and last day to drop for 50% refund	Monday, October 26
Undergraduate (5 Wk.) October Session Ends	Sunday, November 15
Undergraduate (5 Wk.) November Session Begins	Monday, November 16
Graduate & Undergraduate (8 Wk.) October Session last day to withdraw from a course for a grade of W	Monday, November 16
Thanksgiving Holiday (University Closed)*	Wednesday, Nov. 25 – Sunday, Nov. 29
Undergraduate (5 Wk.) Nov. Census Date and last day to drop a course for 50% refund	Monday, November 23
Undergraduate (5 Wk.) Nov. Session last day to withdraw from a course for a grade of W	Monday, November 30
Graduate & Undergraduate (8 Wk.) October Session Ends	Sunday, December 13
Graduate & Undergraduate (8 Wk.) Christmas Break Begins	Monday, Dec. 14, 2020
Undergraduate (5 Wk.) November Session Ends	Sunday, December 20
Undergraduate (5 Wk.) Christmas Break Begins	Monday, Dec. 21, 2020