



OAKLAND CITY UNIVERSITY



2024-2025 UNDERGRADUATE ACADEMIC CATALOG



OAKLAND CITY UNIVERSITY

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 Christian 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, faith, 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 nation for social mobility. 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), the International Assembly for Collegiate Business Education (IACBE), Association for Advancing Quality in Educator Preparation (AAQEP), 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,

A handwritten signature in black ink that reads "Ron D. Dempsey". The signature is written in a cursive style with a large, stylized 'R' and 'D'.

Ron D. Dempsey
President

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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.

Oakland City University complies with all applicable federal and state non-discrimination laws. Oakland City University is an equal opportunity institution. As a religious educational institution, Oakland City University is permitted under the exemptions set forth in Title VII of the Civil Rights Act of 1964 and the First Amendment to the U.S. Constitution to prefer employees on the basis of religion.

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:

Stephanie Kirby
138 N. Lucretia Street
(812) 749-1432
skirby@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. Second, Oakland City University should serve as an abbey by concentrating on the spiritual formation of its students. 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.

On July 1, 2019, Oakland City University entered a new era, with the Board of Trustees selecting Dr. Ron D. Dempsey to serve as the university's tenth president. Dr. Dempsey's vision for the university concerns "the direction OCU needs to be going and how God is leading the school to be a model for the Christian university in the 21st century." The Carnegie Foundation changed the university status from regional college to a Doctoral Professional University in recognition of its successful graduate program. U.S. News & World Report consistently ranks Oakland City University for its success in Social Mobility. This award recognized OCU's long standing success at enrolling and graduating students, many who come from lower income families, as first-generation college students. The university returned to its athletic roots and rejoined the National Association of Intercollegiate Athletics (NAIA) and the River State Conference.

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 members are appointed for a three-year term. Current Board members include:

Mr. Jerry Aigner
 Dr. Ronnie D. Black
 Mr. William Blackburn
 Dr. Edna M. Brumfield
 Mr. W. Harold Calloway
 Mr. Jonas Cueche
 Mr. Larry R. Davis
 Mr. Wally Duncan (Chair)
 Mrs. Kelly Hopper
 Ms. Cindy Jackson
 Mrs. EddiMarie Julian
 Mr. Mathew Konkler
 Mr. Gerald McCormick
 Mr. Steve Naff
 Mr. Phil Reinbrecht
 Rev. James Sanders
 Mr. Andrew Shockley
 Dr. Jack Tichenor
 Mrs. Velvet Tucker

Dr. Curtis C. Yarbrough (Chair Emeritus)
 Dr. W.F. (Buck) Provance (Honorary)
 Dr. Dean Jagers (Honorary)
 Mr. Frank J. Schultheis (Honorary)
 Rev. William G. McMillen (Honorary)

Officers of the University

Ron Dempsey, Ph.D., President
 Clint Woolsey, M.B.A., Vice President for Administration
 Cathy Robb, Ed.D., D.B.A., Provost & Vice President for Academic Affairs
 Elizabeth Whitney, B.A., Interim Chief Financial Officer
 Brad Knotts, M.S., Associate Vice President for Student Life
 Todd Mosby, Associate Vice President for Development/Marketing/Communications

Chancellor

John M. Dunn, D. Hum.

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
Lawrence 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, Recognition, and Affiliation

Accreditation and Recognition

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

University	The Higher Learning Commission (HLC)
School of Education	Association for Advancing Quality in Educator Preparation (AAQEP) Membership Indiana Department of Education (IDOE)
School of Business	International Assembly for Collegiate Business Education (IACBE)
Chapman Seminary	Association of Theological Schools (ATS) (DMIN & MDIV)

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 – Thursday, from 8:00 am to 4:30 pm and Friday from 8:00 am to 2:00 pm. For more information about the university, call (812) 749-1222 or (800) 737-5125 or visit www.oak.edu.

Admissions

Application for admission to Oakland City University depends on the type of program an applicant is interested in pursuing. OCU offers traditional programs on the main campus, Graduate, Hybrid programs, and non-degree seeking programs. For a complete listing of programs offered at the university, refer to the Academic Programs section of this catalog.

Undergraduate applicants include the following:

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

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

Admissions for Degree-Seeking Applicants

Holistic Review

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

The university considers several factors when making admission decisions, including:

- Academic coursework: Course selection is an important indicator of a student's academic motivation. Students should continue to take challenging academic courses through the end of their senior year.
- Grade trend: Students whose grades in academic courses are improving are more likely to be successful in college. The university is interested in students who continue to take challenging courses and increase their grades in those courses.
- Test Scores: Though not required, SAT or ACT tests are considered equally—neither is preferred over the other. While standardized tests provide an important way to evaluate a student's potential (free from the variation in grading rigor that occurs from school-to-school and teacher-to-teacher), Admissions staff recognize that these four-hour assessments are harder for some students than others.

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

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

Admissions Requirements

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

Freshman Requirements	
<i>To apply as a freshman, you must meet one of the following:</i>	
<ul style="list-style-type: none"> • <i>You're a current high school student and have completed or you are completing your junior year in high school</i> • <i>You've graduated high school and have not attended another college since graduating</i> • <i>You've completed Indiana's High School Equivalency (HSE) or (GED) and have not enrolled in any colleges since completing</i> 	
GPA Requirement (based on a 4.0 GPA scale)	Admissions Decision
2.70 or higher	Automatic Admitted Decision
2.0 – 2.69	Automatic Conditional Admitted Decision
1.99 and below	Automatic Denial
HSE or GED	All subject areas Passed

Transfer Requirements	
<i>To apply as a transfer student, you must have completed at least six (6) credit hours of college course work following graduation from high school.</i>	
GPA Requirement (based on a 4.0 GPA scale)	Admissions Decision
2.0 or higher	Automatic Admitted Decision
1.75 – 1.99	Automatic Denial

Admission with Condition

Oakland City University may admit with conditions an applicant who does not meet general OCU admission requirements. The university may request that students who want to be admitted with condition submit additional documentation such as standardized test scores, resume, a portfolio outlining prior work or learning experience, and other relevant evidence.

For traditional students, admission with conditions status will be removed after all the required credentials for regular admission have been received and twenty-four (24) credit hours have been completed with an overall 2.5 GPA. Students admitted with conditions will have two (2) semesters in which to remove themselves from conditional status. Students with anything lower than a 2.0 will NOT be accepted into the University.

Students not making satisfactory academic progress during any semester may be suspended from extra-curricular activities (including athletics and music groups) until they have met the required academic standards.

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

Additional Considerations for International Students

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

International Requirements
<i>To apply as an international student, you must submit evidence of graduation from an approved, accredited, or commissioned high school or attended a U.S. college/university.</i>
<p>GPA Requirements (must meet one of the following):</p> <ul style="list-style-type: none"> • A high school GPA of 2.5 or higher • A high school GPA of 2.0 – 2.49 AND an SAT score greater than 960 OR an ACT score of 18 or greater • Special consideration will be granted to students taking advanced standing credit. These students will be reviewed on a case-by-case basis • Six (6) or more credit hours of college-level coursework completed post high school at an accredited institution with a GPA of 2.0 or higher
<p>English Proficiency Requirements: OCU requires all international undergraduate applicants to demonstrate English proficiency. Applicants who do not meet this requirement within the last two (2) years may be required to submit additional proof of English proficiency. Your Enrollment Counselor will ask you to provide this information if it is required.</p> <ul style="list-style-type: none"> • Holding citizenship from or completing at least three (3) full years of secondary school in a predominately English-speaking country. • Submitting acceptable results for one of the accepted English proficiency tests.

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

- Documentation of financial support
- Copy of passport
- Tuition deposit & Housing deposit

Once you receive your I-20 you will need to pay a one-time SEVIS fee at least three (3) days before going to the U.S. Embassy or Consulate to apply for an F-1 Visa. The Consular Officer will review your application, confirm that the SEVIS fee has been paid, and run a required security check.

English Language Proficiency Requirements

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

Test	Required Minimum Scores	OCU School Code
TOEFL IBT (Internet-based Test) https://www.ets.org/toefl	Total score of 70	TOEFL: 1585
IELTS https://www.ielts.org/default.aspx	Total minimum Overall Band Score of 6.0 on the 9-Band scale	
SAT and/or ACT https://collegereadiness.collegeboard.org/sat	<ul style="list-style-type: none"> SAT score of 960/1290 or greater ACT score of 18 or greater 	SAT: 1585 ACT: 1228
Duolingo https://englishtest.duolingo.com/home	<ul style="list-style-type: none"> Reviewed case by case 	

Admissions Process

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

- OCU Application for Admissions (available online on the Admissions page of the OCU website at <https://apply.oak.edu/apply>)
- Transcripts for all secondary (high school) and post-secondary (college) coursework
- SAT and/or ACT scores (optional based on admissions on previously listed criteria).
- GED and/or TASC test scores, when applicable

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

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

Admissions for Non-Degree Seeking Applicants

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

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

- Students are required to submit a completed application.
- Academic Advisors are not assigned to non-degree seeking students.

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

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

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

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

Application for Readmission

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

Students who have been dismissed from the university must re-apply for admission after attending another college/university for at least one (1) semester and taking six (6) or more credit hours. Students will be required to submit new transcripts. All applications for re-admission follow general university admissions requirements and procedures and are subject to review and approval by the Admissions Committee and Provost.

Finances

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

Charges

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

Student charges may include tuition, housing, meal plans, course specific fees, graduation fees, and other fees. Detailed information about the cost of tuition, housing, and meal plans may be found on the university website at <https://www.oak.edu/admissions/tuition-and-aid/tuition-costs-and-fees/>.

Residence Hall Deposit. A \$100 nonrefundable deposit must accompany all housing applications.

Payments

One-half of the payment is due on the first day of the semester and the remaining balance is due approximately thirty (30) days later. Additional payment plan options may be available to students by contacting the Business Office.

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

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

Any outstanding balance from a previous semester may prohibit students from enrolling in future classes until the balance is paid in full. Students are not allowed to attend classes until charges are paid in full or payment arrangements are made with the Business Office.

International Students. International students must provide evidence of financial responsibility for their studies.

Refunds

Cancelled Registration

Students can cancel their enrollment prior to the first day of class by notifying the Office of Academic Affairs. If a student cancels his or her registration before courses start, he or she is entitled to a full tuition, housing and meal plan refund. For more information about Cancellation of Registration, see the appropriate section of this catalog.

Dropped Courses

If you wish to alter your original schedule **starting the first day of each semester**, you must do so officially by completing a Change of Registration form. Change of Registration forms, along with instructions for how to submit them, are available on the Registrar's page of the OCU website under Student Forms at <https://www.oak.edu/academics/registrar-services>.

A tuition refund may be granted if a student drops one or more courses within the first two weeks of the fall or spring semester, as long as the block rate remains unchanged. The refund amount will be based on the date the Change of Registration form is submitted to the Office of Academic Affairs.

When students drop courses **starting the first day of the semester**, refunds of tuition are as follows:

	Timing	Refund %
If the student drops courses by these dates.	During the 1 st week	75%
	During the 2 nd week	50%
	After the 2 nd week	0%

Withdrawn Courses

Tuition charges are prorated per the student's last date of attendance. For students moving out of a residence hall, housing charges are prorated per the student's last date of attendance. There will be no refund on meal plans. Students who withdraw from the university or from individual classes and have financial assistance may be required to repay a portion of that aid depending on the date of withdrawal and the regulations of the programs included in the financial aid package.

Refund checks, if applicable, will be issued by the Business Office subsequent to the refund dates listed on the academic calendars published on the Academics page of the OCU website at <https://www.oak.edu/academics/registrar-services>.

Financial Aid

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

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

For additional information, contact the Office of Financial Aid at 1-812-749-1224. Information can also be gathered by going to <https://www.oak.edu/admissions/tuition-and-aid/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 2024-2025 academic year will use information from their 2022 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. **To qualify for Indiana state aid, Indiana residents must file their FAFSA by April 15.** Oakland City University's code for the FAFSA is **001824**.

FAFSA Special Circumstances

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

General Eligibility Requirements for Federal Financial Aid

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

- For most federal aid, students must have financial need, although some programs are non-need based (e.g., unsubsidized and parent loans).
- Be a U.S. citizen or eligible non-citizen.
- Be a high school graduate, or possess an equivalent credential (e.g., GED).
- Have a valid Social Security number; the name on the financial aid application and Social Security card must match.
- Make satisfactory academic progress (SAP).

- Be in good standing with prior federal aid (e.g., not in default with federal loans, unresolved overpayment of federal aid).
- Be enrolled at least half-time (except for Pell Grants).
- Be working toward a degree, certificate, or other recognized educational credential (e.g., teacher's certification requires special procedures to document).

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

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

Enrollment Status

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

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

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

Types of Federal Financial Aid

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

- **Federal Pell Grant.** The Pell Grant is a federally funded grant program designed to aid undergraduate students who show financial need based on the results of their FAFSA.
- **Federal Supplemental Educational Opportunity Grant (SEOG).** The SEOG is a federally funded grant program designed to aid undergraduate students who show financial need and are Pell Grant eligible.
- **Federal Work-Study Program (FWS).** Oakland City University offers approximately sixty (60) on-campus student jobs. Work assignments are made on a first-come, first-served basis and are based on financial need.

- **Federal Direct Subsidized Loan Program.** This loan program allows eligible students to borrow directly from the U.S. Department of Education. Students must be enrolled a minimum of half-time and demonstrate financial need. Principal and interest payments begin six months after half-time enrollment status ceases. The government pays the interest on this loan during school and certain other periods. Please contact the Office of Financial Aid regarding application procedures. Interest rates for Federal Direct Stafford Subsidized Loans change every year on July 1. Current interest rates can be found at studentaid.ed.gov.
- **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 Parent Plus Loans.** Additional loan funds may be available through the Federal Direct Parent PLUS Loan Program. Direct PLUS loans are for educational purposes only. Borrowers must not have adverse credit history. Parents of dependent, undergraduate students may borrow funds through the Parent PLUS program. "Parent" is defined as either biological or adoptive parent of an undergraduate, dependent student. The parent must be a U.S. citizen or eligible non-citizen, not in default on any federal loan, not owe an overpayment on federal grant and meet other general eligibility requirements. Students must be enrolled at least half-time.

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

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

Additional Federal Financial Aid Requirements

Entrance Counseling

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

Direct Loan Borrowers. Students can visit www.studentaid.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 1 year ago.

Instructions for completing the Master Promissory Note appear below:

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

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

Exit Counseling

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

Instructions for Completing Exit Counseling

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

Verification

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

Documents requested to complete the verification process are determined by the elements on the FAFSA the university must verify. Families are encouraged provide consent to have their information pulled through the IRS Data Exchange (DDX) when completing the FAFSA. Students selected for verification will later receive a letter detailing the verification fields, documents that must be submitted, and the verification deadline. Any requested documents should be submitted within ten (10) days of receipt of

notification. Additional documents may be requested to resolve discrepancies and to clarify the family's circumstances.

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

State of Indiana Financial Aid Programs

General Eligibility Requirements for State of Indiana Grants and Scholarships

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

- Be an Indiana resident by December 31st of the year prior to applying for aid (i.e. December 31, 2023 for the 2024-2025 school year) and remain a resident of Indiana throughout the academic year.
- Be a U.S. citizen or eligible noncitizen.
- Be a high school graduate or possess an equivalent credential (e.g., GED).
- Attend, or plan to attend, an eligible post-secondary institution.
- Be enrolled, or plan to enroll, in a course of study leading to an associate or first bachelor's degree, or a certificate at select institutions.
- Be a full-time student, or plan to enroll as a full-time student. In addition, to renew a maximum state award each year, students must earn a minimum number of credit hours. For more information, visit the Indiana Commission for Higher Education's website at www.in.gov/che.
- Show financial need according to program rules.
- File the FAFSA by April 15 prior to the academic year or intended enrollment.
- Be in good standing with prior federal aid (e.g., not in default with federal loans, unresolved overpayment of federal aid).

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

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

Eligibility Period

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

Types of State of Indiana Financial Aid

- 21ST Century Scholarship Program.** Affirmed 21st Century Scholars must graduate from an eligible Indiana high school with a final cumulative GPA of at least 2.0 on a 4.0 scale. In addition to the General Eligibility Requirements (GERs), students must refrain from criminal activity and the illegal use of controlled substances including alcohol. Students graduating from high school prior to 2012 must enroll full-time at an eligible Indiana institution within two years of graduation. Those graduating in 2012 and after must enroll full-time at an eligible institution within one year of graduation. Once awarded, students must complete a minimum of thirty (30) credit hours each academic year in order to maintain this scholarship. Failure to meet Indiana Commission for Higher Education requirements will result in the loss of the scholarship.
- Adult State Grant.** Enacted by the 2015 General Assembly, [You Can. Go Back.](#) is a statewide campaign that aims to help the 750,000+ Hoosier adults with some college but no degree finish what they started. With \$7.5 million in state grants available for adult students, the Indiana Commission for Higher Education (CHE) is reaching out to Hoosiers directly and connecting them with Indiana colleges that are committed to eliminating barriers for returning adults. Students who receive Adult Student Grant must complete at least eighteen (18) credit hours or their equivalent in the previous academic year and maintain satisfactory academic progress as defined by your institution.
- EARN (Employment Aid Readiness Network) Indiana.** Earn Indiana is the state's work-study program. Students with financial need have access to resume-building, experiential, paid internships, while employers receive state matching funds—50% of the student's hourly rate—for hiring these students. EARN Indiana has partnered with [Indiana INTERNnet](#) to better match students and employers, and to assist employers in finding the perfect fit for their team.
- Financial Aid for Military and Public Safety Officers.** Please visit www.in.gov/che/4498.htm for a complete listing of financial aid offered to military and public safety officers.
- Financial Aid for Teachers.** Please visit www.in.gov/che/4498.htm for a complete listing of financial aid offered for students seeking a teaching degree.
- Frank O'Bannon Grant.** The Frank O'Bannon Grant includes both the Higher Education Award and the Freedom of Choice Award. The grant is designed to provide access for Hoosier students to attend eligible public, private, and proprietary institutions. Eligibility for the grant is based on financial need as determined by the FAFSA. The grant may be used toward tuition and regularly assessed fees.
- Mitch Daniels Early Graduation Scholarship.** The Mitch Daniels Early Graduation Scholarship is a one-time \$4,000 scholarship for students who graduate from a publicly supported high school at least one year early. The scholarship may be used toward tuition and fees and any remaining funds shall be remitted to the student. This scholarship may not be used for remedial coursework.

OCU Institutional Aid

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

- **Athletic Scholarships.** Oakland City University is NAIA Division school. The university currently offers several intercollegiate sports for which athletic aid is available. Athletic aid is offered to those student athletes selected by the respective coach as eligible for collegiate participation. Students who wish to apply for athletic scholarship should contact the appropriate athletic coach or the Office of Admissions.
- **Endowment Scholarships.** Endowed scholarships offered by the university are specific to areas of study and/or other criteria. Traditional students are eligible to apply. The process involves an application procedure through the Financial Aid Office, and approval is granted by the University Scholarship Committee. Applications are available on the university website at <http://www.oak.edu/forms/endowment-scholarship-application>.
- **General Baptist Scholarships.** A General Baptist Scholarship of \$1,000 is available to new full-time traditional undergraduate students. To be eligible, the student, the student's parents, or the spouse of the student must be a member of a General Baptist church. This scholarship is renewable as long as the student remains academically eligible. Applications are available on the university website at <http://www.oak.edu/file/94/download?token=DJOODlyR>.
- **Good Neighbor Scholarships.** The Good Neighbor Scholarship allows for a major savings on tuition and is available to any first time OCU student living within 60 miles of campus who plans to commute. This scholarship is not stackable.
- **Merit-based Scholarships.** Students who meet the entrance eligibility requirements established by the university qualify for merit-based aid. These awards are based on a student's high school transcript. All merit-based scholarships are renewable for up to 120 credit hours, provided the student maintains Financial Aid Satisfactory Academic Progress (FA SAP).
- **OCU Grant:** The OCU Grant can help close the gap of direct cost for many students and is calculated after all other aid is awarded. Students do not need to apply for the OCU Grant.

For more information regarding scholarships, contact the Office of Financial Aid or the Office of Admissions.

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. GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is

available at the official U.S. government web site at <https://www.benefits.va.gov/gibill/>. Students should contact the Veterans Affairs Certifying Official at OCU for further information. OCU participates in the following programs:

- Chapter 30 Montgomery GI Bill®
- Chapter 31 Disabled American Veterans (DAV)
- Chapter 33 Yellow Ribbon
- Chapter 33 Post 9/11 Educational Benefits
- Chapter 35 Dependents' Educational Assistance Program (DEA)
- **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.
- **Title 38 United States Code Section 3679(e) School Compliance**

As part of the Veterans Benefits and Transition Act of 2018, section 3679 of title 38, United States Code was amended, and educational institution will be required to sign a compliance form to confirm your compliance with the requirements as outlined.

Effective August 1, 2019, the State approving agency, or the Secretary when acting in the role of the State approving agency, shall disapprove a course of education provided by an educational institution that has in effect a policy that is inconsistent with the areas below:

NOTE: A Covered Individual is any individual who is entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 GI Bill® benefits.

- Your policy must permit any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website – eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:
 1. The date on which payment from VA is made to the institution.
 2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.
- Your policy must ensure that your educational institution will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

Information about these benefits may be obtained through the OCU Veterans' Affairs Certifying Official at veteransaffairs@oak.edu.

Academic Standards Required for Federal Financial Aid Recipients

Satisfactory Academic Progress (SAP) Policy

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

Students who do not meet SAP will receive an email as well as written notification at the end of the term/payment period.

This policy applies only to financial aid awards, and is separate from the academic policy regarding satisfactory progress

The United States Department of Education (Higher Education Act of 1965, as amended) requires that students maintain satisfactory progress toward completing their degree to receive financial aid. Satisfactory Academic Progress (SAP) is defined as the successful completion of coursework towards an eligible certificate or degree. Federal regulations require the Office of Financial Aid to monitor the academic progress of students receiving financial aid. This policy treats all students (e.g. full-time, part-time, different programs of study, etc.) the same. For more information, please refer to *34 C.F.R. §668.34(a)(2)*.

The Office of Financial Aid is required to check three standards: quantitative (pace of progression), qualitative (GPA), and maximum time frame for receiving aid.

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

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

Quantitative Standards (Pace of Progression)

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

- **Completed (earned) credits:** Successfully completed credits include grades of A, B, C, or D (including plus or minus) and credits taken as Pass/No Credit, in which a P was earned. Credits earned by examination will be considered completed credits.
- **Attempted credits:** All credit hours for which a student registers at OCU, transfer credits that count toward the OCU degree, and credits earned by examination are included in attempted credits. Grades of F, W, I, WE or WF will count as hours attempted, but not completed. When an I is changed to a letter grade, the new grade will be reflected the next time progress is reviewed, or sooner, at the student's request.
- **Incomplete grades:** If a student is unable to complete all requirements, due to extenuating circumstances approved by the instructor, an incomplete may be issued. The incomplete will not be calculated into the grade point average. The student will receive the letter grade when all work

has been successfully completed; or if the student does not complete the work within the specified time frame, a grade of F will be assigned. Incomplete grades can affect both quantitative and qualitative requirements. Please refer to *34 C.F.R. §668.34(a)(6)*.

- **Withdrawal from a course:** Courses that a student withdraws from are considered in 'hours attempted' towards the qualitative, quantitative, and maximum time frame measurements. If a student withdraws from a course prior to the last day to withdraw for a grade of W, the student will receive a grade of W. The W grade will affect their quantitative and max time frame measurements. If a student withdraws past the last day to withdraw for a grade of W, the student will earn a grade of WF. The WF grade will affect their quantitative, qualitative, and max time frame measurements. Please refer to *Refer to 34 C.F.R. §668.34(a)(6)*.
- **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 2022-2023 Undergraduate Academic Catalog 37 received for remedial courses or for courses that are not applicable to the student's OCU degree are not included in either credits attempted or earned.
- **Repeated Courses:** Courses that are repeated to improve a grade are counted in attempted hours each time the course is taken but only one passing grade is counted toward the credit hours earned in the completion rate. Students may retake a class for which they have previously received a grade of "F" as many times as it takes to successfully complete the class. However, students may only repeat a course one time in which they have received a passing grade. After one allowable time, the student cannot use federal assistance for future repeats. However, if the course is added to full-time enrollment of twelve (12) or more credit hours, the student can receive federal aid based on full-time status.

In certain circumstances, students may receive financial aid for repeated courses. Any courses that are repeated will be used in the calculation of a student's Satisfactory Academic Progress status. Each repetition will count towards the attempted hours for the quantitative measurement (pace of progression) and will be counted in the GPA calculation for the qualitative measurement for SAP.

- **Part-time Students:** Cumulative GPA requirements are the same as for full-time students. The number of semesters or payment periods required to complete the program will depend on the hours registered. Students must successfully complete the majority of the credit hours attempted each semester or payment period and maintain a 67% cumulative completion rate. However, no student will receive financial aid once 150% of the required credit hours to complete the program have been attempted.

Qualitative Standards (GPA)

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

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

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

Maximum Time Frame for Eligibility

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

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. These hours will also be counted towards both attempted and completed hours at OCU. Please refer to *34 C.F.R. §668.34(a)(6)*.

- State of Indiana Grants:** Full-time students in four-year degree programs may receive Indiana grant aid for a maximum of eight (8) semesters or until the first bachelor's degree is earned, whichever comes first.

Consequences of Failing to Meet Satisfactory Academic Progress

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

- Financial Aid SAP Warning:** This hold is assigned to a student who has failed to meet FA SAP upon the first infraction. Students will be eligible to receive FA during the warning term. If SAP is not met in the following term, the student will be placed on FA Suspension or FA Probation based on the appeal process. If the student successfully meets FA SAP requirements by the end of the warning period, the hold will be removed, and the student will retain financial aid eligibility.

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

Appeals Process

Financial Aid Denial Notification

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

Correcting Academic Deficiencies

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

Appeals to Regain Eligibility

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

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

Once submitted, appeals are reviewed by the Appeals Committee. The student will receive written notification of the committee's decision within two (2) weeks of submitting the appeal for review. Letters approving an appeal also contain academic expectations and next steps. When an appeal is approved, the student is placed on FA SAP Probation for one semester and aid will be granted. If the student does

not meet SAP by the end of the probationary period, the student must complete and submit a SAP academic plan indicating when the student expects to meet SAP to the Office of Financial Aid.

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

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

State Financial Aid SAP Appeals: If the student is failing to meet the State of Indiana's standards for academic progress, he/she must complete and submit the State's appeal form. The State will inform the student and Oakland City University if an appeal is granted. For more information on the State of Indiana's appeal process visit <https://www.in.gov/che/4500.htm>.

Penalties for Drug Law Violations for Currently Enrolled Students

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

Academic Progress Requirements for State Financial Aid

Credit Completion Requirements

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

State of Indiana GPA Requirements

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

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

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

Financial Aid Return Policy

Refunds and the Return of Federal Title IV Funds

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

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

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

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

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

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

For example, a student who withdraws completing only 30% of the semester will have "earned" only 30% of any Title IV aid received. The university and/or the student must return the remaining 70% to the proper aid program. The Office of Financial Aid encourages students to carefully consider the financial implications of withdrawing from the university. Students considering withdrawal from all classes before

completing 60% of the semester, payment period, or enrollment period, should contact the Office Financial Aid to see how their financial aid award will be affected. The policy applies to all students who withdraw, drop out or are dismissed from OCU, and receive financial aid from Title IV funds.

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

- The date when official notification is provided by the student and a withdrawal form has been signed to a designated office,
- The last date of attendance of a students currently enrolled class, or
- Students last day of attendance at a documented academically related activity.

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

Refunds and the Return of Indiana State Grant Funds

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

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

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

Return of Military Tuition Assistance

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

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

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

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

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

Appeals for Return of Funds

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

Summer Aid

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

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

Student Services and Student Life

Campus Offices and Student Services

Student Services includes the following offices: Admissions, Financial Aid, Business Office, Academic Affairs, the Registrar, Information Technology (all housed in the Murray Administration Building) and Student Life, housed in the Student Life Center. All offices are open Monday through Thursday during the academic year from 8:00 a.m. until 4:30 p.m., and on Fridays from 8:00 a.m. until 2:00 p.m. Academic Advisors and Faculty are available by appointment and during office hours throughout the academic year. Many student services are also available through the OCU Student Portal.

The following will provide all programs and services within the Office of Student Life.

The Office of Student Life

The Office of Student Life is located on the main level of the Bower-Suhrheinrich Student Life Center, Suite 204. Student Life at OCU is here to assist you! It is our job to ensure that you have an outstanding student experience both in and out of the classroom. Student Life is comprised of the following departments/units:

- **Campus Ministry**
- **Center for Calling & Career** - including Academic Support Services, Career Services, & Community Engagement
- **Food Service** – including the cafeteria, Holy Grounds Coffee Shop, and The Oak's Café
- **Health Services & Personal Counseling**
- **Housing & Residence Life**
- **New Student Orientation**
- **Student Activities**, including SGA, Intramurals, Fitness Center, Open Gym, and Student Clubs & Organizations
- **Student Conduct & Adjudication**
- **University Bands**

Student Life Mission

The Office of Student Life supports Oakland City University's mission by providing a variety of programs and services that complements the intellectual and professional growth that occurs in the academic classrooms, with transformational opportunities for personal growth and spiritual development.

Because **students are the most important part of what we do**, as student life professionals, we will:

- promote and encourage spiritual formation of our university community,
- create and maintain a healthy and safe campus environment that supports and sustains recruitment, retention, and student success,
- cultivate positive relationships among students, faculty, staff and the broader community,
- foster an inclusive and diverse community where civility and respect for every individual are valued and expected,
- identify and respond to students' needs with personalized student services,
- connect academic, professional, and co-curricular learning experiences, and
- lead the campus in delivering purposeful programs and services that address the holistic development of the student.

Campus Ministry

True to our General Baptist roots, Oakland City University is a Christian learning environment where you can pursue your career goals while deepening your faith.

There are many ways to worship, grow, and serve at OCU including, but not limited to:

Campus Pastor

Looking for spiritual guidance? Meet with our Campus Pastor to discuss issues of faith and find Christian discipleship.

Fellowship of Christian Athletes (FCA)

FCA's vision is to see the world transformed by Jesus Christ through the influence of coaches and athletes. The mission is to lead every coach and athlete into a growing relationship with Jesus Christ and His church. It's about Christian Integrity, Serving, Teamwork, and Excellence.

InterVarsity

InterVarsity is a vibrant campus ministry that establishes and advances witnessing communities of students and faculty.

Weekly Chapel Services

Join other followers of Jesus Christ for a time of praise, prayer and teaching from the Word every week. While all are welcome to chapel at OCU, attendance is not mandatory.

Praise and Worship Nights

Come to The Well for student-led worship on Sunday nights, or to any of several special praise and worship nights organized by students throughout the year.

Weekly Bible Studies and Prayer Groups

Find a group to engage in prayer and exploration of the Word. We offer a Women's Weekly Bible Study, a Men's Weekly Bible Study, a Coed Weekly Bible Study, a Student-Athlete focused Weekly Bible Study, a Coaches Weekly Bible Study, and more.

Student-Led Music Ministry

Do you feel called to use your gift of music to serve the Lord? Opportunities abound at OCU for musical talent!

Chapel Band – Participate in weekly services.

The Well – Lead Sunday evening worship time.

Center for Calling and Career

Welcome to the Center for Calling & Career at OCU, where we empower students to reach their full potential and achieve their dreams. Our modern facility, located on the lower level of the Student Life Center next to the Oaks, is home to a variety of programs and services that will help you take your career to the next level.

Career Services

Our Career Pathways program is the cornerstone of Career Services. We'll work closely with you to help you discover your unique gifts and passions and connect you with all the resources you need to make your career

aspirations a reality. We work with different companies, organizations, and alumni to provide networking and job opportunities for students. From career planning to preparation, our team is committed to helping you succeed.

Community Engagement

It's not just about your future career - it's also about making a difference in the world today. As a Christian institution, part of our mission is to "Go Forth and Serve." Our Office of Community Engagement offers a wide range of volunteer and service opportunities, so you can give back to the greater Gibson County community while you're still in school.

Student Academic Support Services

When it comes to your academics, we've got you covered. Every undergraduate student is assigned an Academic Support Coach who is dedicated to helping you achieve success in the classroom. Plus, our Student Academic Support Services offers free tutoring for all enrolled students, whether you prefer in-person or online sessions. Sign up for free tutoring at: <https://www.OAK.MYWCONLINE.COM>

Whether you're just starting your academic journey or are nearing graduation, the Center for Calling & Career is here to help you take the next step to make a meaningful impact in the world. Let's get started today!

Food Services

The University offers three facilities that are good spots for food and fellowship. The **Cafeteria** is located in the upper level of the Bower-Suhrheinrich Center. **"The Oaks,"** a cook to order, grill style venue, is located in the lower level along with the **"Holy Grounds,"** a coffee shop serving "Sunergos" coffee. See the Student Handbook for further information on the University food services, Flex Points, Exchange Meals, and Commuter Meal Plans.

Personal Counseling and Health Services

At Oakland City University, we believe it is a sign of strength and courage when a member of the university community decides to seek help. With an open mind and a will to better your life, counseling can result in healthier choices and personal growth for those who go through the process. Many individuals come to us during times of crisis, high stress or emotional confusion. We can assist in developing and strengthening coping mechanisms and healthier lifestyle choices.

Personal counselors provide individual counseling for students right here on campus. You will find a safe, confidential environment where individuals can address personal issues and conflicts by seeking professional assistance. Our staff have experience in handling a broad range of clients and issues.

Possible reasons to seek professional assistance:

- Grief
- Homesickness/family issues
- Relationship issues
- Addictions
- Self-destructive behavior
- Eating problems
- Alcohol/drug concerns
- Depression/isolation
- Academic issues
- High stress/anxiety
- Sexual Assault
- Suicidal thoughts

Personal counselors can provide crisis intervention, short-term psychotherapy, and referral services to off-campus resources. Our appointments are free of charge and confidential. For more information, please contact the Office of Student Life, 812.749.1421.

In addition to Personal Counselors on campus, we also have the Oakland City Deaconess Clinic housed in one of our campus buildings across from the Tichenor Center. While the clinic is open to the general public, the university has an agreement with the clinic that our students will be worked into their schedule to be seen by a physician. Dr. Steven Etherton, DO, is the university's medical director and works closely with the Office of Student Life.

We also have a new walk-in clinic near campus, called Access Medical Clinic, located at 1000 W. Morton Street, Oakland City. This is a walk-in clinic. For more information, call 812.922.2099.

Housing and Residence Life

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

- Traditional undergraduate student; and
- Full-time; and
- Attending the Oakland City main campus; and
- Receiving university funding; and
- Does not qualify for the housing policy exemption.

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



Residence halls open for new students attending New Student Orientation on Opening Day. Residence Halls open for all returning students 1-2 days prior to classes beginning. The residence halls are closed during the Thanksgiving and Christmas holidays and may be closed during various university holidays and breaks.

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

New Student Orientation (NSO)

Prior to classes beginning each Fall, all new students are encouraged to attend a 4-day New Student Orientation (NSO) in August. We also offer a condensed NSO for new students starting in January.

The Office of Student Life and the Office of Student Activities are responsible for creating an orientation for all newly accepted students to the university. We will provide new students with a variety of exciting programs throughout orientation, in hopes that they will begin to develop new friendships and learn about resources on campus that will contribute to their success, both in and out of the classroom.

At the conclusion of New Student Orientation, new students should:

- have a sense of belonging to and sense of pride for OCU;
- have established advocates and new friendships;
- have an understanding of what is expected of them for their academic success at the college level;
- have an understanding of campus resources and how those resources can assist them in their academic success and personal growth and development; and
- have begun building relationships with faculty, staff, and other students.

Student Activities

The Office of Student Activities at OCU is here to assist you in having an enjoyable and memorable college experience! You will spend many hours outside the classroom with the friends you make during your college years – some that will last a lifetime! It is our job to ensure that you have an outstanding student experience outside of the classroom. Student Activities provides the following programs and services to all students:

- On-Campus Activities (Game Nights, Think Fast Game Shows, Laser Tag, etc.)
- Off-Campus Activities (Winter Jam, Hockey Games, Free Movie Passes to Local Theaters, etc.)
- Student Clubs & Organizations
- Student Government Association
- Intramurals
- Fitness Center
- Open Gym

University Bands

Oakland City University is bringing back the sights and sounds of Marching, Pep, Concert Bands, and Percussion! Become one of the founding members of the band program at OCU!

Marching Band

Marching Band will be the largest ensemble serving as entertainment at athletic events and games. Brass, woodwind, and percussion members are encouraged to participate. Auxiliary members may also be included in the ensemble. The band will travel to an occasional away game, parade, and other events as they become available.

Pep Band

Pep Band is the smaller group performing at men's and women's basketball games and other events. Membership is comprised of brass, woodwind, percussion, and some electronic instruments like electric bass or keyboard as needed.

Community Concert Band

The Community Concert Band is a concert band consisting of community members, faculty, staff, and students of OCU and the surrounding community. It will meet once a week and performs one concert each semester.

Percussion Ensemble

The percussion ensemble is built around the Jazz Percussion Group – one of eight ensembles in the world. The JPG performs jazz and cross over tunes and is capable of performing in almost every setting from Gospel to Jazz. Membership is open to all musicians regardless of experience.

Other Important Information Regarding Student Life

Safe Environment

Oakland City University is committed to providing a safe and secure environment for every member of the campus community. As part of that commitment, OCU has created a number of policies and expectations for our community members and campus guests. A detailed description of policies and expectations can be found in the Oakland City University Student Handbook, located on the oak.edu website. As part of that commitment, campus safety is monitored jointly by the Office of Student Life, Residence Life, Campus Security and a Chief of University Police. The Associate VP for Student Life oversees the safety of all Oakland City University students, particularly while students are on the University main campus and ensures that security policies are enforced. The Associate VP for Student Life, Residence Hall Directors, and Resident Assistants are responsible for maintaining a secure living environment for residents living in our residence halls and reporting any criminal activity to the appropriate authorities. Campus security works closely with Oakland City Police Department, our local law enforcement personnel, to ensure students have a happy and safe experience.

The University uses RAVE, an emergency communication system, to contact students, staff, faculty, and members of the community about class cancellations, severe weather conditions and on-campus emergencies. To sign up for RAVE, visit www.getrave.com/login/oak

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

The University employs a Chief of Police 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.

Additional policies to promote a safe environment are available in the student handbook and the annual Safety and Fire Reports available 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. The most current and official information may be found on our website at <http://www.oak.edu/consumer-information>. Notification of the availability of the consumer information is sent to all students each semester by the Office of Student Life via the OCU e-mail address provided the student.

Academic Policies and Procedures

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

Student Classification

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

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

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

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

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

Enrollment Status	Number of Hours Enrolled in a Semester
Full-time	12 or more semester hours
Three-quarter-time	9-11 semester hours
Half-time	6-8 semester hours
Less than half-time	1-5 semester hours

Academic Year

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

- Each of the terms contain multiple five (5) week and eight (8) week online sessions.

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.

Full-time Status in Fall/Spring. A full-time academic load consists of at least twelve (12) credit hours within the Fall or Spring semester. Students registered for fewer than twelve (12) credit hours in the Fall or Spring semesters are considered part-time students. The following table outlines student classification based on the number of hours they are enrolled in a given semester by the semester census date (census dates are published on the academic calendar available on the OCU website under Student Forms at <https://www.oak.edu/academics/registrar-services>).

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

Fall/Spring Overload Status. Students can register for up to eighteen (18) credit hours during the Fall or Spring semesters. Enrolling in nineteen (19) or more credit hours may have significant financial consequences; therefore, students should consult with Financial Aid and Business Offices prior to registration. Those wishing to register for nineteen (19) or more credit hours in a Fall or Spring semester must request approval 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 on the OCU website under Student Forms at <https://www.oak.edu/academics/registrar-services>.

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. Students can register for up to twelve (12) hours of courses in the Summer term. Students wishing to register for thirteen (13) or more credit hours in the Summer term must request approval 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 on the OCU website under Student Forms at <https://www.oak.edu/academics/registrar-services>.

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.

Registration for continuing students takes place during the preceding semester and during the first few days of each semester according to the schedule published by the Office of Academic Affairs in the academic calendar available on the Registrar's page of the OCU website under Student Forms at <https://www.oak.edu/academics/registrar-services>. Registration for first year students is assigned by the Registrar for the first semester. First year students will review and accept their registrations during orientation, registration periods, and on opening days of a semester as designated by the academic calendar.

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

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.

Students Registering for Online Courses

Online courses are available for students beginning the second semester of their freshman year. Students may enroll in six (6) credit hours of online coursework during the Fall or Spring semesters. Students wishing to take additional online courses must request approval from their advisor during registration using the Additional Online Course/s Request form. Students with a GPA of less than 3.0 are not approved to take additional online courses. The form, along with instructions for how to complete this process, is available on the Registrar's page of the OCU website under Student Forms at <https://www.oak.edu/academics/registrar-services>.

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 on the Registrar's page of the OCU website under Student Forms at <https://www.oak.edu/academics/registrar-services>. If a course is available in the regular offering, an independent study will only be approved in cases where a strong justification can be provided.

Auditing Courses

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

- Auditors receive no credit, but the course appears on the student's transcript with a notation of AU. Hours for an audited course are not applied toward meeting graduation requirements nor computed in the grade point average. Audit courses are not included in determining full-time enrollment status.
- An audit course may not be changed to a credit course under any circumstance. This means students cannot attempt to earn credit by departmental or CLEP examination at a later date for a previously audited class.
- Credit courses may not be changed to audit courses.
- Tuition charged for audit classes is at \$100 per credit hour.

Course Wait List

A course wait list is for undergraduate students who wish to register for a course or for a section of a course that has reached its authorized capacity. Course wait lists are generated and maintained by the Office of Academic Affairs for one week after the start of the semester.

- Students cannot be placed on a wait list until their open registration has begun (see [Academic Calendar](#)).
- The last day to be placed on a wait list for a class is 12:00 noon, one day before the deadline to add or drop classes (see [Academic Calendar](#)).
- Students can wait list for multiple sections of the same class.

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 advisor (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 also be cancelled due to nonattendance:

- Registered 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.

Change of Registration (Adding or Dropping Courses)

A student is held responsible for each course for which he or she officially registers. Once registered, a student can change his or her schedule by adding or dropping courses. The change of registration process must be completed by the last day to add or drop courses as established in the academic calendar available on the Registrar's page of the OCU website under Student Forms at <https://www.oak.edu/academics/registrar-services>.

- 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.

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 Registrar's page of the OCU website under Student Forms at <https://www.oak.edu/academics/registrar-services>.

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 circumstances (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 and submit it to the Office of Academic Affairs. The form and instructions for completing it are available on the Registrar's page of the OCU website under Student Forms at <https://www.oak.edu/academics/registrar-services>.

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

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

Attendance

Oakland City University is committed to promoting a vibrant academic community in which students and instructors join in a shared learning experience. Both students and instructors assume responsibility for

the well-being of this process, each having something to contribute as well as to gain from a given course. Thus, the university expects regular class attendance by all students and places responsibility for attendance on the student.

Attendance Guidelines

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

Academically related activities do not include activities where a student may be present but not academically engaged, such as logging into an online class without active participation, participating in academic counseling or advisement (including requesting a course extension), and/or discussing issues related to the Learning Management System (LMS) 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 their advisor 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:

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

A grade of WE can only be given up to two weeks prior to the course end date. After that, a grade of WF will be given.

Withdrawal from the University

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

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

Withdrawal Types

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

Different policies and procedures apply for each type of withdrawal:

Student-Initiated Withdrawals. Students wishing to withdraw from the university must do so in collaboration with the Office of Student Life (traditional students) or with their advisor (non-traditional students). This process requires an exit interview with the Director of Student Life (traditional students) or advisor (non-traditional students), completing a Withdrawal from University form, and submitting this form to the Office of Academic Affairs. The form and instructions for completing it are available on the Registrar's page of the OCU website under Student Forms at <https://www.oak.edu/academics/registrar-services>. 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.

Administrative Withdrawals. Students who cease attending all the courses in which they are registered for a given term or session will be administratively 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 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:

Depending on the specific circumstances and future course offerings of the university, a 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 Registrar's page of the OCU website under Student Forms at <https://www.oak.edu/academics/registrar-services>.

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 Registrar's page of the OCU website under Student Forms at <https://www.oak.edu/academics/registrar-services>.

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.

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. 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
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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.

Final Exams. Final exams for classes are required as part of the contact hours. All classes must meet during their scheduled final exam time as stated on the final exam schedule as posted at: <https://www.oak.edu/academics/registrar-services>.

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, followed, and/or replaced 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, follow, or replace 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. 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, ACT, SAT, or OCU school or department examination. When such credit by examination is allowed, it may be used to satisfy degree requirements or to reduce the total number of remaining hours required for a degree. For more information about credit by examination, including the total number of credit hours that can be awarded as a result of examinations, please refer to that section of the catalog.

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

Transfer Credit Policy

Oakland City University allows for transfer credits from institutions accredited by agencies approved by the Council for Higher Education Accreditation (CHEA). Students transferring credits from accredited colleges and universities may have up to forty-five (45) credit hours accepted for an associate degree and up to ninety (90) credit hours accepted for a bachelor's degree. Students must complete the last thirty (30) credit hours with OCU.

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.
- Current information on articulation agreements are available on the Registrar's page of the OCU website <https://www.oak.edu/academics/registrar-services>.
- For a course to transfer, the student must have earned at least a C- grade.
- Course grades and grade point averages are not transferred, only credits are transferred.
- Developmental or remedial coursework is not accepted for transfer credit.
- Institutional exams, classes with the grade of pass, remedial courses, first-year seminar/orientation classes, and life experience or portfolio credit will not qualify for transfer from another institution. Given the exceptional circumstances of the COVID-19 pandemic, some colleges and universities allowed students to receive grades of Pass (P) or Satisfactory (S), and the students' transcripts notate the circumstances of COVID-19. In those cases, credits with grades of pass will transfer to Oakland City University.
- Credit from competency based institutions and international universities are reviewed by the Registrar after students confirm their admission to the university. It is at the Registrar's discretion, along with collaboration with a faculty member or Dean, whether to accept and apply this credit to a program.
- The Registrar is responsible for equating quarter hours to semester hours used at the university.
- For international transcripts to be reviewed for transferability of credits, the transcripts must be officially translated into English and converted to a 4.0 grading system by an accredited organization such as World Education Services (WES). A fee may be associated with the translation.
- Official transcripts from American Council on Education (ACE) will be considered for transfer credit. ACE evaluates and provides credit recommendations for educational offerings for a significant number of corporate universities and other extra-institutional learning providers (e.g., military AARTS, corporate management training).
- An individual who holds an associate degree will not be required to take Foundational Core courses toward a bachelors degree except for Biblical Literacy (CRS 101) unless his/her associate degree's general education curriculum is less than thirty (30) credit hours. If the associate degree required less than thirty (30) credit hours, then courses will be transferred on a course by course basis. If transferring in with an earned bachelor's degree, the same policy will apply.
- Courses for the chosen major older than ten (10) years are not accepted.

- Credit considered for transfer must be from the issuing institution; transfer credit posted on another institution's transcript will not be accepted.

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

No transfer credit from work completed prior to matriculation will be applied to a student's degree program after the first semester of enrollment.

Once matriculated, a student may take up to 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 and the Registrar 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 Registrar's page of the OCU website under Student Forms at <https://www.oak.edu/academics/registrar-services>. Failure to obtain prior approval may result in credits not transferring.

Credit by Examination and Prior Learning Experience

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

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

Credit by Examination

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

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

AP Exam Title	Min. Score Required	Number of Credits	Equivalent OCU Course/s
Art History	3	3	ART 103
Biology	3	3	BIO 101
Calculus AB	4	4	MATH 216
Chemistry	4	4	CHEM 101 & CHEM 101L
English Language and Composition	3	3	ENG 101
Environmental Science	3	3	BIO 105
European History	3	3	HIS 213 or HIS 223
Macroeconomics	3	3	BUS 232
Music Theory	3	3	MUS 111
Spanish Language and Culture	3	6	SPAN 101 & SPAN 102

Statistics	3	3	MATH 110 or BUS 218
United States Government and Politics	3	3	GOV 201 or GOV 301
United States History	3	3	HIS 113 or HIS 123

AP exams test scores should be mailed directly to the Office of Admissions from College Board in order to be reviewed and credit granted. Students may earn up to eighteen (18) credit hours from AP exams. AP scores submitted after the first semester or payment period will not be accepted for credit.

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

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

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

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

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

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

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

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

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

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

Prior Learning Experience

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

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

To apply for credit based on previous learning experience, students must complete and submit the Prior Learning Experience form and the Prior Learning Assessment Portfolio to their advisor. In order to be awarded credit for learning experience, approval must be granted by the advisor, 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 <https://www.oak.edu/academics/registrar-services>.

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

Transcripted Service Credit

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

A Joint Services Transcript (JST) [Army, Navy, Coast Guard, Marines) or the Community College of the Air Force (CCAF) [Air Force] transcript is required to determine transferrable credits from specific training

obtained through the military during the service time. JST and CCAF transcripts are evaluated by the Registrar according to the America Council on Education (ACE) recommendations.

Grades

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.

Grading System

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

Incomplete Grades (I)

The grade of "I" indicates an authorized incomplete and may be assigned by a faculty member after consulting with the student.

An incomplete grade may only be given to a student whose work is currently passing. A grade of "I" does not count in the computation of grade point average. Faculty complete the Request for Incomplete Grade form housed under Student Forms at <https://www.oak.edu/academics/registrar-services> and secure the student's signature. The faculty member selects "I" when posting the student's grade within the faculty portal. The faculty member also submits the completed/signed Request for Incomplete form to the academicaffairs@oak.edu within one week of submitting grades.

The remaining work for an incomplete grade must be completed within a time frame equal to or less than the length of the course. Faculty determine the final date for completing assignments to fulfill the Incomplete agreement.

For example:

A student taking a semester long course must complete all outstanding work by the end of the following semester or by an earlier due date established by the faculty member on the Request for Incomplete Form. A student taking a five-week or eight-week course must complete all outstanding work by the end of the following 5-week or 8-week term or by an earlier due date established by the faculty member on the Request for Incomplete Form.

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 converted, by the faculty member, to a letter grade. The faculty must act to remove the incomplete grade within the timeframe established and noted on the form, by submitting a copy of the signed form with the updated letter grade and date of completion to the academicaffairs@oak.edu email address. In the event that the instructor from whom a student receives an incomplete is not available, the disposition of the case resides with the appropriate dean.

Important Considerations when Faculty Assign 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 completing course requirements by the end of the enrolled semester. These include serious illness or accidents, extreme family issues etc. 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 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.

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

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

Pass/No Credit Option

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

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

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

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

Students who wish to elect this option must indicate their choice by completing the Pass/No Credit form within the following time frame: four (4) weeks from the start of the semester, one (1) week from the start of the Summer Session, or three (3) days from the start of the May term. This form and instructions for completing and submitting it are available on the Registrar's page of the OCU website under Student Forms at <https://www.oak.edu/academics/registrar-services>.

Grade Reports

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

Change of Grade

It is the responsibility of the student to review final grades at the end of each course. Grade changes can only be made by the instructor issuing the grade. In exceptional circumstances (e.g. death, retirement or permission by the instructor) the Dean may be permitted to make a grade change. The university permits a student to ask an instructor for a review of a grade within forty-five (45) days after the course end date. After the expiration of this deadline, a student may initiate a request only through a [grade appeal](#) process.

Dean's List

To qualify for the Dean's List, a student must be a candidate for a degree, enrolled as a full-time student, and maintain a grade point average of 3.50 or higher. The Dean's List is for traditional students and is published at the end of Fall and Spring semesters. Students can still qualify for the Dean's List if they are enrolled in their last semester and do not require a full-time enrollment status.

Repeating Courses

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

Academic Standards

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

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

Academic Good Standing

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

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

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

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

Academic Progress

All students enrolled in courses for credit are expected to make satisfactory academic progress toward completion of their degree in a reasonable time. Students must be making satisfactory progress towards a degree to be eligible for financial aid. For more information about OCU's [satisfactory academic progress policy](#), see the appropriate section of the catalog.

Academic Probation

First-year Student Academic Probation:

1. Students will be placed on academic probation at the end of their first semester of attendance if their GPA is between 1.0 and 1.99. Students will be informed of their probationary status by email.
2. Students on first-time academic probation will be required for the next semester of enrollment to be registered in **T105 Academic Success Seminar** (1 credit hour).
3. Students may be continued on probation when their next semester GPA is 2.0 or above, but their cumulative GPA is between 1.0 and 1.99.
4. Students will be removed from probationary status once their cumulative GPA is 2.0 or above.

All Other Student Academic Probation:

1. All other students whose cumulative GPA falls below 2.0 will be placed on academic probation. Students will be informed of their probationary status by email.
2. Students on first-time academic probation will be required for the next semester of enrollment to be registered in **T105 Academic Success Seminar** (1 credit hour).

3. Students may be continued on probation when their semester GPA is 2.0 or above, but their cumulative GPA is below 2.0.
4. Students will be removed from probationary status once their cumulative GPA is 2.0 or above.

Academic Dismissal

First-year Student Dismissal Policy:

1. Beginning students who have attempted 12 or more credit hours (including W's) must obtain at least a 1.0 GPA at the end of their first semester or they will be dismissed. Students will be informed of their academic dismissal by email.
2. Students who withdraw from all courses are exempt.
3. Students dismissed for the first time must sit out for a minimum of one regular (fall or spring) semester and must complete and submit the Academic Dismissal Appeal Application with relevant documentation (e.g., medical records, family emergency documentation) by the established deadlines.

All Other Student Dismissal Policy:

1. All other students on probation who have completed a minimum of 12 GPA hours are subject to dismissal if they fail to attain a GPA of at least 2.0 in any two consecutive semesters (fall and spring) and their cumulative GPA is below 2.0. Students will be informed of their academic dismissal by email.
2. Students dismissed for the first time must sit out for a minimum of one regular (fall or spring) semester and must complete and submit the Academic Dismissal Appeal Application with relevant documentation (e.g., medical records, family emergency documentation) by the

Academic Honor Code

Oakland City University believes strongly in academic honesty and integrity. Personal integrity, honesty, and honor are essential qualities of an ideal student and a developing leader. The university has established an Academic Honor Code that sets forth the standards of academic honesty and personal integrity expected of all students.

Academic Honor Code Guidelines

Following traditional rules of academic honesty helps create a high-quality learning experience. Students benefit and grow when they get feedback on their own ideas and work and use that feedback to improve. They also make progress when their work receives positive comments and support from classmates or professors. Because of this, the University uses the following principles to assess student work.

- Any work you submit as your own must reflect your own ideas and research. This applies to all assigned work, including papers, examinations, quizzes, and oral presentations. In composing papers, students are encouraged to seek feedback from others on the work in progress but are expected to do the writing themselves.

- Any ideas drawn from other sources must be properly credited. This includes not only direct quotes, but also ideas drawn from course syllabi, videotaped lectures, and other university-related publications.
- Any content that is reused by the author which has already been submitted previously in the same course or another course without citing the original source is self-plagiarism.
- If a student knowingly allows another student to copy his or her work, that student will be subject to the same remedial consequences as the student who copied.
- Students who take responsibility for attendance or any other records contributing to the final course grade are required to be faithful and accurate in their reporting.
- Students who become aware of a failure to uphold the standards of the Academic Honor Code are required to notify the faculty member teaching the course.

Consequences of Plagiarism

Students are expected to respect and uphold generally accepted standards of honesty in examinations and written work submitted to instructors. Plagiarism (including self-plagiarism), although occurring in many forms, in essence involves the presentation of work from the presenter or another writer as if it were the original 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.

Consequences of Academic Honor Code Violations Other Than Plagiarism

For reported Academic Honor Code violations other than plagiarism, the alleged violator will meet with the course instructor and for more severe or repeated reported violations, with the Provost and the course instructor. Sanctions that the faculty member may impose are a grade reduction, failure on the assignment/exam, or failure in the course. The instructor completes a Charge of Academic Dishonesty form and submits this form to the Office of Academic Affairs and the Student Life Office, who keeps a record of all such violations. The Charge of Academic Dishonesty form is available on the Registrar's Page of the OCU website under Student Forms at <https://oak.edu/academics/registrar-services>. The decision to dismiss a student can only be made by the Provost, who will review the situation and determine the remedies based on the facts and circumstances of the behavior.

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://www.oak.edu/student-life/current-students>.

Academic Bankruptcy

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

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

Academic Exception Petition

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

Education Records

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. An "eligible student" under FERPA is a student who is eighteen (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 forty-five (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 Admissions Office in writing. Oakland City University has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards
- The most recent educational agency or institution attended
- Student Identification Number

Updating Student Record Information

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

To notify the university of such changes (e.g., address, phone number, email address, legal name), students can complete the Change of Personal Information form available on the Registrar's page of the OCU website under Student Forms at <https://www.oak.edu/academics/office-registrar>.

Transcript Requests

Official OCU transcripts are issued by the Office of Academic Affairs. Students can request official transcripts (including signature and seal) the following ways:

- In person, by completing a Transcript Request form and submitting payment to the Business Office.
- By mail, by downloading, completing and mailing including payment with the Transcript Request form to the Office of Academic Affairs.
- Online at www.oak.edu by requesting an electronic transcript through the National Student Clearinghouse.

Unofficial transcripts are only available for current students and can be found by logging into their student portal.

All transcript requests must be signed by the student. Payment for transcripts must be submitted at the time of request.

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

For more information about transcript costs and how to request them, please visit the Registrar's page of the OCU website under Student Forms at <https://www.oak.edu/academics/office-registrar>.

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.

Institutional Review Board (IRB)

The Oakland City University Institutional Review Board is a committee designated to review, approve, and conduct a periodic review of research involving human subjects. The primary purpose of the review is to assure the protection of human research subjects is consistent with the principles specified in the Code of Federal Regulations, Title 45, Part 46 (45 CFR 46) and the Belmont Report. It extends to all research involving human subjects, whether conducted by faculty, staff, graduate students, undergraduate students, or non-Oakland City University researchers. The IRB is also tasked with reviewing projects seeking to use Oakland City University faculty, staff, students, and alumni as research participants and acts as an advocate for the research subject. This means that the IRB, during its review of a research project, the informed consent and supporting documents, has the right and responsibility to ensure that the research subject is fully informed of the procedures involved in the study as well as the risks. The Oakland City University IRB maintains a site accessible to all student researchers and researchers in the university's E-Learning Center that contains the criteria, training, application forms, sample consent forms, and other information typically needed by students/researchers during the IRB application process. For questions about the IRB, please send an email message to irb@oak.edu.

Graduation

Graduation Honors

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

Honors GPA Requirements	
Cum Laude	3.50 – 3.69
Magna Cum Laude	3.70 – 3.89
Summa Cum Laude	3.90 and above

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

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

Time Limitation for Degree Completion

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

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

Degree Application and Graduation Fee

All requirements for a degree must be satisfactorily met before a degree is actually conferred. A candidate for a degree must apply for graduation online by the deadline of the year in which she or he expects to finish all of the degree requirements. Students must submit an application for each degree earned. For example, a student that earns both an Associate of Arts and a Bachelors of Arts, will be required to complete a separate application for each degree and pay two graduation fees. If a student completes the requirements for a degree but fails to apply for graduation, the student's degree conferral date will reflect the next graduation date after he/she applies for graduation.

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

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: May, July, August, and December.

Diplomas

Diplomas are mailed to students 6-8 weeks after the conferral date. The graduation application fee must be paid in order to receive your diploma.

Diplomas are sent to the address indicated on the graduation application. The university is not responsible for diplomas lost in transit.

Replacement diplomas can be ordered for a fee by submitting a Diploma Replacement Order Form to the Office of the Registrar. For more information about replacement diplomas and how to request them, please visit the forms page of the OCU website under at <https://www.oak.edu/forms/>.

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 94,765 items, a collection of approximately 252,472 eBooks, and 124,707 eJournals. 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, including 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 computer lab, which is open to all classes during library hours, is located on the 2nd level. An e-Sports lab is located on the 4th level. 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 found at: <https://www.oak.edu/academics/library/>.

Canvas 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 eight (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 Canvas Learning Management System (LMS). Tutorials on how to use Canvas are made available for students at <https://www.oak.edu/canvas/>.

Academic Programs

Academic Degrees

Oakland City University offers a variety of two and four-year undergraduate academic degrees such as Associate of Arts (AA), Associate of Science (AS), Bachelor of Arts (BA), Bachelor of Applied Science (BAS), and Bachelor of Science (BS). The university also offers a Bachelor to Master's program (4+1) in both the School of Business and the Chapman School of Religious Studies.

Organizational Structure and Programs of Study

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

School of Arts and Sciences

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

Department	Programs of Study	Minors
Biology	Bachelor of Science in Biology <i>Applied Biology Concentration</i> <i>Environmental Science Concentration</i> <i>Pre-Medical Concentration</i> <i>Life Science Secondary Education Licensure</i>	Biology Chemistry
Physical Science	Bachelor of Science in Physical Science <i>Physical Science Secondary Education Licensure</i>	Physical Science
Communication	Bachelor of Arts in Communication <i>Journalism Concentration</i> <i>Strategic Communication Concentration</i>	Communication
Computer Science	Bachelor of Science in Computer Science	Computer Science
Criminal Justice	Bachelor of Science in Criminal Justice <i>Criminal Justice Law Enforcement Concentration</i> <i>Investigative Forensics Concentration</i>	Criminal Justice Investigative Forensics Corrections
English	Bachelor of Arts in English <i>English with Secondary Education Licensure</i>	English
History	Bachelor of Arts in History <i>Global Studies Concentration</i> <i>Legal Studies Concentration</i> <i>History with Secondary Education Licensure</i>	History Legal Studies Social Science
Mathematics	Bachelor of Science in Applied Mathematics <i>Actuarial Science Concentration</i> <i>Math with Secondary Education Licensure</i>	Mathematics

Physical Science	Bachelor of Science in Physical Science <i>Physical Science with Secondary Education Licensure</i>	Physical Science
Psychology	Bachelor of Science in Psychology	Psychology Addictions Counseling
University Studies	Associate of Arts in University Studies	
	Bachelor of Arts in University Studies	

School of Business

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

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

Department	Programs of Study	Minors
Accounting	Associate of Science in Accounting	
Business Administration	Associate of Science in Business Administration	
	Bachelor of Science in Business Administration <i>Accounting Concentration</i> <i>Agribusiness Management Concentration</i> <i>Human Resource Management Concentration</i> <i>Management Concentration</i> <i>Marketing Concentration</i> <i>Ministry Leadership</i> <i>Sports Administration Concentration</i> <i>Supply Chain Management Concentration</i>	Accounting Business Creative Technologies Entrepreneurship & Innovation
Creative Technologies	Bachelor of Science in Creative Technologies	
Management	Bachelor of Applied Science in Operation Management <i>Quality Systems Concentration</i> <i>Logistics & Product Distribution Concentration</i> <i>Leadership Concentration</i>	
Bachelor to Master's Degree Program (4+1)		

School of Education

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

Department	Programs of Study	Minors
Health & Physical Education	Bachelor of Science in Health and Physical Education <i>Applied Health and Fitness Program Concentration</i> <i>Health and Physical Education with Licensure (All-Grade) Concentration</i>	Secondary Education
Early Childhood	Associate of Arts in Early Childhood Education (non-licensure)	
	Bachelor of Arts in Early Childhood Education (non-licensure)	
Elementary Education	Bachelor of Arts in Elementary Education <i>Early Childhood Concentration</i> <i>Health & Physical Education Concentration</i> <i>Language Arts/English Concentration</i> <i>Life Science/Biology Concentration</i> <i>Mathematics Concentration</i> <i>Special Education Concentration</i>	Servant Leadership
Special Education	Bachelor of Arts in Special Education <i>Mild Intervention (All Grade) Concentration</i>	

Chapman School of Religious Studies

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

Programs of Study	Minors
Certificate in Christian Studies	
Associate of Arts in Christian Studies	
Bachelor of Arts in Christian Studies <i>Pastoral Ministry Concentration</i> <i>Christian Missions Concentration</i>	Pastoral Ministry Christian Missions Philosophy
Bachelor to Master's Degree Program (4+1)	

Teach Out Programs

Oakland City University reserves the right to discontinue any of its programs.

The programs in this section of the catalog are exclusively for and limited to continuing Oakland City University students as part of a teach out plan filed by The Higher Learning Commission. These programs cannot accept any new students and the teach out will be terminated effective December 2024. Students who are part of the teach out are strongly advised to complete their academic program of study by the termination date. The university reserves the right to end a teach out period early for a program if all currently enrolled students have completed their degree.

All fully online undergraduate programs included in the teach out are listed below.

School of Arts & Sciences

- Associate of Arts in University Studies
- Bachelor of Arts in University Studies
- Bachelor of Science in Criminal Justice

School of Business

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

School of Education

- Associate of Arts in Early Childhood Education
- Bachelor of Arts in Early Childhood Education

Chapman School of Religious Studies

- Bachelor of Arts in Christian Studies Pastoral Concentration

General Requirements for Academic Programs

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

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

General Requirements for Associate Degrees

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

1. Be granted admission to the university as a degree-seeking student;
2. Must complete the First Year Experience (UNIV 101) course unless given an exemption by the Registrar;

3. Complete the Foundational Core curriculum and an area of specialization or major;
4. Complete a total of sixty (60) semester hours;
5. Earn a minimum cumulative grade point average (GPA) of 2.00;
6. Satisfy the residency requirement by completing at least fifteen (15) credit hours at OCU; and
7. Formally apply for the degree to the Office of Academic Affairs within established graduation deadlines.

General Requirements for Bachelor's Degrees

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

1. Be granted admission to the university as a degree-seeking student;
2. Must complete the First Year Experience (UNIV 101) course unless given exemption by the Registrar;
3. Complete the Foundational Core curriculum and an area of specialization or major;
4. Complete a total of 120 semester hours;
5. Earn a minimum cumulative grade point average (GPA) of 2.00;
6. Satisfy the residency requirement by completing at least thirty (30) credit hours at OCU; and
7. Formally apply for the degree to the Office of Academic Affairs within established graduation deadlines.

Residency Requirement

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

Requirements for Additional Degrees

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

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

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

Requirements for Minors

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

Foundational Core Curriculum

The role of the foundational core is to come alongside incoming students and give them a firm foundation, as the program name implies, in order that students might have a robust educational experience and successfully maximize their learning potential. As foundational, the core is, ultimately, geared toward preparing first and second year students for their upper class experience so that majors can concentrate on field content rather than basic course skills.

The role of the Foundational Core also addresses the holistic needs of students so that cognitive growth, while arguably of primary importance in an academic setting, takes place alongside personal and civic growth. As the Mission Statement implies Oakland City University's values of Head, Hands, and Heart will be mirrored in the values of the core.

Foundational Core Mission

It is the mission of the foundational core to provide the opportunity for the introduction of cognitive, social, physical, and affective learning through an interrelated curriculum in a Christian environment.

Foundational Core Vision

It is the vision of the foundational core to enrich, to engage, and to empower students with the habits essential for purposeful living.

Foundational Core Goals, Outcomes, and Objectives

Goals: The *Foundational Core* of Oakland City University seeks to –

- a. Outcomes: The goals of the *Foundational Core* will be met by achieving subsequent outcomes.
 - i. Objectives: Outcomes will be met and supported by core specific Course Objectives.

1. It is the goal of *Foundational Core* for students to enhance critical thinking
 - a. by constructing and evaluating arguments
 - i. Students will be able to apply the basic concepts essential to a critical examination and evaluation of argumentative discourse.
 - ii. Students will be able to synthesize information to arrive at reasoned conclusions.
 - b. by understanding logical reasoning
 - i. Students will be able to use analytical thinking skills to examine, explore and solve challenging problems.
 - ii. Students will be able to evaluate the validity of deductive arguments and the strength of inductive arguments.
 - iii. Students will be able to identify fallacious reasoning.
 - c. by achieving quantification literacy
 - i. Students will be able to use appropriate mathematical language and operations.
 - ii. Students will be able to apply mathematical concepts to real-world situations.
 - iii. Students will be able to create, analyze and interpret various representations of data (e.g., charts, graphs, and tables)

2. It is the goal of *Foundational Core* for students to develop communication skills
 - a. by improving writing skills
 - i. Students will be able to identify major errors in writing, including sentence fragments, fused sentences, comma splices, pronoun/antecedent agreement, and subject verb agreement.
 - ii. Students will be able to demonstrate a comprehensive knowledge of the procedures and steps to follow in researching, documenting, and writing research papers through the writing of more than one research paper in correct format.
 - iii. Identify elements of the writing process and follow the process when writing.
 - b. by improving verbal presentation skills
 - i. Students will improve personal speaking skills through multiple forms of public communication.
 - ii. Students will be able to understand small group dynamics and work with a small group to create and deliver a speech.

3. It is the goal of *Foundational Core* to encourage students in responsible conduct
 - a. by encouraging ethical decision making
 - i. Students will be able to demonstrate informed ethical judgments in various situations, including professional, social, and personal contexts.
 - ii. Students will be able to articulate a set of personal moral guidelines, practices, or viewpoints that can be used in daily interaction with others.
 - b. by encouraging civic engagement
 - i. Students will be able to recognize opportunities for civic engagement.
 - ii. Students will be able to implement course material in performing civic engagement.
 - c. by encouraging physical education
 - i. Students will be able to articulate a plan for a healthy lifestyle.
 - ii. Students will appreciate the importance of physical exercise.

4. It is the goal of *Foundational Core* for students to demonstrate connection between historical and human contexts
 - a. by enhancing intercultural awareness
 - i. Students will be able to recognize diverse human traditions.
 - ii. Students will be able to value the perspectives of different cultures.
 - iii. Students will be able to describe how social relationships develop, persist, and change.
 - iv. Students will be able to articulate the complexity of human behavior as a function of the commonality and diversity within groups.
 - b. by engaging literary context
 - i. Students will be able to identify authors and genres from various periods of literature.
 - ii. Students will be able to analyze literature using textual evidence to support assertions.
 - iii. Students will be able to demonstrate connections between literary contexts, human contexts, and historical perspectives.
 - c. by engaging in artistic contexts
 - i. Students will be able to identify artists, periods, and genres
 - ii. Students will be able to analyze artistic works using evidence to support assertions
 - iii. Students will be able to demonstrate connections between artistic contexts, human contexts, and historical perspectives.
 - d. by describing historical events and trends
 - i. Students will identify historical perspectives on the major themes, trends, events, ideologies, and conflicts that have defined the human experience.
 - ii. Students will analyze primary sources that emerged from a diverse range of chronological-and-cultural settings.
 - iii. Students will analyze the dynamic-and-ongoing conversation between the past and the present.
5. It is the goal of *Foundational Core* for students to understand the use of science in the natural world
 - a. by gaining an understanding of the importance of the scientific method
 - i. Students will discover how the scientific method creates connections across the major areas of science (e.g. Physical Science, Life Science, and Environmental Science).
 - ii. Students will gain a better understanding of key theoretical scientific concepts in the major areas of science (e.g. Physical Science, Life Science, and Environmental Science).
 - b. by generating and analyzing scientific data
 - i. Students will utilize the scientific method in order to investigate the natural world (e.g. using instruments, quantitative/qualitative analysis).
 - ii. Students will appreciate the importance of scientific inquiry through research.
6. It is the goal of *Foundational Core* for students to engage with Christian ideals
 - a. by improving Biblical literacy
 - i. Students will be able to identify major themes of the New and Old Testaments.

- ii. Students will be able to recall the historical and cultural context of the New and Old Testaments.

Infused Competencies – These are targeted objective areas which instructors are encouraged to add to their syllabi.

- *Information literacy*
- *Computer literacy*
- *Visual presentation skills*
- *Christian Values*

- *Diversity, Equity, and Inclusion* – In Spring 2023, Faculty Assembly of OCU voted to include the following Diversity Goal as an infused competency.
 - *Goal: It is the goal of Foundational Core for students to explore diversity, equity, and inclusion*
 - *by describing the historical and contemporary societal factors that shape the development of individual and group identity involving race, class, and gender.*
 - *by analyzing the role that complex networks of social structures and systems play in creating and perpetuating the dynamics of power, privilege, oppression, and opportunity.*
 - *by applying the principles of rights, access, equity, and autonomous participation to past, current, or future social justice action.*

Foundational Core Requirements for Associate Degrees

The Foundational Core curriculum for associate degree programs consists of twenty-five (25) semester hours as follows:

Foundational Core Requirements for Associate Degrees			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
Arguments and Logical Reasoning (3 Hours)			
PHIL	110	Introduction to Philosophy	3
PHIL	105	Critical Thinking	3
PHIL	210	Faith and Reason	3
Quantification Literacy (3 Hours)			
MATH	110	Mathematics and Its Applications or Higher	3
BUS	218	Business Statistics	3
Communications Skills -Written (3 Hours)			
ENG	101	English Composition I	3
Communications Skills -Verbal (3 Hours)			
COMM	202	Fundamentals of Speech	3
BUS	202	Professional Presentations	3
Ethical Reasoning and Civic Engagement (3 Hours)			
PHIL	220	Introduction to Ethics	3
BUS	285	Business Law and Ethics	3
Intercultural Awareness (3 Hours)			
HIS	233	Non-Western Civilizations	3
PSY	101	General Psychology	3
SOC	201	Introduction to Sociology	3

BUS	220	Business Psychology	3
GEOG	203	World Regional Geography	3
CM	206	Survey of World Religions	3
ART	103	Art Appreciation	3
MUS	225	History of American Popular Music	3
Science and the Natural World (3-4 Hours)			
BIO	101	Introduction to Life Sciences	3
BIO	105	Environmental Biology	3
BIO	111	Principles of Biology I	4
BIO	201	Basic Human Anatomy and Physiology I	3
CHEM	101	General Chemistry I	4
PHSC	101	Introduction to Physical Sciences	3
PHY	201	General Physics I	4
Christian Ideas (3 Hours)			
CRS	101	Biblical Literacy	3
University (1 Hour)			
UNIV	101	First Year Experience (transfer students are exempt)	1

Foundational Core Requirements for Bachelor Degrees

The Foundational Core curriculum for bachelor's degree programs is thirty-three (33) semester hours as follows:

Foundational Core Requirements for Bachelor Degrees			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
Arguments and Logical Reasoning (3 Hours)			
PHIL	110	Introduction to Philosophy	3
PHIL	105	Critical Thinking	3
PHIL	210	Faith and Reason	3
Quantification Literacy (3 Hours)			
MATH	110	Mathematics and Its Applications or Higher	3
BUS	218	Business Statistics	3
Communications Skills -Written (3 Hours)			
ENG	101	English Composition I	3
Communications Skills -Verbal (3 Hours)			
COMM	202	Fundamentals of Speech	3
BUS	202	Professional Presentations	3
Ethical Reasoning and Civic Engagement (3 Hours)			
PHIL	220	Introduction to Ethics	3
BUS	285	Business Law and Ethics	3
Physical Wellbeing (2 Hours)			
HPE	201	Fitness and Wellness	2
MGT	202	Work/Life Management	2
Intercultural Awareness (3 Hours)			
HIS	233	Non-Western Civilizations	3
PSY	101	General Psychology	3
SOC	201	Introduction to Sociology	3
BUS	220	Business Psychology	3

GEOG	203	World Regional Geography	3
CM	206	Survey of World Religions	3
ART	103	Art Appreciation	3
MUS	225	History of American Popular Music	3
Literacy Context (3 Hours)			
ENG	201	Introduction to Literature	3
ENG	210	Intro to British Literature	3
ENG	215	Intro to American Literature	3
Historical Events and Trends (3 Hours)			
HIS	113	U.S. History to 1877	3
HIS	123	U.S. History since 1877	3
HIS	213	Western Civilization to 1600	3
HIS	223	Western Civilization since 1600	3
BUS	232	Business Economics in the Global Environment	3
Science and the Natural World (3-4 Hours)			
BIO	101	Introduction to Life Sciences	3
BIO	105	Environmental Biology	3
BIO	111	Principles of Biology I	4
BIO	201	Basic HA&P I	3
CHEM	101	General Chemistry I	4
PHSC	101	Introduction to Physical Sciences	3
PHY	101	General Physics I	4
Christian Ideas (3 Hours)			
CRS	101	Biblical Literacy	3
University (1 Hour)			
UNIV	101	First Year Experience (transfer students are exempt)	1

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

Assessment of Academic Programs and Student Learning

In keeping with its mission, Oakland City University is committed to maintaining high standards of academic integrity and of quality service to its students. To achieve this goal, the university engages in the assessment of academic programs and student learning, a process through which the effectiveness of the University and its programs is evaluated against institutionally determined standards, in addition to regional and programmatic accreditation criteria.

The university understands that assessment is the process of gathering data from multiple sources, analyzing the gathered data, drawing conclusions from the analysis, and making recommendations based upon the conclusions that enhance the institution's ability to fulfill its mission, purpose, and outcomes expectations. This process is done institutionally, departmentally, programmatically, and instructionally. Thus, every area of the institutional work is involved in structured assessment processes.

Assessment of academic programs and students learning comprises several components:

- **Course-Level Assessment:** Instructional staff are responsible for guiding and monitoring student learning throughout an academic program beginning at the course level. All courses offered at OCU must clearly articulate student learning outcomes. When courses are designed or while revising current course offerings, it is important that course-level student learning outcomes advance aspects of the academic program goals.

- **Academic Program-Level Assessment:** Program Level Assessment focuses on what and how an academic program is contributing to the learning, growth, and development of students as a group. Each academic program prepares an assessment plan that reflects specific program goals, measurable student learning outcomes, and a well-articulated plan for timely implementation, strategic data collection, and analysis. Findings should then be used to inform, confirm, and support program level change and facilitate continuous program level improvement.
- **Institutional-Level Assessment:** Institutional-Level Assessment gauges the extent to which the institution achieves its mission and creates a common understanding of quality and continuous improvement.
- **Course Evaluations:** Course evaluations are conducted each academic term at the conclusion of the course. Students are encouraged to participate in this process as a method of placing accountability for educational services on the university. The student course evaluation seeks information related to student perceptions of classroom dynamics, course content, and instructor and student performance and satisfaction.
- **Academic Program Review:** The academic program review process aims to take a comprehensive look at a variety of aspects that influence program effectiveness, including assessment of student learning, diversity issues including diversity-related goals and initiatives, financial data, facilities usage, curricular development, enrollment trends. Implementing this complex process will undoubtedly require additional efforts from faculty, staff and administrators. However, engaging in program review at this level also promises opportunities to highlight the successes of our current efforts and a chance to strengthen areas of weaknesses.
- **Co-Curricular Assessment:** Co-curricular life plays an important role in the student experience at OCU. Students engage in activities that highlight, integrate and enhance formal academic learning. As such, assessment planning also includes the identification of the range of co-curricular educational experiences through which students demonstrate learning. Thus, co-curricular units and programs set learning goals, assess the goals and report on progress, annually.

Honors Program

The honors program at Oakland City University is committed to academic excellence and preparing students for leadership in their professions and service within their communities. The program is based on the following guiding principles: first, that Christian ethics should guide both individual actions and public policy; second, that the free enterprise system and free markets produce outcomes that enhance individual freedom and best provide for the general welfare; third, that servant leadership establishes the best model for public service by promoting the interests of others; and fourth, that Western Civilization promotes a society based upon individual liberty, equality, democracy, human rights, and the rule of law.

Applicants must meet all requirements for admission to Oakland City University and the requirements of the honors program. Formal approval of the application for membership in the honors program is the prerogative of the University Administration acting through the Honors Council. Membership is a privilege, not a right.

The Honors Council may admit a student to the honors program on a conditional basis for one semester. At the end of the semester the Honors Council will evaluate a student's academic and service/participation records to determine his or her future enrollment in the program. Students who fail to maintain the required cumulative 3.25 GPA and/or fulfill service/participation requirements within the

honors program will be subject to probation for one semester or expulsion from the program. The Honors Council will specify the requirements for lifting probation.

Students who fail to maintain their membership in the honors program or who drop out for any reason at any time are not eligible to claim identification as an honors program graduate. Loss of membership does not affect credits earned from Oakland City University while a member of the honors program.

Students within the honors program must meet the following requirements to maintain membership in and graduate from the honors program:

1. Students must maintain a 3.25 cumulative GPA and full-time status unless the student is in their last semester towards degree completion.
2. Students must successfully complete five (5) courses for Honors credit, including one Honors Capstone contract added to a 300- or 400-level class in their major or minor.
3. Students must earn at least three (3) activity points each semester by participating in a scholarly or service-oriented events.
4. Students must complete a public service project within the university or the community.
5. Students must complete an internship, practicum, or experiential learning experience related to the student's major.

Honors Program Mission

It is the mission of the honors program to provide an environment for advanced academic growth, creative engagement, and a foundation for lifelong learning and service.

School of Arts and Sciences

About the School

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

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

The School of Arts and Sciences offers associate and bachelor's degrees. An associate degrees is offered in University Studies. Bachelor's degrees are offered with majors in Applied Mathematics, Biology, Communication, Computer Science, Criminal Justice, English, History, Physical Science, Psychology, and University Studies. Minors are offered in Applied Mathematics Biology, Chemistry, Communication, Corrections, Criminal Justice, Investigative Forensics, English, History, Journalism, Legal Studies, Physical Science, Psychology, and Social Science.

Faculty of the School of Arts and Sciences

Atiat (Allison) Alsaideh, Ph.D., Associate Professor of Physics and Mathematics
 Paul Bowdre, Ed.D., Assistant Professor of Criminal Justice
 Stan Coy, M.Ed., Lecturer in Communication and English
 Megan Croxton, M.S., Lecturer in Biology and Director of Nursing
 Charles Davis, M.S., Lecturer in Criminal Justice
 Luke Douglas, Ph.D., Assistant Professor of Criminal Justice and Psychology
 Danielle Goodwin, Ed.D., Associate Professor of Computer Science and Mathematics
 Stephen T. Kissel, Ph.D., Associate Professor of History
 Kaitlyn Lasswell, M.A., Lecturer in English
 Justin D. Murphy, Ph.D., Dean, Professor of History
 Jenny Ridao, M.S., Lecturer in Business and Communication
 Sarah B. Wilson, Ph.D., Professor of Chemistry

Mission of the School of Arts and Sciences

The School of Arts and Sciences at OCU is a learning/teaching community dedicated to:

- inspiring intellectual curiosity
- instilling research, analytical, and communication skills
- developing professional ethical behaviors

Objectives of the School of Arts and Sciences

Students graduating from the School of Arts and Sciences will:

1. Effectively synthesize fundamental concepts in the chosen major.
2. Demonstrate the ability to gather and synthesize research findings in the chosen major.
3. Demonstrate professional ethical standards in the chosen major.

Professional Programs

Pre-Medicine and Dentistry

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

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

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

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

Bachelor of Arts Degree Programs

Bachelor of Arts in Communication

Students pursuing a Communication Major must complete thirty-nine (39) semester hours in Communication, consisting of twenty-four (24) semester hours in the required Communication core and fifteen (15) semester hours in a Journalism or Strategic Communication Concentration. Students must also complete foundational core requirements and take elective courses to reach the program minimum requirement of 120 hours.

Students graduating with a Bachelor of Arts in Communication will:

1. Understand and apply the principles and the laws of freedom of speech in the U.S., as well as gain understanding of the range of freedom of expression around the world.
2. Demonstrate an understanding of the history and the role of professionals and institutions in shaping communications.
3. Demonstrate an understanding of diversity in domestic society in relation to mass communications.
4. Understand concepts and apply theories in the use and presentation of images and information.

5. Think critically, creatively, and independently.
6. Conduct research and evaluate information by methods appropriate to the communications professions un which they work.
7. Write and speak correctly and clearly in forms and styles appropriate for the communications professions, and audience and purposes which they serve.
8. Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style, and grammatical correctness.

A grade of C- or higher must be achieved in all prerequisites required for Communication courses or permission of the instructor.

Communication Major

Communication Core: 21 Hours			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
COMM	202	Fundamentals of Speech	3
COMM	215	Introduction to Strategic Communication	3
COMM	230	Interpersonal Communication	3
COMM	301	Communication Theory and Research Methods	3
COMM	320	Intercultural Communication	3
COMM	340	Persuasion and Strategic Communication	3
COMM	410	Advanced Speech	3

Concentrations

Concentration I: Journalism

The Journalism Concentration is designed to prepare students for careers in mass-media fields such as newspapers, radio, and television.

Journalism Concentration: 15 Semester Hours			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
COM	220	Mass Media	3
COM	310	On Campus Practicum	3
COM	415	On Campus Practicum in Editing	3
COM	440	Internship in Communication	3
ENG	225	Writing for the Media	3

Concentration II: Strategic Communication

The Strategic Communication Concentration is designed to prepare students for careers in public relations and marketing for both the public and private sectors.

Strategic Communication Concentration: 15 Hours			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
BUS	101	Introduction to Business	3
MKT	201	Principles of Marketing	3
MKT	305	Marketing Research	3
MKT	310	Consumer Behavior	3
MKT	340	Social Media and E-Marketing	3

Minor

Communication Minor: The Communication minor is composed of twenty-four (24) hours of Communication courses as follows:

Communication Minor: 24 Hours			
<i>Dept.</i>	<i>Numb</i>	<i>Name</i>	<i>Credit Hours</i>
COMM	202	Fundamentals of Speech	3
COMM	215	Introduction to Strategic Communication	3
COMM	220	Mass Media	3
COMM	230	Interpersonal Communication	3
COMM	320	Intercultural Communication	3
ENG	225	Writing for the Media	3
Six (6) hours of 300-level or 400-level Communication courses			

Bachelor of Arts in English

Students pursuing an English Major must complete thirty-six (36) semester hours in English, consisting of twenty-four (24) semester hours in the required English core, nine (9) semester hours of English electives, and three (3) semester hours in ENG 465 Research Seminar in Shakespeare. Students must also complete foundational core requirements and take elective courses to reach the program minimum requirement of 120 hours.

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

1. Be knowledgeable about texts—print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts.

2. Compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing is a recursive process; candidates can use contemporary technologies and/or digital media to compose multimodal discourse.
3. Exhibit knowledge of the use of structure, supporting materials, and reasoning in oral discourse; they have skills in delivery of oral presentations.
4. Demonstrate the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they understand the concept of dialect and are familiar with relevant grammar systems (e.g., descriptive and prescriptive); they understand principles of language acquisition; they recognize the influence of English language history on ELA content; and they understand the impact of language on society.
5. Utilize the necessary skills for various types of research; they understand the nature, use, and limitations of primary and secondary sources, as well as have the ability to critically analyze and synthesize materials.
6. Demonstrate a broad and comprehensive understanding of content-specific instruction and assessment (English Middle School/High School Education Candidate).

A grade of C- or higher must be achieved in all prerequisites required for English courses or permission of the instructor.

English Core

English Major: 36 Hours			
English Core: 24 Hours			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
ENG	201	Introduction to Literature	3
ENG	210	Introduction to British Literature	3
ENG	215	Introduction to American Literature	3
ENG	225	Writing for the Media	3
ENG	315	Introduction to Literary Criticism	3
ENG	326	Adolescent and Young Adult Literature	3
ENG	405	Studies in Composition*	3
ENG	444	Studies in Multicultural Literature*	3
English Electives: 9 Hours			
Nine (9) hours of English selected from the following courses:			
ENG	301	Topics in British Literature*	3-6
ENG	305	Topics in American Literature*	3-6
<i>*Can be taken more than once if the topic is different.</i>			
English Capstone: 3 Hours			
ENG	465	Research Seminar in Shakespeare	3

Concentration in English Language Arts with Secondary Education Licensure

The English Language Arts with Secondary Education Licensure Concentration is designed for students seeking certification to teach English Language Arts at the middle school or high school level. In addition to the English major, students must complete ENG 400 Preparation for English Language Arts Certification (0 hours) and thirty-seven (37) semester hours in secondary education through the School of Education. Students pursuing this option must maintain a 2.70 GPA within their major to meet licensure and School of Education requirements.

English Language Arts Secondary Education Licensure Concentration: 37 Hours			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
ENG	400	Preparation for English Language Arts Certification	0
Secondary Education Licensure			
EDUC	101	Foundations of Education	3
SPED	103	Exceptional Children	3
EDUC	213	Developmental Psychology	3
EDUC	230	Assessment of Learning	2
EDUC	260	Reading Across the Content	3
EDUC	270	Secondary Practicum	2
EDUC	295	Differentiated Instruction	3
EDUC	315	Classroom Management	3
EDUC	346	Secondary Education Methods	3
Student Teaching – All requirements for student teaching must be met prior to starting placement, including First Aid/CPR certification and criminal background check.			
EDUC	418	Seminar in Education	2
EDUC	419	Student Teaching in Middle School (6 wks) and	10
EDUC	420	Student Teaching in High School (6 wks), or	
EDUC	421	Student Teaching High School (12 wks)	

Minors

English Minor: The English minor is composed of twenty-one (21) hours of English courses as follows.

English Minor: 21 Hours			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
ENG	201	Introduction to Literature	3
ENG	210	Introduction to British Literature	3
ENG	215	Introduction to American Literature	3
ENG	315	Introduction to Literary Criticism	3
ENG	405	Studies in Composition	3
Six (6) 300- or 400-level hours in English			6

Bachelor of Arts in History

Students pursuing a History Major must complete forty-two (42) semester hours in history, consisting of fifteen (15) semester hours of required history foundation courses, twenty-one (21) semester hours of 300- or 400-level history elective courses selected in consultation with their advisor, and six (6) hours of required history capstone courses. Students must also complete foundational core requirements and take elective courses to reach the program minimum requirement of 120 hours.

Students graduating with a Bachelor of Arts in History will:

1. Have a broad and comprehensive understanding of major historical events, people, and developments of social, political, economic, and cultural significance that have shaped the course of American History and World History.
2. Have a broad and comprehensive understanding of historical concepts, terms, and perspectives essential for interpreting the past through the analysis of primary and secondary sources.
3. Have a broad and comprehensive understanding of how to conduct historical research, organize and analyze historical evidence drawn from primary and secondary sources, and communicate evidence-based findings and interpretations in an effective, articulate, and persuasive manner.

A grade of C- or higher must be achieved in all prerequisites required for History courses or permission of the instructor.

History Major

History Major: 42 Hours			
History Foundations: 15 Hours			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
HIS	113	United States History to 1877	3
HIS	123	United States History since 1877	3
HIS	213	Western Civilization to 1600	3
HIS	223	Western Civilization since 1600	3
HIS	233	Non-Western Civilizations	3
History Electives: 21 Hours			
Twenty-one (21) 300- or 400-level hours in history.*			21
History Capstones: 6 Hours			
HIS	483	The United States since 1945	3
HIS	493	Europe since 1919	3
*Students pursuing the History with Secondary Education Licensure Concentration may take HIS 203 in place of a 300- or 400-level history elective.			

Students pursuing a History major can also choose to complete a Concentration in Legal Studies or Secondary Education Licensure as outlined below.

Concentrations

Concentration I: Legal Studies

The Legal Studies Concentration is designed to prepare students for admission to law school or paralegal positions. In addition to the History Major, students must complete eighteen (18) additional semester hours selected from Business, Criminal Justice, and Government as follows:

Legal Studies Concentration: 18 Hours			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
CJ	101	Introduction to Criminal Justice	3
GOV	201	American Government and Politics	3
GOV	433	American Constitutional Development	3
Nine (9) hours selected from the following courses:			
BUS	285	Business Law and Ethics	3
CJ	203	Criminal Law and Procedure	3
GOV	311	Moot Court (May be taken 3 times)	1
GOV	303	Introduction to Law	3
GOV	393	English Constitutional Development	3
GOV	453	Western Political Thought	3

Concentration II: History with Secondary Education Licensure

The History with Secondary Education Licensure Concentration is designed for students seeking certification to teach History at the middle school or high school level. In addition to the History Major, students must complete HIS 400 Preparation for History Certification (0 hours) and thirty-seven (37) semester hours in secondary education through the School of Education. Students pursuing this option must maintain a 2.70 GPA within the major to meet licensure and School of Education requirements.

History with Secondary Education Licensure Concentration: 37 Hours			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
HIS	400	Preparation for History Certification	0
Secondary Education Licensure			
EDUC	101	Foundations of Education	3
EDUC	103	Exceptional Children	3
EDUC	213	Developmental Psychology	3
EDUC	230	Assessment of Student Learning	2
EDUC	260	Reading Across the Content Areas	3
EDUC	270	Secondary Practicum	2
EDUC	295	Differentiated Instruction	3
Pass entry exam (SAT, ACT or CASA) interviews, 2 faculty dispositions, GPA 2.9 See catalog SOE			
EDUC	315	Classroom Management	3
EDUC	346	Secondary Education Methods	3
Student Teaching – All requirements for student teaching must be met prior to starting placement, including First Aid/CPR certification and criminal background check			

EDUC	418	Seminar in Education	2
EDUC	419	Student Teaching in Middle School (6 Weeks) AND	5
EDUC	420	Student Teaching in High School (6 Weeks) OR	5
EDUC	421	Student Teaching in High School (12 Weeks)	10

Minors

History Minor: The History minor is composed of twenty-four (24) semester hours as follows:

History Minor: 24 Hours			
History Foundations: 15 Hours			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
HIS	113	United States History to 1877	3
HIS	123	United States History since 1877	3
HIS	213	Western Civilization to 1600	3
HIS	223	Western Civilization since 1600	3
HIS	233	Non-Western Civilizations	3
History Electives: 9 Hours			
Nine (9) 300- or 400-level hours in history.			9

Legal Studies Minor: Students pursuing a major other than History can add a Legal Studies minor consisting of twenty-four (24) semester hours as follows:

Legal Studies Minor: 24 Hours			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
CJ	101	Introduction to Criminal Justice	3
GOV	201	American Government and Politics	3
GOV	433	American Constitutional Development	3
Fifteen (15) hours selected from the following courses:			
BUS	285	Business Law and Ethics	3
CJ	203	Criminal Law and Procedure	3
GOV	311	Moot Court (May be taken 3 times)	1
GOV	303	Introduction to Law	3
GOV	393	English Constitutional Development	3
GOV	453	Western Political Thought	3
HIS	313	The American Revolution and Federal Union	3
HIS	483	The United States since 1945	3

Bachelor of Science Degree Programs

Bachelor of Science in Applied Mathematics

The Bachelor of Science in Applied Mathematics provides students a thorough knowledge of theoretical and applied mathematics in areas such as calculus, statistics, algebra, and geometry. Students majoring in Applied Mathematics must complete thirty-three (33) semester hours in the Applied Mathematics core, six (6)

semester hours of Math electives, and eight (8) semester hours in Physics. Students must also complete foundational core requirements and take elective courses to reach the program minimum requirement of 120 hours.

Students pursuing an Applied Mathematics major can choose to add a concentration in Actuarial Sciences (33 hours) or a concentration in Secondary Education Licensure (37 hours) to their major. Applied Mathematics majors who do not choose these options are encouraged to add a minor in consultation with their advisor to enhance their career options. Recommended minors include Accounting, Business, and Computer Science.

Students graduating with a Bachelor of Science in Applied Mathematics will:

1. Know, understand, and apply the process of mathematical problem solving.
2. Reasons, construct, and evaluate mathematical arguments and develop an appreciation for mathematical rigor and inquiry.
3. Communicate his/her mathematical thinking orally and in writing.
4. Recognize, use, and make connections between and among mathematical ideas and in contexts outside mathematics to build mathematical understanding.
5. Use varied representations of mathematical ideas to support and deepen mathematical understanding.
6. Embrace technology as an essential tool for teaching and learning mathematics.
7. Demonstrate knowledge of number and operation, different perspectives on algebra, and calculus.
8. Demonstrate knowledge of geometries and measurement.
9. Demonstrate knowledge of discrete mathematics.
10. Demonstrate knowledge of data analysis, statistics, and probability.

Applied Mathematics Major

Applied Mathematics Major: 47 Hours			
Applied Mathematics Core: 33 Hours			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
MATH	120	Trigonometry	3
MATH	125	Probability and Statistics I	3
MATH	212	Linear Algebra	3
MATH	216	Calculus I	4
MATH	225	Probability and Statistics II	3
MATH	251	Discrete Mathematics	3
MATH	317	Calculus II	4
MATH	318	Calculus III	4
MATH	335	Modern Geometry	3

MATH	401	Differential Equations	3
Math Electives: Choose 2 of the following courses: (6 Hours)			
MATH	403	Complex Variables	3
MATH	405	Numerical Analysis	3
MATH	415	Number Theory	3
MATH	425	Applied Probability and Statistics	3
Physics Requirements (8 Hours)			
PHY	201	General Physics I	4
PHY	202	General Physics II	4

Concentrations

Concentration I: Actuarial Science

The Actuarial Science Concentration is designed to prepare Applied Mathematics majors for careers in the insurance industry.

Actuarial Science Concentration: 33 Hours			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
AS	203	Mathematical Theory of Interest	3
AS	303	Financial Mathematics for Actuaries I - Discrete Time	3
AS	313	Financial Mathematics for Actuaries II - Continuous Time	3
AS	403	Actuarial Sciences and Risk Management with R	3
ACCT	201	Principles of Accounting I	3
ACCT	202	Principles of Accounting II	3
BUS	232	Business Economics in the Global Economy	3
BUS	330	Business Finance	3
CS	100	Introduction to Computer Science and Creative Technologies	3
CS	340	Applied Database Management and Systems	3
CS	440	Internet Programming	3

Concentration II: Applied Mathematics with Secondary Education Licensure

The Applied Mathematics with Secondary Education Licensure Concentration is designed for students seeking certification to teach Mathematics at the middle school or high school level. In addition to the Applied Mathematics major, students must complete MATH 400 Preparation for Mathematics Certification and thirty-seven (37) hours in secondary education through the School of Education. Students pursuing this option must maintain a 2.70 GPA within their major to meet licensure and School of Education requirements.

Applied Mathematics with Secondary Education Licensure Concentration: 37 hours			
Dept.	Number	Name	Credit Hours
MATH	400	Preparation for Mathematics Certification	0
Professional Secondary Education			
EDUC	101	Foundations of Education	3
SPED	103	Exceptional Children	3
EDUC	213	Developmental Psychology	3

EDUC	230	Assessment of Learning	2
EDUC	260	Reading Across the Content	3
EDUC	270	Secondary Practicum	2
EDUC	295	Differentiated Instruction	3
Pass entry exam (SAT, ACT or CASA) interviews, 2 faculty dispositions, GPA 2.9			
EDUC	315	Classroom Management	3
EDUC	346	Secondary Education Methods	3
Student Teaching – All requirements for student teaching must be met prior to starting placement, including First Aid/CPR certification and criminal background check.			
EDUC	418	Seminar in Education	2
EDUC	419	Student Teaching in Middle School (5wks) and Student Teaching in High School (5wks), or Student Teaching High School (12wks)	10
EDUC	420		
EDUC	421		

Minor

Applied Mathematics Minor: A minor in Applied Mathematics consists of twenty-three to twenty-four (23–24) semester hours as follows:

Applied Mathematics Minor: 23–24 Hours			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
MATH	120	Trigonometry	3
MATH	125	Probability and Statistics I	3
MATH	216	Calculus I	4
MATH	251	Discrete Mathematics	3
MATH	317	Calculus II	4
MATH	335	Modern Geometry	3
Three to Four (3–4) 300- or 400-level hours in Math			3-4

Bachelor of Science in Biology

Students pursuing a Biology Major must complete thirty-four (34) semester hours in the Biology Core and twenty-seven to fifty-one (27–51) semester hours in a concentration (which includes cross-discipline courses). Students must also complete foundational core requirements and take elective courses to reach the program minimum requirement of 120 hours.

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

Students graduating with a Bachelor of Science in Biology will:

1. Know, comprehend, and apply the scientific method to better understand life processes.
2. Value, organize, and characterize research data gathered by themselves and other scientists.
3. Respond and adapt current scientific knowledge to apply what they know to specific applications or create appropriate research methods to acquire and share new scientific knowledge.

A grade of C- or higher must be achieved in all prerequisites required for Biology courses or permission of the instructor.

Biology Core

Biology Core Courses: 34 Hours			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
BIO	111	Principles of Biology I	4
BIO	112	Principles of Biology II	4
BIO	315	Introduction to Microbiology	4
BIO	320	Cell & Molecular Biology	4
BIO	410	Principles of Genetics	4
CHEM	101	General Chemistry I	4
CHEM	102	General Chemistry II	4
MATH	115	College Algebra	3
MATH	125	Introduction to Probability and Statistics	3

Concentrations

Concentration I: Applied Biology

The Applied Biology concentration is designed to provide a broad background in biological studies for those students who plan to pursue diverse careers in biology-related vocations. In addition, to the Biology Core, students must complete twenty-eight (28) semester hours as follows:

Applied Biology Concentration: 28 Hours			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
BIO	105	Environmental Biology	3
Eighteen (18) 300- or 400-level hours in Biology			18
Cross-Discipline Courses			
CHEM	201	Organic Chemistry I	4
Capstone			
BIO	450	Biology Research Internship	3

Concentration II: Pre-Medical

The Pre-Medical concentration provides the recommended course of study for admission to medical, dental, or veterinary school. In addition to the Biology Core, students must complete forty-two (42) semester hours as follows:

Pre-Medical Concentration: 42 Hours			
<i>Dept.</i>	<i>Numbe</i>	<i>Name</i>	<i>Credit Hours</i>
BIO	321	Principles of Human Anatomy and Physiology I	4
BIO	322	Principles of Human Anatomy and Physiology II	4
Cross-Discipline Courses			
CHEM	201	Organic Chemistry I	4
CHEM	202	Organic Chemistry II	4
CHEM	315	Biochemistry	3
PHY	101	General Physics I	4
PHY	102	General Physics II	4
SOC	201	Introduction to Sociology	3
PSY	101	General Psychology	3
MATH	120	Trigonometry	3
MATH	216	Calculus I	4
Capstone			
BIO	450	Biology Research Internship	3

Concentration III: Environmental Science

The Environmental Science concentration is designed for students who are interested in pursuing careers in environmental-related fields or for graduate programs in environmental science. In addition to the Biology Core, students must complete twenty-seven (27) semester hours as follows:

Environmental Science Concentration: 27 Hours			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
BIO	105	Environmental Biology	3
BIO	300	Dendrology	3
BIO	318	Microbial Ecology	3
BIO	350	Marine Biology	3
BIO	405	Ecology and Field Biology	4
BIO	441	Topics in Environmental Science	3
Cross-Discipline Courses			
CHEM	354	Environmental Chemistry	3
PHSC	101	Introduction to Physical Science	3
Capstone			
BIO	450	Biology Research Internship	3

Concentration IV: Life Science Secondary Education Licensure

The Life Science Secondary Education Licensure Concentration is designed for students seeking certification to teach Life Sciences at the middle school or high school level. In addition to the Biology Core, students must complete fourteen (14) semester hours in Life Science courses and thirty-seven (37)

semester hours in secondary education through the School of Education. Students pursuing this option must maintain a 2.70 GPA within their major to meet licensure and School of Education requirements.

Life Science with Secondary Education Licensure Concentration: 51 Hours			
Life Science Courses (14 hours)			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
BIO	105	Environmental Biology	3
BIO	321	Principles of Human Anatomy and Physiology I	4
BIO	322	Principles of Human Anatomy and Physiology II	4
BIO	400	Preparation for Life Science Certification	0
PHSC	101	Introduction to Physical Science	3
Professional Secondary Education (37 Hours)			
EDUC	101	Foundations of Education	3
SPED	103	Exceptional Children	3
EDUC	213	Developmental Psychology	3
EDUC	230	Assessment of Learning	3
EDUC	260	Reading Across the Content	2
EDUC	270	Secondary Practicum	2
EDUC	295	Differentiated Instruction	3
Pass entry exam (SAT, ACT or CASA) interviews, 2 faculty dispositions, GPA 2.9			
EDUC	315	Classroom Management	3
EDUC	346	Secondary Education Methods	3
Student Teaching – All requirements for student teaching must be met prior to starting placement, including First Aid/CPR certification and criminal background check.			
EDUC	418	Seminar in Education	2
EDUC	419	Student Teaching in Middle School (5wks) and	5
EDUC	420	Student Teaching in High School (5wks), or	5
EDUC	421	Student Teaching High School (12wks)	10

Minor

Biology Minor: A minor in Biology consists of twenty-two to twenty-four (22–24) semester hours as follows:

Biology Minor: 22–24 Hours			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
BIO	111	Principles of Biology I	4
BIO	112	Principles of Biology II	4
BIO	315	Introduction to Microbiology	4
BIO	410	Principles of Genetics	4
Six to Eight (6–8) 300- or 400-level hours in Biology			6-8

Bachelor of Science in Computer Science

The Computer Science Program of students consists of thirty-six (36) semester hours in computer science and 12 hours in Mathematics. Students must also complete foundational core requirements and take elective courses to reach the program minimum requirement of 120 hours.

The Computer Science Program at Oakland City University prepares students for careers in computer science through learning based on practice and grounded in theory. The Computer Science program serves to provide students with the methodologies and tools to solve problems in the discipline's professional world, as well as provide training in communication skills to accompany the work done with state-of-the-art technology.

A grade of C- or higher must be achieved in all prerequisites required for computer science courses or permission of the instructor.

Computer Science Major: 48 Hours			
Computer Science Core (36 Hours)			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
CS	100	Introduction to Computer Science and Creative Technologies	3
CS	104	Internet History, Technology, and Security	
CS	103	Creative Computing	3
CS	111	Programming for Everyone I	
CS	125	Programming for Everyone II	3
CS	200	Web Development	3
CRT	205	Physical Computing	3
CS	225	Introduction to C—How Computers Really Work	3
CS	230	Inside of a Microprocessor	3
CS	300	Application Development I—Exploring Web Applications	3
CS	311	Data Structures	3
CS	351	Application Development II	3
CS	400	Algorithms	3
CS	425	Product Development	3
CS	480	Senior Capstone Project	3
Math Courses: 12 Hours			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
MATH	115	College Algebra	3
MATH	120	Trigonometry	3
MATH	125	Probability and Statistics I	3
MATH	212	Linear Algebra	3

Minor

Computer Science Minor: A minor in Computer Science consists of twenty-four (24) semester hours as follows:

Computer Science Minor: 24 Hours			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
CS	100	Introduction to Computer Science and Creative Technologies	3
CS	104	Internet History, Technology, and Security	

CS	103	Creative Computing	3
CS	111	Programming for Everyone I	
CS	125	Programming for Everyone II	3
CS	200	Web Development	3
CS	300	Application Development I—Exploring Web Applications	3
CS	351	Application Development II	3
Six (6) hours of computer science approved by the advisor			6

Bachelor of Science in Criminal Justice

The Bachelor of Science degree in Criminal Justice provides a broad background in studies related to law enforcement and criminal justice systems and practices. Students majoring in Criminal Justice must complete thirty-three (33) semester hours in the Criminal Justice core and twenty-one (21) semester hours in either the the Investigative Forensics concentration or Law Enforcement Concentration. Students must also complete foundational core requirements and take elective courses to reach the program minimum requirement of 120 hours.

Students graduating with a Bachelor of Science in Criminal Justice will:

1. Gain an understanding of major social control schemes, policies, and practices as they pertain to the Criminal Justice system. Moreover, students will gain a fundamental knowledge of concepts related to juvenile justice, victimology, and modern Criminal Justice practices so as to comparatively analyze different methodologies employed across various fields of professionalism to determine effectiveness and success of said methods.
2. Demonstrate a comprehensive knowledge of correctional history both past and present, including theory, legalities, and application of correctional methodologies. In addition, students will become familiar with diversionary programs, traditional and modern incarceration approaches, and community-oriented corrections as these facets of corrections seek to treat offenders and prevent recidivism.
3. Demonstrate quantitative and qualitative methods of analysis to better analyze, interpret, and understand appropriate methods and outcomes of research in the Criminal Justice field. In learning methods necessary to trend data and statistics relevant to the field of Criminal Justice, future professionals will be able to successfully identify the needs of one's community and develop better agency management skills in addition to the creation and implementation of successful evidence-based practice (EBP) prevention strategies that foster greater social integrity and positive interactions with those served by the professional, victim or offender alike.
4. Understand both the cause and nature of deviance, crime type, and the interaction of both victim and offender as a result of criminal action.
5. Establish an in-depth knowledge of the legal, theoretical, historical, and practical components of law enforcement so as to better comprehend and evaluate police administration, organization, culture, and discretion as it pertains to the Criminal Justice system.
6. Understand the adjudication process: court structure, procedures, prosecution, defense, sentencing, and law.

7. Demonstrate understanding of ethics and major bodies of ethical and philosophical thought as it pertains to moral understanding and value development. In doing so, students will have both a better understanding of professional policies and responsibilities imbued upon a Criminal Justice professional, in addition to a formative understanding of different values and beliefs that can lead to deviance.

A grade of C- or higher must be achieved in all prerequisites required for criminal justice courses or permission of the instructor.

Criminal Justice

Criminal Justice Major: 54 Hours			
Required Criminal Justice Core: 33 Hours			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
CJ	101	Introduction to Criminal Justice	3
CJ	150	Alternatives to Corrections	3
CJ	203	Criminal Law and Procedure	3
CJ	275	Ethical Issues in Criminal Justice	3
CJ	291	Statistics in Criminal Justice	3
CJ	292	Terrorism	3
CJ	315	Conflict Management in Criminal Justice	3
CJ	415	Criminological Theory	3
Three (3) hours selected from the following courses:			
GOV	211	American Government	3
PSY	101	General Psychology	
SOC	201	Introduction to Sociology	
SOC	290	Social and Cultural Diversity	
Criminal Justice Elective: 3 Credit Hours			
Three (3) hours of 300- or 400-level Criminal Justice courses.			3
Criminal Justice Capstone: 3 Credit Hours			
CJ	498	Criminal Justice Capstone Seminar	3
Students must choose one of the following concentrations:			
Investigative Forensics Concentration: 21 Credit Hours			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
CJ	302	Criminal Investigation	3
CJ	303	Criminal Investigations in the Correctional Environment	3
CJ	308	Investigative Photography	3
CJ	323	Basics of Crime Scene Investigation	3
CJ	423	Advanced Crime Scene Investigation	3
CJ	330	Report Writing for Criminal Justice	3
CJ	448	Medicolegal Investigation of Death	3
Law Enforcement Concentration: 21 Credit Hours			
CJ	102	Introduction to Law Enforcement	3
CJ	105	Community Policing	3

CJ	110	Juvenile Justice	3
CJ	302	Criminal Investigation	3
CJ	320	Police Administration and Organization	3
CJ	330	Report Writing for Criminal Justice	3
CJ	410	Probation and Parole	3

Minors

Corrections Minor: A minor in Corrections consists of twenty-one (21) semester hours as follows:

Corrections Minor: 21 Hours			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
CJ	101	Introduction to Criminal Justice	3
CJ	150	Alternatives to Incarceration	3
CJ	203	Criminal Law and Procedure	3
CJ	303	Criminal Investigations in the Correctional Environment	3
CJ	410	Probation and Parole	3
Six (6) 300- or 400-level hours of Criminal Justice			6

Criminal Justice Minor: A minor in Criminal Justice consists of twenty-one (21) semester hours as follows:

Criminal Justice Minor: 21 Hours			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
CJ	101	Introduction to Criminal Justice	3
CJ	203	Criminal Law and Procedure	3
CJ	275	Ethical Issues in Criminal Justice	3
CJ	302	Criminal Investigation	3
CJ	315	Conflict Management in Criminal Justice	3
Six (6) 300- or 400-level hours of Criminal Justice			6

Investigative Forensics Minor: A minor in Investigative Forensics consists of twenty-one (21) semester hours as follows:

Investigative Forensics Minor: 21 Hours			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
CJ	101	Introduction to Criminal Justice	3
CJ	203	Criminal Law and Procedure	3
CJ	302	Criminal Investigation	3
CJ	303	Criminal Investigations in the Correctional Environment	3
CJ	308	Investigative Photography	3
CJ	323	Basics of Crime Scene Investigation	3
CJ	423	Advanced Crime Scene Investigation	3

Bachelor of Science in Physical Science

Students pursuing a Physical Science Major must complete forty-eight (48) semester hours in the Physical Science Core Courses. Students must also complete foundational core requirements and take elective courses to reach the minimum requirement of 120 hours.

Students who like interdisciplinary learning, problem-solving, research, and analytical thinking would enjoy a Physical Science major. The Physical Science major is designed to equip students with a foundational understanding of math, physics, geology, and chemistry that benefits students who plan to pursue careers such as laboratory technicians, educate learners as postsecondary teachers, or earn graduate degrees in fields such as physics, chemistry, geophysics, mineralogy, atmospheric science, or geology.

Students graduating with a Bachelor of Science in Physical Science will:

1. Know, comprehend, and apply the scientific method to better understand physical science processes.
2. Value, organize, and characterize research data gathered by themselves and other scientists.
3. Respond and adapt current scientific knowledge to apply what they know to specific applications or create appropriate research method to acquire and share new scientific knowledge.

A grade of C- or higher must be achieved in all prerequisites required for Physical Science courses or permission of the instructor.

Physical Science Major (52 Hours)			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credits</i>
PHSC	101	Introduction to Physical Science	3
CHEM	101	General Chemistry I	4
CHEM	102	General Chemistry II	4
CHEM	201	Organic Chemistry I	4
CHEM	202	Organic Chemistry II	4
CHEM	315	Biochemistry	3
CHEM	330	Food Chemistry	3
CHEM	354	Environmental Chemistry	3
PHY	201	Physics I	4
PHY	202	Physics II	4
MATH	115	College Algebra	3
MATH	120	Trigonometry	3
MATH	125	Probability and Statistics I	3
MATH	212	Linear Algebra	3
MATH	216	Calculus I	4

Concentration

The **Physical Science with Secondary Education Licensure Concentration** is designed for students seeking certification to teach Physical Science at the middle school or high school level. In addition to the Physical Science major, students must complete forty (37) semester hours in secondary education through the School of Education. Students pursuing this option must maintain a 2.70 GPA within their major to meet licensure and School of Education requirements.

Physical Science with Secondary Education Licensure Concentration: 37 Hours			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credits</i>

PHSC	400	Preparation for Physical Science Certification	0
Secondary Education Licensure			
EDUC	101	Foundations of Education	3
EDUC	103	Exceptional Children	3
EDUC	213	Developmental Psychology	3
EDUC	230	Assessment of Student Learning	2
EDUC	260	Reading Across the Content Areas	3
EDUC	270	Secondary Practicum	2
EDUC	295	Differentiated Instruction	3
Pass entry exam (SAT, ACT or CASA) interviews, 2 faculty dispositions, GPA 2.9 See catalog SOE			
EDUC	315	Classroom Management	3
EDUC	346	Secondary Education Methods	3
Student Teaching – All requirements for student teaching must be met prior to starting placement, including First Aid/CPR certification and criminal background check			
EDUC	418	Seminar in Education	2
EDUC	419	Student Teaching in Middle School (6 Weeks) AND	5
EDUC	420	Student Teaching in High School (6 Weeks) OR	5
EDUC	421	Student Teaching in High School (12 Weeks)	10

Minor

A minor in Physical Science minor would be a versatile option for Biology: Environmental Science majors and other students who would like a laboratory-based foundation in the physical sciences. This minor consists of twenty-four (24) semester hours as follows:

Physical Science Minor (24 Hours)			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credits</i>
PHSC	101	Introduction to Physical Science	3
CHEM	101	General Chemistry I	4
CHEM	102	General Chemistry II	4
CHEM	354	Environmental Chemistry	3
PHY	201	Physics I	4
MATH	115	College Algebra	3
MATH	120	Trigonometry	3

Bachelor of Science in Psychology

The Bachelor of Science in Psychology teaches students to appreciate the value of psychological practices in a variety of contexts. Students majoring in Psychology must complete thirty (30) semester hours in the Psychology Core, nine (9) semester hours of Psychology electives, and three (3) semester hours in PSY 495 Psychology Capstone. Students pursuing a Psychology major are encouraged to add a concentration in Addictions Counseling, which consists of eighteen (18) semester hours in psychology beyond those in the Psychology Major. Students must also complete foundational core requirements and take elective courses to reach the program minimum requirement of 120 hours.

Students graduating with a Bachelor of Science in Psychology will:

1. Demonstrate knowledge of basic terms, concepts, and theories of psychology.
2. Apply psychological research using the scientific method. Graduates will be able to critique and evaluate psychological research in the areas of learning, development, social psychology, personality, and abnormal psychology. Graduates have the ability to select, compute, and interpret basic statistics for the purpose of psychological research.
3. Demonstrate a comprehensive understanding of theories of personality, development of personality, and the assessment of personality.
4. Demonstrate broad training in the field of psychology in preparation for graduate school and the workplace by learning to recognize and diagnose mental disorders, gaining a basic understanding of mental giftedness and disabilities, and recognizing signs and symptoms of addiction and abuse.
5. Demonstrate fundamental knowledge of the biological foundations of behavior.
6. Demonstrate critical thinking and communication skills, both written and oral.
7. Demonstrate a comprehensive understanding of development from conception to death.

Psychology Major

Psychology Major: 42 Hours			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit</i>
PSY	101	General Psychology	3
PSY	260	Developmental Psychology	3
PSY	290	Social & Cultural Diversity	3
PSY	291	Social Science Statistics	3
PSY	372	Abnormal Psychology	3
PSY	390	Psychoactive Drugs	3
PSY	401	Theories of Personality	3
PSY	440	Ethics and Professional Development	3
PSY	351	Psychological Tests and Measures	3
PSY	352	Physiological Psychology	
PSY	410	Internship in Psychology OR	3
PSY	420	Addictions Counseling Internship I	
Psychology Electives: 9 Hours			
Nine (9) 300- or 400-level hours in Psychology			9
Psychology Capstone: 3 Hours			
PSY	495	Psychology Capstone	3

Concentration

The Addictions Counseling Concentration is designed to enhance the Psychology major with eighteen (18) semester hours of courses in Addictions Counseling. Students graduating with the Addictions Counseling Concentration meet the requirements to become licensed by the state of Indiana as Addictions Counselors by sitting for the state certification exam.

Addictions Counseling Concentration: 18 Hours			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
PSY	300	Addictions Theory	3
PSY	322	Family Education	3
PSY	340	Addictions Counseling	3
PSY	380	Treatment Planning	3
PSY	403	Group Therapy	3
PSY	430	Addictions Counseling Internship II	3

Minor

Psychology Minor: A minor in Psychology consists of twenty-four (24) semester hours as follows:

Psychology Minor: 24 Hours			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
PSY	101	General Psychology	3
PSY	260	Developmental Psychology	3
PSY	291	Social Science Statistics	3
PSY	372	Abnormal Psychology	3
PSY	401	Social Psychology	3
Nine (9) 300- or 400-level hours in Psychology			9

Other Minors

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

Chemistry Minor: 22-23 Hours			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
CHEM	101	General Chemistry I	4
CHEM	102	General Chemistry II	4
CHEM	201	Organic Chemistry I	4
CHEM	202	Organic Chemistry II	4
CHEM	315	Biochemistry	3
Choose one of the following courses:			
CHEM	301	Quantitative Analysis (co-requisite: CHEM 301L)	3-4 hours
CHEM	330	Food Chemistry	
CHEM	351	Introduction to Medicinal Chemistry	
CHEM	354	Environmental Chemistry	
CHEM	445	Research in Chemistry	

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

University Studies Programs

Associate of Arts in University Studies

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

The Associate of Arts in University Studies degree consists of the Foundational Core for associate degrees of twenty-five (25) semester hours and thirty-five (35) semester hours in unrestricted electives in business, communication skills, education, humanities, social sciences, mathematics, and natural sciences.

Bachelor of Arts in University Studies

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

The Bachelor of Arts in University Studies consists of the Foundational Core for bachelor's programs of thirty-three (33) semester hours and at least thirty (30) semester hours at the 300 and 400 level. The total number of credits must reach at least 120 semester hours.

Students graduating with a degree in University Studies will:

1. Demonstrate knowledge appropriate to specific disciplines and interdisciplinary fields.
2. Develop the ability to communicate to academic or professional audiences in written, oral, and digital forms appropriate to specific disciplines and interdisciplinary fields.
3. Demonstrate higher-order thinking skills such as analyzing, evaluating, and creating as appropriate to specific disciplines and interdisciplinary fields.

School of Business

About the School

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

Oakland City University has received specialized accreditation for its business programs through the International Accreditation Council for Business Education (IACBE), located at 11960 Quivira Road, Suite 300, Overland Park, KS, 66213. The business programs in the following degrees are accredited by the IACBE:

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

- Bachelor of Applied Science in Operations Management with the following concentrations:
Quality Systems
Logistics & Product Distribution
Leadership

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

The School of Business offers associate, bachelor, and master's degrees. Associate of Science degrees in Accounting and Business Administration are offered, as well as Bachelor of Science degrees in Business Administration with concentrations in Accounting, Agribusiness Management, Human Resource Management, Management, Marketing, Sports Administration, and Supply Chain Management. A Bachelor of Science degree is also offered in Creative Technologies. Minors in Accounting, Business, Creative Technologies, Entrepreneurship & Innovation, and Servant Leadership are also offered. Information about graduate programs is available in the Graduate Catalog.

Faculty of the School of Business

Cathy A. Robb, Ed. D., D.B.A., Provost & Vice President for Academic Affairs, Professor of Business
 Jervaise McDaniel, Ed.D., Dean, Professor of Business
 Stephen Custer, Ed.D., Professor of Business
 Rodger Minatra, Ed.D., Associate Professor of Business
 Jenny Ridao, M.S., Lecturer in Business and Communication
 James Sigler, Ph.D., Assistant Professor of Business
 Brian Simpson, M.B.A., Lecturer in Business
 Dave Wilderman, M.B.A., Lecturer in Business
 Robert Vaughan, M.B.A., Lecturer in Business
 Justin Scheller, M.B.A., Lecturer in Business
 Adam Price, MS in Education, Lecturer in Business

Mission of the School of Business

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

Objectives of the School of Business

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

Broad-Based Student Learning Goals:

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

Degrees Offered

Degrees offered by the School of Business include:

- Associate of Science in Business Administration
- Associate of Science in Accounting
- Bachelor of Applied Science in Operational Management with the following concentrations:
 - Quality Systems*
 - Logistics & Product Distribution*
 - Leadership*
- Bachelor of Science in Creative Technologies
- Bachelor of Science in Business Administration with the following concentrations:
 - Accounting*
 - Agribusiness Management*
 - Management*
 - Human Resource Management*
 - Marketing*
 - Ministry Leadership*
 - Sports Administration*
 - Supply Chain Management*

- **4+1 Plan for Bachelor's to Master's Degree**

The School of Business offers an exclusive 4+1 program for OCU undergraduate students which allows students to earn both a BSBA/BAS and MBA/MSSM in as few as five years. This program allows students to count up to 6 credits of pre-selected 400 level undergraduate business courses for credit towards their business graduate degree accelerating the completion time.

Requirements and Procedures:

- Apply during the Fall semester of your Junior year; 3.25 GPA required.
- Upon admission to the 4+1 program, schedule an appointment with your advisor to enroll in MGT 438 and MGT 465 which will count towards both the Bachelors' and Master's degrees.

- Graduate with your Bachelor's degree.
- As a graduate business student, complete another 27 credit hours to earn the MBA or MSSM degree (33 credits total). This will include three semesters as a full-time graduate student at 9 credit hours each semester.

Associate Degree Programs

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

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

Associate of Science in Accounting

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

Program Learning Outcomes for the Associate of Science in Accounting Degree:

1. Students will construct coherent, well researched written forms of communication.
2. Students will apply Christian concepts of ethical and moral behavior to make positive leadership decisions in support of the University's focus on head, heart, and hands.
3. Students will examine quantitative methods and technology to inform management decisions.
4. Students will deliver effective oral presentations using appropriate visual aids to demonstrate their workplace readiness.
5. Students will demonstrate analytical and critical thinking skills in organizational decision making focusing on accounting applications.
6. Students will work in diverse team situations.

Business Core

Business Core Courses (33 Hours)			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
ACCT	201	Principles of Accounting I	3
ACCT	202	Principles of Accounting II	3
ACCT	301	Intermediate Accounting I	3
ACCT	302	Intermediate Accounting II	3
ACCT	325	Accounting Information Systems	3
BUS	101	Introduction to Business	3
BUS	185	Business Technology	3

BUS	218	Business Statistics	3
BUS	285	Business Law and Ethics	3
MGT	201	Principles of Management	3
MKT	201	Principles of Marketing	3

Associate of Science in Business Administration

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

Program Learning Outcomes for the Associate of Science in Business Administration Degree:

1. Students will construct coherent, well researched written forms of communication.
2. Students will apply Christian concepts of ethical and moral behavior to make positive leadership decisions in support of the University's focus on head, heart, and hands.
3. Students will examine quantitative methods and technology to inform management decisions.
4. Students will deliver effective oral presentations using appropriate visual aids to demonstrate their workplace readiness.
5. Students will demonstrate analytical and critical thinking skills in the organizational decision making.
6. Students will work in diverse team situations.

Business Core

Business Core Courses (27)			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
ACCT	201	Principles of Accounting I	3
ACCT	202	Principles of Accounting II	3
BUS	101	Introduction to Business	3
BUS	185	Business Technology	3
BUS	206	Management of Information Systems	3
BUS	232	Business Economics in the Global Economy	3
BUS	218	Business Statistics	3
MGT	201	Principles of Management	3
MKT	201	Principles of Marketing	3

Bachelor's Degree Programs

Bachelor of Science in Business Administration

The School of Business offers the Bachelor of Science degree in Business Administration with a concentration in accounting, agribusiness management, human resource management, management,

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

Business Core

The School of Business requires a fifty-one (51) credit hour Business Core for a Bachelor degree in Business supporting excellence in business education at the undergraduate level. In achieving this objective, coverage in key business areas is outlined below representing the Business Core for all concentrations.

Program Learning Outcomes for the Bachelor of Science in Business Administration Degree:

1. Students will construct coherent, well researched written forms of communication.
2. Students will apply Christian concepts of ethical and moral behavior to make positive leadership decisions in support of the University's focus on head, heart, and hands.
3. Students will examine quantitative methods and technology to inform management decisions.
4. Students will deliver effective oral presentations using appropriate visual aids to demonstrate their workplace readiness.
5. Students will integrate theory and practice across the business functional areas in the analysis of organizational problems and challenges.
6. Students will demonstrate analytical and critical thinking skills in the organizational decision making.
7. Students will work in diverse team situations.

Business Core for Concentrations in Accounting, Human Resources, Management, Marketing, Ministry Leadership, Sports Administration, Supply Chain Management (51 Hours)			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
ACCT	201	Principles of Accounting I	3
ACCT	202	Principles of Accounting II	3
BUS	101	Introduction to Business	3
BUS	185	Business Technology	3
BUS	206	Management Information Systems	3
BUS	212	Data Analytics with Excel	3
BUS	218	Business Statistics	3
BUS	232	Business Economics in the Global Economy	3
BUS	330	Principles of Finance	3
BUS	285	Business Law and Ethics	3
BUS	425	Business Capstone	3
BUS	440	Business Internship Portfolio	3
MKT	201	Principles of Marketing	3
MGT	201	Principles of Management	3
MGT	415	International Business Management	3
MGT	430	Organizational Behavior	3
MGT	435	Strategic Management & Marketing	3
HRM	301	Introduction to Human Resource Management	3

Concentrations

Accounting (24 Hours)			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
Required Courses:			
ACCT	301	Intermediate Accounting I	3
ACCT	302	Intermediate Accounting II	3
ACCT	315	Managerial Accounting	3
ACCT	325	Accounting Information Systems	3
ACCT	401	Individual Taxation	3
ACCT	402	Business Taxation	3
ACCT	425	Auditing	3
Choose One Additional Course:			
ACCT	410	Advanced Accounting	3
ACCT	445	Studies in Accounting	3
MGT	460	Team Building	3
MGT	465	Research Methods	3

Agribusiness Management (24 Hours)			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
Required Courses:			
AGR	101	Introduction to Agribusiness	3
AGR	210	Trends in Agribusiness & Natural Resources	3
AGR	310	Agribusiness Marketing & Sales	3
AGR	320	Agribusiness Economics	3
AGR	410	Agribusiness Management & Sales	3
AGR	420	Agribusiness Technologies	3
Choose Two Additional Courses:			
CRT	310	Innovation & Commercialization	3
MGT	425	Entrepreneurship	3
MGT	438	Leadership & Management	3
AGR	445	Agribusiness Professional Practicum	3
MGT	465	Research Methods	3

Human Resource Management (24 Hours)			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
Required Courses:			
HRM	315	Employee Recruitment, Training, and Development	3
HRM	320	Labor Relations	3
HRM	401	Employment Law	3
HRM	404	Compensation & Benefits	3
HRM	407	Workplace Safety, Security and Health	3
Choose Three Additional Courses:			
MGT	310	Operations and Facility Management	3
MGT	425	Entrepreneurship	3

MGT	438	Management & Leadership	3
MGT	445	Studies in Human Resource Management	3
MGT	450	SHRM Capstone Review	3
HRM	460	Team Building	3
MGT	465	Research Methods	3

Management (24 Hours)			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
Required Courses:			
ACCT	315	Managerial Accounting	3
MGT	310	Operations & Facility Management	3
MGT	425	Entrepreneurship	3
MGT	438	Leadership & Management	3
MGT	460	Team Building	3
HRM	407	Workplace Safety, Security & Health	3
Choose Two Additional Courses:			
CRT	310	Innovation & Commercialization	3
HRM	315	Employee Recruit, Train & Develop	3
MKT	315	Sales & Personnel Selling	3
MGT	445	Studies in Management	3
MGT	454	Quality Project Management	3
MGT	462	Servant Leadership	3
MGT	465	Research Methods	3

Marketing (24 Hours)			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
Required Courses:			
MKT	305	Marketing Research	3
MKT	310	Consumer Behavior	3
MKT	315	Sales and Personal Selling	3
MKT	330	Sports Marketing	3
MKT	340	Social Media & E-Marketing	3
MKT	425	International Marketing	3
Choose Two Additional Courses:			
MGT	425	Entrepreneurship	3
MGT	438	Leadership & Management	3
MGT	454	Quality Project Management	3
MKT	445	Studies in Marketing	3
MGT	460	Team Building	3
MGT	465	Research Methods	3

Ministry Leadership (24 Hours)			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
Required Courses:			
CE	201	Introduction to Christian Education	3
CE	301	Church Administration	3

CE	305	Worship Leadership	3
MGT	438	Leadership & Management	3
MGT	462	Servant Leadership	3
MGT	463	Community Servant Leadership	3
Choose Two Additional Courses:			
PS	100	Intro to Ministry	3
CRS	102	Christian Thought	3
MKT	340	Social Media and e-Marketing	3
HRM	407	Workplace Safety, Security & Health	3
MGT	445	Studies in MGT: Meeting Leadership	3
MGT	460	Team Building	3
MGT	464	Leadership Practicum	3

Sports Administration (24 Hours)			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
Required Courses:			
SA	101	Introduction to Sports Administration	3
SA	330	Sports Marketing	3
SA	350	Sport in Society: Issues & Controversies	3
SA	425	Athletic Administration	3
MGT	310	Operations Management	3
MKT	340	Social Media and E-Marketing	3
Choose Two Additional Courses:			
PSY or BUS	212 or 220	Sports Psychology or Business Psychology	3
SA	445	Studies in Sports Administration	3
MGT	438	Leadership & Management	3
MGT	454	Quality Project Management	3
MGT	460	Team Building	3
MGT	465	Research Methods	3

Supply Chain Management (24 Hours)			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
Required Courses:			
MGT	310	Operations & Facility Management	3
MGT	442	Procurement Strategies in Supply Chain Management	3
MGT	450	Supply Chain Management	3
MGT	452	Quality Systems	3
MGT	454	Quality Project Management	3
MGT	455	Logistics & Product Distribution	3
Choose Two Additional Courses:			
CRT	310	Innovation & Commercialization	3
HRM	407	Workplace Safety, Security & Health	3
MGT	438	Leadership & Management	3
MKT	445	Studies in Marketing	3
MGT	465	Research Methods	3

Bachelor of Science in Creative Technologies

The Bachelor of Science degree in Creative Technologies major is an interdisciplinary program that combines studies in Technology, Computer Science, and Business. It uses technology projects as the means for developing student creativity, analytic and problem-solving skills, mathematical and scientific reasoning, collaborative abilities, computing, programming skills, project management skills, and strategic insights. Technologies that will be used in the program of study will include digital fabrication tools (like 3D printing and laser cutting), software development, robotics and programmable logic controllers.

The goal of the Creative Technologies major is to provide an engaging, empowering environment where students apply technologies to projects of personal interest including projects that could be commercially viable. The program includes forty-one (41) credit hours for the Foundational Core, fifty-four (54) credit hours in the Creative Technologies Core and twenty-five (25) credit hours of unrestricted electives.

Program Learning Outcomes for the Bachelor of Science in Creative Technologies Degree:

1. Students will construct coherent, well researched written forms of communication.
2. Students will apply Christian concepts of ethical and moral behavior to make positive leadership decisions in support of the university's focus on head, heart and hands.
3. Students will examine quantitative methods and technology to inform management decisions.
4. Students will deliver effective oral presentations using appropriate visual aids to prepare students for workplace readiness.
5. Students will integrate liberal arts, computer science, design thinking and business concepts with an entrepreneurial mindset to demonstrate problem-solving skills in the creative technologies program.
6. Students will demonstrate analytical and critical thinking skills in organizational decision making.
7. Students will work effectively in diverse team situations.

Creative Technologies (54 Hours)			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
ART	250	Graphic Design I	3
CRT	100	Intro to Creative Technologies	3
CRT	101	Introduction to Prototyping	3
CRT	103	Creative Computing	3
CRT	205	Physical Computing	3
CRT	210	Practical Electronics	3
CRT	260	Introduction to 3D Modeling	3
CRT	310	Innovation & Commercialization	3
CRT	320	Programmable Logic Controllers & Robotics	3
CRT	330	3D Printing for Innovative Design and Production	3
CRT	390	Design Studio	3
CRT	420	Special Topics in Creative Technologies	3
CRT	440	Technology Internship	3
CRT	450	Design Project Capstone	3
MGT	425	Entrepreneurship	3

MGT	435	Strategic Management & Marketing	3
MKT	340	Social Media & E-Marketing	3
BUS	425	Business Capstone	3

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

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

Students complete forty-eight (48) semester hours in the Business Core and one concentration.

Program Learning Outcomes for the Bachelor of Applied Science in Operations Management Degree:

1. Students will construct coherent, well researched written forms of communication.
2. Students will apply Christian concepts of ethical and moral behavior to make positive leadership decisions in support of the University's focus on head, heart and hands.
3. Students will demonstrate specialized problem-solving skills in management applicable to their selected concentration focus.
4. Students will deliver effective oral presentations using appropriate visual aids to prepare students for the workplace readiness.
5. Students will integrate theory and practice across the business functional areas in the analysis of organizational problems and challenges.
6. Students will demonstrate analytical and critical thinking skills in the organizational decision making.
7. Students will work effectively in diverse team situations.

Business Core

Business Core Courses (45 Hours)			
Dept	Number	Name	Credit Hours
ACCT	201	Principles of Accounting I	3
BUS	101	Introduction to Business	3
BUS	185	Business Technology	3
BUS	206	Management Information Systems	3
BUS	232	Business Economics in the Global Economy	3
BUS	218	Business Statistics	3
BUS	330	Principles of Finance	3
BUS	285	Business Law & Ethics	3
BUS	425	Business Capstone	3
HRM	301	Introduction to Human Resource Management	3
MGT	201	Principles of Management	3
MGT	415	International Business Management	3
MGT	430	Organizational Behavior	3

MGT	435	Strategic Management & Marketing	3
MKT	201	Principles of Marketing	3

Concentrations

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

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

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

Minors

Accounting (24 Hours)			
Dept	Number	Name	Credit Hours
Required Courses:			
ACCT	201	Principles of Accounting I	3
ACCT	202	Principles of Accounting II	3
ACCT	301	Intermediate Accounting I	3
ACCT	302	Intermediate Accounting II	3
ACCT	401	Individual Taxation	3
BUS	101	Introduction to Business	3
Choose Two Accounting Electives Approved by the Advisor (6 Hours)			6
Business (24 Hours)			
Dept	Number	Name	Credit Hours
ACCT	201	Principles of Accounting I	3
BUS	101	Introduction to Business	3
BUS	185	Business Technology	3
BUS	302	Business Economics in the Global Economy	3
HRM	301	Introduction to Human Resource Management	3
MGT	201	Principles of Management	3

MKT	201	Principles of Marketing	3
MGT	438	Management & Leadership	3

Entrepreneurship and Innovation Minor (18 Hours)			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
CRT	310	Innovation & Commercialization	3
MGT	350	Social Entrepreneurship	3
MGT	425	Entrepreneurship	3
MGT	428	Digital Entrepreneurship	3
MGT	432	Corporate Financing & New Venture Creation	3
MGT	438	Management & Leadership	3

Creative Technologies Minor (24 Hours)			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
CRT	100	Intro to Creative Technologies	3
CRT	101	Introduction to Prototyping	3
CRT	103	Creative Computing	3
CRT	205	Physical Computing	3
CRT	260	Introduction to 3D Modeling	3
CRT	330	3D Printing for Innovative Design and Production	3
Choose Two Other Creative Technologies Courses Approved by the Advisor (6 Hours)			

Business Certificate Offerings

The following certificates are offered for main campus, online and at the off-campus sites to provide additional opportunities for students to earn academic credentials. A certificate can be completed as a non-degree seeking student but can then be applied towards a degree upon admission into a selected degree program.

Certificate in Accounting

This certificate provides you with an overview of the basic accounting cycle and reporting rules by GAAP. The use of accounting data for making business decisions is reviewed for budgeting, cost controls, and internal/external reporting. The fundamentals of effective teamwork which is an integral part of business life today is also included in the coursework.

Certificate in Accounting (12 Hours)			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
MGT	460	Team Building	3
ACCT	201	Principles of Accounting I	3
ACCT	202	Principles of Accounting II	3
ACCT	315	Managerial Accounting	3

Certificate in Management

This certificate introduces you to the functions of management with an emphasis on enhancing leadership skills. Courses provide an analysis of organizational cultures and ethical decision making. The fundamentals of effective teamwork which is an integral part of business life today is also included in the coursework.

Certificate in Management (12 Hours)			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
MGT	460	Team Building	3
MGT	201	Principles of Management	3
MGT	438	Management & Leadership	3
MGT	430	Organizational Behavior	3

Certificate in Marketing

This certificate introduces you to concepts for designing a marketing plan and strategies for incorporating current media technology and software to enhance product promotions. Factors that influence consumer attitudes and behavior will be explored. The fundamentals of effective teamwork which is an integral part of business life today is also included in the coursework.

Certificate in Marketing (12 Hours)			
<i>Dept.</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
MGT	460	Team Building	3
MKT	201	Principles of Marketing	3
MKT	310	Consumer Behavior	3
MKT	340	Social Media & E-Marketing	3

School of Education

About the School

Oakland City University has historically included an effective Educator Preparation Program (EPP). The School of Education (SOE) at OCU has provided many teachers for schools in the region, state, 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). Full-time faculty members who instruct in early childhood education, elementary and secondary education, health and physical education, special education, curriculum and instruction, and educational leadership are all voting members of the School of Education. Faculty members in specific content areas at OCU are consulted when decisions are made about secondary education programs. The School of Education is led by a Dean who reports to the University Provost.

School of Education Faculty

Kevin R. Smith, Ed.D., Dean, Assistant Professor of Education
 Bob Hacker, Ed.D., Director of Educational Studies, Associate Professor of Education
 Patti Buchta, M.A., Lecturer in Physical Education, Sports Administration, and History
 Camy Davis, Ed.D., Professor of Education, Student Teaching Coordinator
 Matt Malin, M. S., Lecturer in Elementary Education
 Aared Sampson, M.S., Lecturer in Physical Education, Health, and Exercise Science
 Katelyn Thomas, M.A., Lecturer in Elementary/Secondary Education
 Stanley Wilm, M.S, Lecturer in Special Education, Director of Disability Services

Administrative Support

Cassidy McIntosh, B.S., Applied Mathematics, Administrative Assistant School of Education

Degrees Offered

Degrees offered in the School of Education (SOE) include:

- Associate of Arts Degree Early Childhood (non-licensure)
- Bachelor of Arts Degree Early Childhood (non-licensure)
- Bachelor of Arts in Elementary Education
 - Early Childhood Concentration*
 - Health and Physical Education Concentration*
 - Language Arts/English Concentration*
 - Life Science/Biology Concentration*
 - Mathematics Concentration*
 - Special Education Concentration*
- Bachelor of Arts in Special Education Mild Intervention (All Grade)
- Bachelor of Science in Health and Physical Education
 - Applied Health and Fitness*
 - Education Licensure (All Grade)*

Accreditation

The School of Education is authorized to operate by the Indiana Department Of Education and is a member of the Association for Advancing Quality in Educator Preparation (AAQEP).

Mission and Conceptual Framework of the School of Education

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

Teacher Licensing

Oakland City University is accredited by the Indiana Department Of Education, to offer the following licensure programs:

- Early Childhood Education (P-3)
- Elementary Education (K-6)
- Special Education Mild Intervention (All Grade)
- Secondary Education (5-12) – Business, English, Life Science, Mathematics, History
- Health and Physical Education (All Grade)

To be eligible for educator licensing in Indiana, a student must complete one of the approved programs, which require at least 120 credits of coursework. Student – educators must also meet School of Education requirements for advancing into and through the Student- Residency at the end of their respective program. Successful completion of state-mandated testing, as well as attainment of the other Indiana educator certification requirements are necessary to earn an approved educator’s license.

Candidates for teacher licensure must have a grade point average of 3.0 overall upon completion of the degree. The chart below illustrates the process for students to successfully complete the respective program as a component of consideration for licensure by the state of Indiana.

The OCU Educator Preparation Program

Admission to OCU		Graduation
Student Educator Development Phase I	Student Educator Development Phase II	Student Educator Development Phase III
<p><i>From Admission Through Term 3</i></p> <ul style="list-style-type: none"> • 100, 200, 300 400 Level Courses • GPA 3.0 or higher OR Minimum of 2.70 GPA overall and 3.0 GPA or higher in the Professional Education Courses • Completion of Identified Field Experiences • 8 Hours Per Month/32 Hours Per Term/96 Hours Total • Go-Forward Growth Plan Coordinated by Student with Advisor 	<p><i>Terms 4-6</i></p> <ul style="list-style-type: none"> • 100, 200, 300 400 Level Courses • Sustained status in good standing with SOE and university • Submission of Student Educator Residency Materials • Completion of Identified Field Experiences • 16 Hours Per Month/64 Hours Per Term/192 Hours Total • Go-Forward Growth Plan Coordinated by Student with Advisor 	<p><i>Terms 7-8</i></p> <ul style="list-style-type: none"> • 300 and 400 Level Courses • Successful completion of Student Educator Residency • Go-Forward Growth Plan Coordinated by Student with Advisor

Note:

Student Educator candidates are evaluated at the end of each term for consideration of advancement within the School of Education Educator Preparation Program. The evaluation takes into account input from the respective faculty member, as well as the individual results and data provided through the SOE evaluation tools.

Field Experience Requirements

All candidates preparing to be teachers are required to participate throughout their college career in field experiences. Elementary and secondary education program candidates will be required to observe professional educators in a variety of diverse classrooms and will participate in classroom activities assigned by the cooperating teacher. While different in nature from the experiences required for licensure areas, field experiences for the Applied Health and Fitness concentration in the Health and Physical Education degree will also be required. Prior to the first field experience, students must provide complete a background check.

Requirements for Admission to Student Educator Residency

Criteria include:

- Submission of Student Educator Residency Materials
- A minimum of eighty (80) semester hours completed toward the 120-hour degree program
- A minimum GPA of 3.0

- Interview and Consultation with the respective School of Education advisor.

A candidate may be denied admission to student teaching if any of the above conditions are not met.

Education Preparation Program Learning Outcomes (Initial Licensure):

- Teacher candidates will apply Christian concepts of ethical and moral behavior to make positive leadership decisions in support of the University's focus on head, heart, and hands.
- Teacher candidates will demonstrate a mastery of content that assists learners to access information, apply knowledge to real world settings, and address meaningful issues to assure a learner's deep understanding of content. (Content Knowledge)
- Teacher candidates will connect concepts by integrating innovative and responsive strategies for classroom management, assessment, planning, and instruction in coordinated ways to ensure equity, diversity, and inclusion with the capacity to support all learners. (Instructional Practice)
- Teacher candidates will demonstrate analytical and critical thinking skills, while furthering their utilization and knowledge of "Best Practice" instructional techniques, supported by education based research.
- Teacher candidates will demonstrate high expectations for each learner and implement developmentally appropriate and challenging learning experiences within a variety of learning environments that inspire all learners to meet high standards, increase social-emotional capacity, and reach their full potential. (Learner and Learning)
- Teacher candidates will develop and strengthen leadership abilities by modeling ethical behavior, contributing to positive changes in pedagogy, advancing their professional competence, developing and practicing lifelong learning skills, and promoting self-awareness and personal growth. (Professional Responsibility)
- Teacher candidates will meet requirements for educator licensure in Indiana by the end of their student-residency, including successfully completing the required pedagogical and content area exams. (Initial Licensure)
- Teaching candidates will develop professional work and collaboration habits in order to contribute to a professional learning community with the highest of standards, including focus on professionalism, professional growth, teacher leadership, and teamwork.

Associate Degree Programs

Associate of Arts in Early Childhood (non-licensure)

An associate's degree in early childhood education provides the groundwork for candidates to provide an appropriate early education for all young children. The field of early childhood continues to drive the demand for qualified professionals in the region, state and in the nation. Early childhood educators are responsible for planning daily routines and curricula, utilizing community resources to enrich programs, and supporting the needs of children and their families. The early childhood graduate may be employed as: a Head Start assistant teacher, a teacher in pre-school/childcare facility, a nanny, an infant/toddler caregiver, a family childcare provider or may also work as a paraprofessional in public schools.

The Associate of Arts in Early Childhood (non-licensure) program requires twenty-five (25) credit hours of Foundational Core courses as part of the program of study, the completion of the Early Childhood Education Core of thirty (30) credit hours resulting in the completion of a total of fifty-five (55) credit hours.

Early Childhood Education Core Courses (30 Hours)			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
EDUC	101	Foundations of Education	3
SPED	103	Exceptional Children	3
EC	210	Introduction to the EC Profession	3
EDUC	213	Developmental Psychology	3
EC	215	Health, Safety & Nutrition	3
EDUC	220	Elementary Children's Literature	3
EDUC	225	Early Childhood Emerging Literacy and Math Concepts	3
EC	238	Field Experience in Early Childhood	3
EDUC	240	Creative Arts	3
EC	245	Infant and Child Development	3

Bachelor's Degree Programs

All bachelor's degree programs have required semester hours of Foundational Core courses for the bachelor's degree as part of the program of study. All bachelor programs require the successful completion of 120 semester hours.

Bachelor of Arts in Early Childhood (non-licensure)

The School of Education offers a Bachelor of Arts degree in Early Childhood Education that does NOT lead to licensure to teach within the state of Indiana. This degree is designed to prepare students for leadership positions as a Lead Teacher in a variety of diverse programs such as licensed childcare facilities, Head Start programs, non-public school settings, and agencies that support these settings.

Early Childhood Education Core Courses (54 Hours)			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
EDUC	101	Foundations of Education	3
SPED	103	Exceptional Children	3
EC	210	Introduction to EC Profession	3
EDUC	213	Developmental Psychology	3
EC	215	Health, Safety & Nutrition	3
EDUC	220	Elementary's Children's Literature	3
EDUC	240	Creative Arts	3
EC	245	Infant and Child Development	3
EDUC	295	Differentiated Instruction	3
EDUC	207	Foundations of the Science of Reading	3
EC	322	Early Childhood Curriculum	3
SPED	337	Collaboration and Consultation in Special Educ	3
EC	341	EC Programs & Management	3
EC	405	Families in Transition	3
EC	436	Field Experience/EC Lang Arts & Soc Studies	3
EC	437	Field Experience/EC Math, Science & Fine Arts	3
EC	438	Field Experience in Early Childhood	3
EDUC	450	Education Senior Capstone	3

Bachelor of Arts in Elementary Education

The Bachelor of Arts in Elementary Education requires completion of the Foundational Core, courses in professional education, for a minimum of 120 credit hours. The student must complete an approved concentration from the following options:

- Early Childhood Education
- Language Arts/English
- Life Science/Biology
- Mathematics
- Health and Physical Education
- Special Education

Professional Education Core

Professional Education Core (72 Hours)				
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>	
EDUC	101	Foundations of Education	3	
SPED	103	Exceptional Children	3	
EC	210	Intro. To Early Childhood Profession	3	
MATH	210	Math for Elementary Teachers	3	
EDUC	213	Developmental Psychology	3	
EDUC	220	Elementary Children's Literature	3	
EDUC	240	Creative Arts	3	
SPED	270	Methods and Materials for Exceptional Learners	3	
EDUC	295	Differentiated Instruction	3	
SPED	302	Diagnostic Assessment	3	
EDUC	207	Foundations of the Science of Reading	3	
EDUC	315	Classroom Management	3	
SPED	337	Collaboration and Consultation in Special Education	3	
EDUC	417	Science of Reading Defining the Movement	3	9 Hr. Block
EDUC	317	Literacy Acquisition	3	
EDUC	350	Social Studies Methods	3	
EDUC	307	Science of Reading Methodology Instruction and Practice	3	9 Hr. Block
EDUC	355	Science Methods & Technology	3	
EDUC	360	Elementary Math Concepts & Manipulatives	3	
Student-Educator Residency				
Student Residency - All requirements for student residency must be met prior to starting placement including First Aid/CPR certification, suicide prevention, and criminal background check.				
EDUC	490	Residency in Teaching I	8	
EDUC	495	Residency in Teaching II	7	

Concentrations

Concentration in Early Childhood Education (12 Hours)			
Required Course:			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
EC	215	Health, Safety and Nutrition	3
EC	313	Child Development	3
EC	341	EC Programs and Management	3
EC	405	Families in Transition	3

Language Arts/ English Concentration (Minimum of 9 Hours)			
Required Course:			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
ENG	210	Intro British Literature	3
ENG	215	Intro to American Literature	3
English Elective Course (3 Hours)			
			3

Life Science - Biology Concentration (Minimum of 9 Hours)			
Required Courses:			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
BIO	101	Introduction of Life Sciences	3
PHSC	101	Physical Science	3
Science Elective Course (3 Hours)			
			3

Mathematics Concentration (Minimum of 9 Hours)			
Required Courses:			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
MATH	110	Mathematics and Its Applications	3
MATH	210	Math for Elementary Teachers	3
Mathematics Elective Course (3 Hours)			
			3

Concentration in Special Education (12 Hours)			
Required Course:			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
EDUC	260	Reading Across the Content Areas	3
SPED	284	Best Practices for Students with Emotional and Behavioral Disorders	3
SPED	306	Legal Issues in Special Education	3
SPED	375	Classroom and Behavior Management	3

Concentration in Health and Physical Education (12 Hours)			
Required Courses:			

<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
HPE	205	Foundations of Physical Education	2
HPE	210	Health Education	2
HPE	301	Adaptive Physical Education	3
HPE	312	Principals of Motor Learning	2
HPE	405	Teaching Strategies of Physical Education	3

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

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

Professional Education Core (81 Hours)				
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>	
EDUC	101	Foundations of Education	3	
SPED	103	Exceptional Children	3	
MATH	210	Math for Elementary Teachers	3	
EC	210	Intro. to Early Childhood Profession	3	
EDUC	213	Developmental Psychology	3	
EDUC	220	Elementary Children's Literature	3	
EDUC	240	Creative Arts	3	
EDUC	260	Reading Across the Content Areas	3	
SPED	270	Methods & Materials for Exceptional Learners	3	
SPED	284	Characteristics of Emotional & Behavioral Disorders	3	
EDUC	295	Differentiated Instruction	3	
SPED	302	Diagnostic Assessment	3	
EDUC	207	Foundations of the Science of Reading	3	
SPED	306	Legal Issues in Special Education	3	
SPED	337	Collaboration and Consultation in Special Education	3	
SPED	375	Classroom & Behavior Management	3	
EDUC	417	Science of Reading Defining the Movement	3	9 Hour Block
EDUC	317	Literacy Acquisition Through Science of Reading	3	
EDUC	350	Social Studies Methods	3	
EDUC	307	Science of Reading Methodology Instruction and Practice	3	9 Hour Block
EDUC	355	Science Methods & Technology	3	
EDUC	360	Elementary Math Concepts & Manipulatives	3	
EDUC	490	Residency in Teaching I	8	
EDUC	495	Residency in Teaching II	7	

Bachelor of Science in Health and Physical Education Programs

The Health and Physical Education Program has two concentrations. The Bachelor of Science in Health and Physical Education Applied Health and Fitness is for those seeking a bachelor's degree without licensure to work in community health facilities, etc. The Bachelor of Science in Health and Physical Education with Licensure (All Grade) is for those students seeking state licensure to teach physical education and health in an all grade (K-12) school system.

Concentration: Applied Health and Fitness

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

Physical Education Core (43 Hours)			
Basic Skills Courses (4)			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
HPE		Basic Skills	1
HPE		Basic Skills	1
HPE		Basic Skills	1
HPE		Basic Skills	1
Required Health & PE Courses (39)			
HPE	201	Fitness and Wellness	2
HPE	205	Foundations of Physical Ed	2
HPE	210	Health and Nutrition	2
HPE	220	Rhythmic Activities	2
HPE	225	Recreational Activities	2
HPE	240	Principles of Strength & Conditioning	2
HPE	301	Adaptive Physical Education	3
HPE	305	Psychology of Coaching	2
HPE	312	Principles of Motor Learning	2
HPE	340	Exercise Physiology	3
HPE	401	Kinesiology	3
HPE	415	Lifetime Sports & Fitness Programming	3
HPE	420	Assessment and Evaluation in HPE	2
HPE	425	Admin. & Organization of Physical Ed. & Sport	3
HPE	435	Recreation and Fitness Practicum	3
HPE	440	Community Health & Safety Education	3
HPE	450	Health & Physical Education Capstone	3

Concentration: Education with Licensure (All-Grade)

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

Physical Education Core (41 Hours)			
Basic Skills Courses (4)			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
HPE		Basic Skills	1
HPE		Basic Skills	1
HPE		Basic Skills	1
HPE		Basic Skills	1
Health & PE Courses (40)			
HPE	201	Fitness and Wellness	2
HPE	205	Foundations of Physical Ed	2
HPE	210	Health and Nutrition	2
HPE	220	Rhythmic Activities	2
HPE	225	Recreational Activities	2
HPE	301	Adaptive Physical Education	3
HPE	305	Psychology of Coaching	2
HPE	312	Principles of Motor Learning	2
HPE	340	Exercise Physiology	3
HPE	401	Kinesiology	3
HPE	405	All Grade Physical Education Teaching Strat	2
HPE	420	Assessment and Evaluation in HPE	2
HPE	425	Admin. & Organization of Physical Ed. & Sport	3
HPE	430	Teach Strategies of School Health	2
HPE	440	Community Health & Safety Education	3
Restricted Electives (11 Hours)			
BIO	101	Intro Life Sciences	3
BIO	321	Principles of Human Anatomy & Physiology I	4
BIO	322	Principles of Human Anatomy & Physiology II	4
Professional Education Core (34 Hours)			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
EDUC	101	Foundations of Education	3
SPED	103	Exceptional Children	3
EDUC	213	Developmental Psychology	3
EDUC	230	Assessment of Student Learning	2
EDUC	207	Foundations of the Science of Reading	3
EDUC	270	Secondary Practicum	2
EDUC	295	Differentiated Instruction	3
EDUC	315	Classroom Management	3
EDUC	490	Residency in Teaching I	8
EDUC	495	Residency in Teaching II	7

Minors

Secondary Education Minor

The Secondary Education Minor is for students who are not interested in the licensure concentrations in Biology, English, Applied Mathematics, History, or Business. The education minor requires twenty-five (25)

credit hours of professional education courses. State testing and student teaching are not required since this is a non-licensure track.

Secondary Education Minor (25 Hours)			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
EDUC	101	Foundations of Education	3
EDUC	213	Developmental Psychology	3
EDUC	230	Assessment of Student Learning	2
EDUC	260	Reading Across the Content Areas	3
EDUC	270	Secondary Practicum	2
EDUC	295	Differentiated Instruction	3
EDUC	315	Classroom Management	3
EDUC	346	Secondary Teaching Methods	3
SPED	103	Exceptional Children	3

Servant Leadership Minor

The Servant Leadership Minor is a collaboration between the School of Education and School of Business. Students participating in the Servant Leadership Minor will experience multiple opportunities for community service, community practicum hours, and community agency leadership.

Servant Leadership Minor (15 Hours)			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
LDR/MGT	438	Leadership & Management	3
LDR/MGT	462	Servant Leadership	3
LDR/MGT	463	Community Servant Leadership	3
LDR/MGT	464	Leadership Practicum	3
Choose One Course (3 Hours)			
LDR/MGT	445	Studies in Management	3
LDR/MGT	456	Servant Leadership in the Professions	3
LDR/MGT	460	Team Building	3

Chapman School of Religious Studies

About the School

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

To the greater ends of vocational ministry development, Chapman School of Religious Studies offers an associate and bachelor degrees as well as a non-degree certificate and minors. Students who wish to transition from the bachelor program to a master’s can do so with Chapman’s 4+1 option.

Faculty of the Chapman School of Religious Studies

Ronald L. Mercer, Jr., Ph.D., Dean, Chapman Director of Undergraduate Studies, Professor of Philosophy
 Matthew Murphy, Ed.D., Instructor and Recruiter

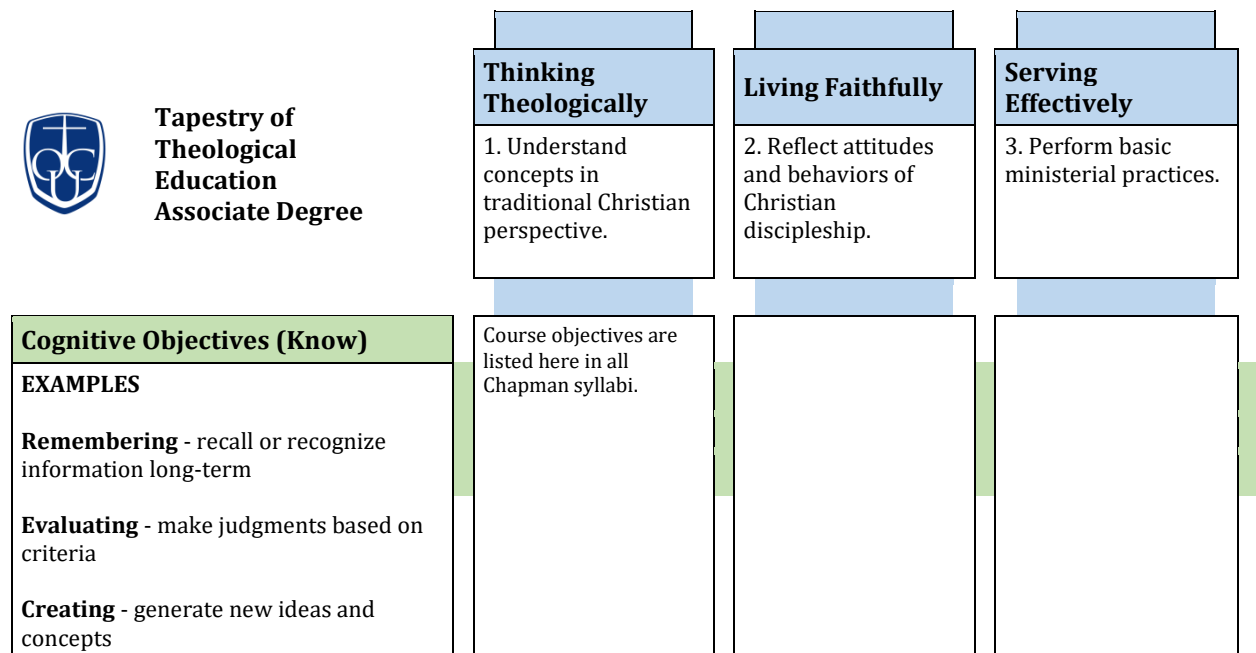
Emeriti Professors
 Robert Asa, Ph.D.
 Douglas Low, Ph.D.
 Thomas Walls, Ph.D.

Mission of the Chapman School of Religious Studies

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

Objectives of the Chapman School of Religious Studies

The Chapman School of Religious Studies is a learning/teaching community dedicated to OCU's mission. In alignment with the institution’s goal of Head, Heart, and Hands, the school mirrors these goals with three main outcomes: thinking theologically, living faithfully, and serving effectively. These outcomes are met by holistically addressing cognitive, affective, and behavioral objectives. Chapman calls the interweaving of these outcomes and objectives the Tapestry of Theological Education. The stated goals of every individual class offered in Chapman fall somewhere on the Tapestry. There is a Tapestry for both the associate and bachelor’s degrees.



<p>Affective Objectives (Feel)</p> <p>EXAMPLES</p> <p>Receiving - be open in attitude to alternate points of view</p> <p>Valuing - appreciate and support perspectives and practices</p> <p>Characterizing - reflect behavior consistently in personal and interpersonal context</p>			
<p>Behavioral Objectives (Do)</p> <p>EXAMPLES</p> <p>Imitating - replicate a behavior observed in others</p> <p>Performing - model behavior for others</p> <p>Adapting - modify a behavior according to contextual needs</p>			



Tapestry of Theological Education Bachelor's Degree

<p>Thinking Theologically</p> <p>1. Analyze perspectives in light of the intellectual traditions of the church.</p>	<p>Living Faithfully</p> <p>2. Model appropriate perspectives and practices for engagement in society and the church.</p>	<p>Serving Effectively</p> <p>3. Conduct essential ministry practices.</p>	
<p>Cognitive Domain (Know)</p> <p>EXAMPLES</p> <p>Remembering - recall or recognize information long-term</p> <p>Evaluating - make judgments based on criteria</p> <p>Creating - generate new ideas and concepts</p>	<p>Course objectives are listed here in all Chapman syllabi.</p>		

Affective Domain (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 Domain (Do) EXAMPLES Imitating - replicate a behavior observed in others Performing - model behavior for others Adapting - modify a behavior according to contextual needs			

The school has developed a variety of tools, both quantitative and qualitative, to assess the extent to which students are achieving the objectives of the degrees they are pursuing. The faculty regularly reviews this assessment data to measure the effectiveness of Chapman’s programs and to plan further improvements.

Certificate Program

Certificate in Christian Studies

The Certificate in Christian Studies requires thirty (30) semester hours. The curriculum offers basic and practical courses needed by pastors and laypersons involved in local church ministry. Electives in Christian Studies are approved by the faculty advisor.

Christian Studies Core (30 Hours)			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
PS	100	Introduction to Ministry and the Church	3
CRS	101	Biblical Literacy	3
CE	201	Introduction to Christian Education	3
CH	201	Introduction to Church History	3
CM	301	Evangelism and Church Growth	3
Choose 15 Hours of Unrestricted Electives with the Approval of the Advisor			
			15

Associate’s Degree Program

Associate of Arts in Christian Studies

Primary Learning Outcomes

It is the goal of the Chapman School of Religious Studies that, upon completion of the Associate of Arts degree in Christian Studies, the successful graduate will complete three primary learner outcomes across the program. The three primary learner outcomes are as follows:

1. Understand concepts in traditional Christian perspective.
2. Reflect attitudes and behaviors of Christian discipleship.
3. Perform basic ministerial practices.

Program Description

The Associate of Arts in Christian Studies prepares men and women for lay leadership roles in the local church or parachurch ministry. The associate degree program has a required Foundational Core (FC) of thirty (30) semester hours and a Christian Studies Core of thirty (30) semester hours. Nine (9) of the Christian Studies hours are electives restricted to Christian Studies. The associate program requires the successful completion of sixty (60) semester hours.

Christian Studies Associate Degree (30 Hours)			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
PS	100	Introduction to Ministry and the Church	3
CRS	101	Biblical Literacy	3
CE	201	Introduction to Christian Education	3
PS	300	Pastoral Counseling	3
CE	305	Worship Leadership	3
CH	201	Introduction to Church History	3
CM	301	Evangelism and Church Growth	3
Choose 9 Hours from BIB, CE, CM, CH, PHIL, and PS with the Approval of the Advisor			
			9

Bachelor's Degree Program

Bachelor of Arts in Christian Studies

Primary Learning Outcomes

It is the goal of the Chapman School of Religious Studies that, upon completion of the Bachelor of Arts degree in Christian Studies, the successful graduate will complete three primary learner outcomes across the program defined specifically in terms of the area of specialization. The three primary learner outcomes are as follows:

1. Analyze perspectives in light of the intellectual traditions of the church.
2. Model appropriate perspectives and practices for engagement in society and the church.
3. Conduct essential ministry practices.

Program Description

The course offerings in the Core Curriculum provide a foundation for ministry by equipping students with knowledge and practical skills in the areas of Biblical Studies, Historical-Theological Studies, and Practical Ministry Studies. The Christian Studies Core is required and takes thirty-six (36) hours to complete. Students must also choose an area of specialization, which requires fifteen (15) additional Christian Studies hours. The University's Foundational Core (FC) will prepare students for the Christian Studies Degree and will take forty-one (41) hours to complete. Including twenty-eight (28) hours of unrestricted electives, the degree requires the successful completion of 120 semester hours. Graduation from OCU requires a 2.0 GPA overall and a 2.3 GPA overall in the Christian Studies Major.

Christian Studies Core Courses (36 Hours Required)			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
BIB	210	Old Testament I	3
BIB	220	Old Testament II	3
BIB	230	New Testament I	3
BIB	240	New Testament II	3
BIB	308	Christian Doctrine	3
CH	201	Introduction to Church History	3
PHIL	105	Critical Thinking	3
PHIL	220	Introduction to Ethics	3
PHIL	301	Christian Ethics (Prerequisite: PHIL 220)	3
PS	100	Introduction to Ministry and the Church	3
PS	310	Introduction to Preaching	3
PS	445	Practicum in Ministry	3
RS	425	Senior Capstone	3
<i>Choose One Course - GB Students Must Take CH 401 (3)</i>			
CH	401	GB Heritage	3
CH	410	History of American Christianity	3

*Specializations***Christian Missions Specialization (15 Hours)**

The course offerings of the Christian Missions Specialization intend to inspire the student to participate in God's mission by: 1) helping the student to become a better interpreter of political, economic, and social contexts, and 2) helping the student to grasp better the project and programs of the church on mission.

Christian Missions Specialization (15 Hours)			
Choose One Course (3 Hours)			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
CM	201	Introduction to Christian Missions	3
CM	225	Perspectives in Christian Missions	3
Choose Three Additional Missions Courses (9 Hours):			
CM	205	History of Christian Missions	3
CM	206	Survey of World Religions	3
CM	210	The Biblical Basis of Missions	3
CM	301	Evangelism and Church Growth	3
CM	305	Current Trends in Missions	3
CM	401	Principles of Missionary Service	3
CM	445	Studies in Christian Missions	3
CM	447	Practicum in Missionary Service	3
Choose One Christian Education Course (3 Hours):			
CE	201	Introduction to Christian Education	3
CE	301	Church Administration	3
CE	305	Worship Leadership	3
CE	310	Teaching in the Church	3
CE	315	Lay Leadership in the Church	3
CE	400	Family Ministry	3
CE	410	Teaching and Learning in the Online Classroom	3
CE	445	Studies in Christian Education	3

Pastoral Leadership Specialization (15 Hours)

The course offerings of the Pastoral Leadership Specialization feature a professional orientation intended to prepare students for vocational ministry in the highest leadership positions of a church. The faculty of the Chapman School of Religious Studies encourages students in the Pastoral Leadership Specialization to consider furthering their education at the Seminary level upon the completion of the degree.

Pastoral Leadership Specialization (15 Hours)			
Required Courses (6 Hours):			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
PS	300	Pastoral Counseling	3
PS	311	Preaching Practicum	3
Choose One Missions Course (3 Hours):			
CM	201	Introduction to Christian Missions	3
CM	205	History of Christian Missions	3

CM	206	Survey of World Religions	3
CM	210	The Biblical Basis of Missions	3
CM	225	Perspectives in Christian Missions	3
CM	301	Evangelism and Church Growth	3
CM	305	Current Trends in Missions	3
CM	401	Principles of Missionary Service	3
CM	445	Studies in Christian Missions	3
CM	447	Practicum in Missionary Service	3
Choose Two Christian Education Courses (6 Hours):			
CE	201	Introduction to Christian Education	3
CE	301	Church Administration	3
CE	305	Worship Leadership	3
CE	310	Teaching in the Church	3
CE	315	Lay Leadership in the Church	3
CE	400	Family Ministry	3
CE	410	Teaching and Learning in the Online Classroom	3
CE	445	Studies in Christian Education	3

Bachelor to Master's Degree Program (4 + 1)

Christian Studies in Pastoral Leadership (Bachelor of Arts in Christian Studies + Master of Arts in Pastoral Leadership)

Primary Learning Outcomes

It is the goal of the Chapman School of Religious Studies that, upon completion of the Master of Arts: Christian Studies in Pastoral Leadership, the successful graduate will complete six primary learner outcomes across the program defined specifically in terms of the area of specialization. The three primary learner outcomes are as follows:

1. Analyze perspectives in light of the intellectual traditions of the church.
2. Evaluate Scripture and Christian theology in light of Pastoral Ministry.
3. Model appropriate perspectives and practices for engagement in society and the church.
4. Mature in spiritual practices for Christ-like Pastoral Leadership.
5. Conduct essential ministry practices.
6. Develop practical skills in Pastoral Leadership

Program Description

The Chapman School of Religious Studies offers a special program, Christian Studies in Pastoral Leadership, which will allow incoming first year students a pathway to achieve the Bachelor of Arts in Christian Studies (described above) as well as the Master of Arts in Pastoral Leadership within a 5-year time frame. Students will still receive a Liberal Arts focused education in the Foundational Core, a

vocational education in the Christian Studies Core, and will follow the Pastoral Leadership Specialization. The program allows these elements to be transitioned into the Master of Arts in Pastoral Leadership.

The Master of Arts in Pastoral Leadership (M.A.P.L.) is designed for those individuals who seek a graduate level education that advances skills in practical ministerial service. It lays a foundation for further graduate academic work or for professional studies for ministry such as provided by a Master of Divinity degree. The course of study in this MA is 36 hours.

Christian Studies Core Courses (36 Hours)			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
BIB	210	Old Testament I	3
BIB	220	Old Testament II	3
BIB	230	New Testament I	3
BIB	240	New Testament II	3
BIB	308	Christian Doctrine	3
CH	201	Introduction to Church History	3
PHIL	105	Critical Thinking	3
PHIL	220	Introduction to Ethics	3
PHIL	301	Christian Ethics (Prerequisite: PHIL 220)	3
PS	100	Introduction to Ministry and the Church	3
PS	310	Introduction to Preaching	3
PS	445	Practicum in Ministry	3
RS	425	Senior Capstone	3
<i>Choose One Course - GB Students Must Take CH 401 (3)</i>			
CH	401	GB Heritage	3
CH	410	History of American Christianity	3
Pastoral Specialization (12 Hours)			
CE	201	Introduction to Christian Ed	3
CE	305	Worship Leadership	3
CM	225	Perspectives in Missions	3
PS	300	Pastoral Counseling	3
M.A. in Pastoral Leadership (36 Hours)			
M.A. Core (30 Hours)			
B designates Biblical courses; H: Historical-Theological courses; and P: Practical courses			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
MPL	501B	New Testament as Witness to Jesus and Word to the Church	3
MPL	502B	Old Testament as Christian Scripture	3
MPL	511H	Church History for Pastoral Leaders	3
MPL	512H	Christian Theology for Pastoral Leaders	3
MPL	522P	Servant as Worship Leader	3
MPL	530P	Leading in Contemporary Culture	3
MPL	531P	Service Through Spiritual Formation	3
MPL	535P	Service Leadership of Church Administration	3
MPL	540P	Servant Leader as Preacher I	3
MPL	541P	Servant Leader as Preacher II	3
Capstone (6 Hours)			
MPL	550	Capstone: Ministry Practicum	3
MPL	555	Capstone: Essay Writing	3

Minors in Chapman School of Religious Studies

Christian Missions Minor (18 Hours)			
Required Courses:			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
PS	100	Introduction to Ministry and the Church	3
CRS	101	Biblical Literacy	3
CE	201	Introduction to Christian Education	3
CM	205	History of Christian Missions	3
CM	301	Evangelism and Church Growth	3
Choose One Course:			
CM	201	Introduction to Christian Missions	3
CM	225	Perspectives in Christian Missions	3

Pastoral Ministry Minor (18 Hours)			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
PS	100	Introduction to Ministry and the Church	3
CRS	101	Biblical Literacy	3
CE	201	Introduction to Christian Education	3
CE	301	Church Administration	3
CE	305	Worship Leadership	3
PS	310	Introduction to Preaching	3

Philosophy Minor (18 Hours)			
Required Courses (9 Hours):			
<i>Dept</i>	<i>Number</i>	<i>Name</i>	<i>Credit Hours</i>
PHIL	105	Critical Thinking	3
PHIL	310	History of Philosophy I: Ancient to Medieval	3
PHIL	320	History of Philosophy II: Modern Philosophy	3
Choose Three Philosophy Electives (9 Hours):			
PHIL	100	Introduction to Philosophy	3
PHIL	210	Faith and Reason	3
PHIL	220	Introduction to Ethics	3
PHIL	301	Christian Ethics	3
PHIL	401	Concentrated Special Topic study	3

Course Descriptions

Accounting

- ACCT 110 Introduction to Applied Accounting 3 hours**
This is a basic course in accounting terminology, accounting principles, and the application of accounting within the workplace. (Correctional Facilities Only)
- ACCT 201 Principles of Accounting I 3 hours**
This is an introductory course to financial accounting theory and practice in accordance with generally accepted accounting principles. Emphasis is on the development and use of financial statements and other necessary financial information.
- ACCT 202 Principles of Accounting II 3 hours**
The course includes the development and use of financial and managerial reports, government accounting, and basic accounting information systems.
- ACCT 210 Payroll Accounting 3 hours**
This course emphasizes the calculation of the payroll and the payroll taxes. Attention is given to the preparation of those records and reports that form the foundation of an efficient payroll system and to various laws affecting payroll. **Prerequisite: ACCT 201.**
- ACCT 301 Intermediate Accounting I 3 hours**
The course covers accounting theory, generally accepted accounting principles, and financial statement preparation as applied to the assets of an enterprise. **Prerequisite: ACCT 202.**
- ACCT 302 Intermediate Accounting II 3 hours**
The course covers accounting theory, generally accepted accounting principles, and financial statement preparation as applied to the liabilities and equities of an enterprise; the course also covers statement of cash flows. **Prerequisite: ACCT 301.**
- ACCT 315 Managerial Accounting 3 hours**
The course explores the use of accounting data for external reporting and internal planning and control. Areas of study include job order, process, and standard cost accounting systems. Budgeting and profitability analysis, accounting for leases, earnings per share, and accounting for income taxes are also covered. **Prerequisite: ACCT 202.**
- ACCT 325 Accounting Information Systems 3 hours**
This course introduces the concept of data and information, develops the characteristics of general information systems, and presents techniques for their analysis and design. **Prerequisite: ACCT 202.**
- ACCT 401 Individual Taxation 3 hours**
This course covers current federal income tax law related to gross income and deductions of individuals and businesses. **Prerequisite: ACCT 202.**

ACCT 402 Business Taxation**3 hours**

This course covers current federal income tax law dealing with complex problems related to corporations, subchapter S corporations, partnerships, estates, and trusts.

ACCT 410 Advanced Accounting**3 hours**

The course addresses theory and techniques for accounting and reporting for partnerships, branch operations, and consolidations in accordance with generally accepted accounting principles. **Prerequisite: ACCT 302.**

ACCT 425 Auditing**3 hours**

Standards, theories, procedures, techniques, and responsibilities involved in auditing and reporting on financial statements are covered. Compilation and review of financial statements are also addressed. **Prerequisite: ACCT 202.**

ACCT 445 Studies in Accounting**1-3 hours**

This course is an in-depth study or investigation of a significant topic in accounting practices and theory. It may be taken more than once if the area of study is different. **Prerequisite: ACCT 202.**

Actuarial Science

A grade of C- or higher must be achieved in all prerequisites required for actuarial science courses or permission of the instructor.

AS 203 Mathematical Theory of Interest**3 hours**

This course covers a range of topics relevant to Actuaries, including measurement of interest rates, basic problems in interest theory, basic annuities, continuous and varying annuities, yield rates, amortization, bonds and other securities, practical applications, and stochastic approaches to interest. More broadly, course material will cover pricing of bonds, mortgages, annuities, and other financial instruments. Return on investment, duration, convexity, and portfolio immunization are also covered. **Prerequisites:** MATH 216 and MATH 317

AS 303 Financial Mathematics for Actuaries I - Discrete Time**3 hours**

This course serves as an introduction to derivative contracts and option combinations. It also covers Arbitrage-free option bounds & early exercise of American options. Arbitrage-free valuation and risk-neutral pricing are used to price vanilla and exotic contracts using the binomial asset pricing model in discrete time, and the quantitative strategies to hedge portfolios consisting of such assets are also discussed. **Prerequisites:** MATH 225, MATH 318, MATH 325, CS 101, CS 350, and CS 440

AS 313 Financial Mathematics for Actuaries II - Continuous Time**3 hours**

This course covers the rational valuation of stock and currency options and the application of option "Greeks" to solve a range of problems. It also serves as an introduction to lognormal pricing, Monte-Carlo simulations, and Brownian motion. Finally, it explores the interest rate models of Vasicek, Cox-Ross-Ingersoll, and Black-Derman-Toy to model and price derivatives on bonds. **Prerequisites:** MATH 318, AS 203, and AS 303

AS 403 Actuarial Sciences and Risk Management with R 3 hours

This course focuses on team-based problem solving in actuarial science & risk management. Students will learn the fundamentals of the R programming language, RStudio and R Markdown, and use these tools to complete a range of projects. Projects vary, but may include bond and loan amortization, analysis of the efficient frontier and the capital asset pricing method, insurance liability & estimates of expected loss. This course culminates in a capstone project that ties together skills from throughout the Actuarial Sciences concentration. **Prerequisites:** AS 313 and MATH 425

Agribusiness**AGR 101 Introduction to Agribusiness 3 hours**

This course includes a solid foundation of agribusiness by providing an overview of career opportunities in the industry with agribusiness management concepts. Topics studied include basic business analytics for analysis of trends, integrating long term profit maximization and how the four functions of management can support agribusiness managers in accomplishing their goals.

AGR 210 Trends in Agribusiness & Natural Resources 3 hours

This course includes an application of agribusiness principles with the latest agricultural technology and innovation. Specific problems are included with case studies and special projects to review new trends in agribusiness with the impact of using and protecting natural resources.

AGR 310 Agribusiness Marketing & Sales 3 hours

This course covers agribusiness marketing by analyzing markets trends, consumer demands, marketing functions, institutions and commodities. Students will demonstrate competence in communication of agricultural marketing and sales techniques with verbal, graphic and mathematical skills.

AGR 320 Agribusiness Economics 3 hours

This course includes economic issues related to production principles, supply and revenue, profit maximization, consumption and demand, competitive markets, international agri-economics and rural development. The role of agriculture in the U.S. and world economies will be studied.

AGR 330 Agribusiness Finance 3 hours

This course includes a comprehensive analysis of the capital and credit needs in agribusiness. This includes methods of securing debit and equity capital, source of credit, legal concerns, credit analysis, and challenges in obtaining credit along with financing a repayment plan for operating loans.

AGR 420 Agribusiness Technologies 3 hours

This course introduces the available technologies in the field of agribusiness to increase efficiency and productivity. The fundamental components of precision agriculture include topics of global positioning system (GPS), geographic information system (GIS), remote sensing, yield monitoring, and drone application for decision making in the field.

AGR 410 Agribusiness Management & Social Perspectives 3 hours

This course reviews insights from managers and leaders in the agribusiness field. Leadership and management qualities with strategies are included along with how ethics and faith are integrated in today's society.

AGR 440 Agribusiness Internship Portfolio 3 hours

This course focuses on using a student's approved internship experience to design and build a print and an e-portfolio. This gives the student an opportunity to enhance his or her academic background in a practical and reflective way from the internship and other academic experiences. Students will provide evidence of personal and professional accomplishments, along with academic learning and skills mastered for future employers. **Prerequisite: Student must get the internship pre-approved by the instructor for use in this course. Internship hours are to be completed prior to this course or to be completed concurrently during this course.**

AGR 445 Agribusiness Professional Practicum 3 hours

This course has the application of theory with skills learned in the major for experiential learning. The practicum will include projects related to the student's major and interest in the field. Students must coordinate all practicum projects with their instructor to coordinate projects to support trends in the field.

Art**ART 103 Art Appreciation 3 hours**

An introductory lecture course in art which explores the creative history and processes for making art that have been utilized by humankind across cultures, from the pre-historic through the modern era. You will have the opportunity to acquire an appreciation of the practices, methods, and media an artist uses and you will be introduced to basic theories of art. The student will explore the process involved in critiquing art and the proper language used to discuss art.

ART 250 Graphic Design I 3 hours

This course provides an introduction to graphic design and the use of the computer as a design tool. Problem solving techniques using type and image in layouts are applied to a number of commonly recurring situations in communication design. Basic introductions to Adobe Photoshop, Illustrator, and InDesign are provided.

Biblical Studies**BIB 205 New Testament Literature 3 hours**

This course is a general survey of the New Testament. It provides insight into historical, social, political, and religious contexts in which it was written and presents its major themes. (Early College Course Only)

BIB 210 Old Testament I 3 hours

This course is an introduction to the historical background, literary nature, and theological message of the Books of the Old Testament, with particular emphasis on the content and authority of these Books as Holy Scripture for the Church and the minister. The first semester covers the Pentateuch (Genesis-Deuteronomy) and the Former Prophets (Joshua -2 Kings). (Christian Studies Core.)

BIB 220 Old Testament II 3 hours

This course is an introduction to the historical background, literary nature, and theological message of the Books of the Old Testament, with particular emphasis on the content and authority of these Books as Holy Scripture for the Church and the minister. As a continuation of Biblical Studies 101, the course covers the remaining Books of the Christian Old Testament. (Christian Studies Core.)

organisms (bacteria, protists, fungi, plants, and animals) and their biology. (Credit available for non-science majors only.)

BIO 105 Environmental Biology 3 hours

Introduction to principles of ecology and the interaction of organisms and the environment, paying particular attention to the impact of humans on the environment. The course addresses topics of environmental and resource conservation.

BIO 111 Principles of Biology I 4 hours

Introduction to cellular biology covering basic chemistry, cell structure and function, cell division, photosynthesis and respiration, and introductory genetics.

BIO 112 Principles of Biology II 4 hours

Introduction to organismal biology covering general survey of bacteria, protists, plants, fungi, and animals. **Prerequisites: BIO 111 or permission of instructor.**

BIO 300 Dendrology 3 hours

The study of the taxonomy, habitats, range, economic, folk, historic use, and ecological features of important North American tree species. The course focuses on field and lab techniques for the identification and classification of trees. **Prerequisites: BIO 112.**

BIO 315 Introduction to Microbiology 4 hours

An introductory study of the structure, function, identification, pathology, and ecology of microorganisms. Laboratory activities include growth techniques through preparation of media, maintenance of cultures, methods of microbial growth control, aseptic technique, microbiology and foods, and microscope slide preparation. **Prerequisites: BIO 112, and CHEM 102 or permission of instructor.**

BIO 318 Microbial Ecology 3 hours

This course is designed for undergraduate students interested in environmental biology/science/studies. Students in this course will build upon the basic principles and skills gained in introductory microbiology and environmental science courses. The focus will be on microbial functions in ecosystems, examining the interactions between microbial communities and their environments (air, water, and land), and the impact of these relationships on biogeochemical cycles. **Prerequisites: BIO 112, and CHEM 102 or permission of instructor.**

BIO 321 Principles of Human Anatomy and Physiology I 4 hours

Designed for science majors, this course is a study of biochemistry, cellular structure and function, histology, and the system study of the integumentary, skeletal, muscular, and nervous systems of the human body. Laboratory with dissections. **Prerequisites: BIO 112, and CHEM 102 or consent of instructor. (HPE Majors can take BIO 321 if they have completed BIO 101.)**

BIO 322 Principles of Human Anatomy and Physiology II 4 hours

A continuation of BIO 321 covering the endocrine, circulatory, lymphatic, digestive, respiratory, urinary, and reproductive systems. Laboratory with dissections. **Prerequisite: BIO 321.**

BIO 350 Marine Biology 3 hours

An introductory course in marine biology including the geology of the oceans, waves and tidal actions, survey of marine organisms and diversity of marine ecosystems, and human impact. **Prerequisite: BIO 112 or consent of instructor.**

- BIO 400 Preparation for Life Science Certification 0 hours**
 This course is designed to help students prepare for certification in Life Science. This course must be successfully completed in the semester immediately preceding a student-teacher assignment. Pass/Fail.
Prerequisite: All Biology—Life Science Concentration coursework should be completed prior to, or concurrent with, this course.
- BIO 401 Developmental Biology 3 hours**
 Principles and processes of sexual reproduction and embryonic development of sea stars, amphibians, birds and mammals. Topics include gametogenesis, fertilization, embryonic stages, cell differentiation, tissue development, organogenesis, regeneration, growth, and errors in development. **Prerequisites: BIO 112 and CHEM 102 or consent of instructor.**
- BIO 405 Ecology and Field Biology 4 hours**
 Relationships between organisms and their environment; approaches and practices for studying these relationships. Lecture and field laboratory. **Prerequisites: BIO 112 and CHEM 102 or consent of instructor.**
- BIO 410 Principles of Genetics 4 hours**
 Principles and processes of inheritance. Includes study of cell division, molecular biology of DNA and RNA, and modes of inheritance. With laboratory. **Prerequisites: BIO 112, and CHEM 102 or consent of instructor.**
- BIO 415 Immunology 3 hours**
 General properties of immune responses in humans, with a focus on the cellular and molecular mechanisms. There will be an emphasis on epidemiology, pathogenesis, and host defense responses. **Prerequisites: BIO 315 and CHEM 102 or consent of instructor.**
- BIO 441 Topics in Environmental Science 3 hours**
 Lectures, field and/or lab work, discussions, and readings in restricted topics in environmental science. **Prerequisite: permission of instructor.**
- BIO 442 Topics in Biotechnology 3 hours**
 Lectures, field and/or lab work, discussions, and readings in restricted topics in biotechnology. Topics may include cell culturing, polymerase chain reaction, proteomics, and bioinformatics. **Prerequisite: permission of instructor.**
- BIO 445 Studies in Biology 1-4 hours**
 Topics considered will change as the course is offered. May be taken three (3) times for credit. **Prerequisite: permission of instructor.**
- BIO 450 Biology Internship 3 hours**
 The purpose of this capstone course is to provide the student with off-campus work experience under the direction of a qualified professional or researcher. **Prerequisites: BIO 112, CHEM 102, and junior or senior standing.**

Business

BUS 101 Introduction to Business 3 hours

This is a survey course designed to acquaint the student with functions performed by business and the parts business activities play in the economy as a whole. Topics covered include types of business organizations, managing business information, the global economy, the social responsibility of business, and ethical decision making.

BUS 175 Business Mathematics 3 hours

This course is designed to develop mathematical and computational skills necessary for subsequent courses in accounting and related business subjects. Areas of concentration are markups, markdowns, discounts, commissions, depreciation, taxes, simple and compound interest, stocks, bonds, and insurance.

BUS 185 Business Technology 3 hours

This course acquaints the student with the basic business-related functions of the computer and related technology. Areas of study include word processing, spreadsheets, electronic databases, the Internet, and electronic mail. The student will also design and deliver a PowerPoint presentation and will compose a professional resume.

BUS 199 Studies in Professional Business Practices 1 – 3 hours

This course is designed to foster individual knowledge and understanding of various professional business practices. Topics of study include computer graphic design, interviewing techniques, management teams, and parliamentary procedure. Credit may be earned through participation in the Business Professionals of America (BPA). The student may enroll in the course up to four (4) times if a different topic is studied.

BUS 201 Portfolio Development 1 hour

This course will allow 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.

BUS 202 Professional Presentations 3 hours

This course will prepare business students for careers where employers demand confident, presenters who possess strong communication and presentation skills. Therefore, the focus of this course offering is on developing capable speakers who are able to organize, prepare, and deliver interesting, informative, and creative professional presentations.

BUS 206 Management Information Systems 3 hours

This course introduces the learner to the foundations, technology and applications of Management Information Systems (MIS). The course covers topics in information technology, infrastructure, platforms, and telecommunications, systems development and management, managing global systems, and applications for the digital firm, including e-business and e-commerce.

BUS 212 Data Analytics with Excel 3 hours

This course provides students with the opportunity to navigate big datasets and use advanced skills in Microsoft Excel. Data visualization skills are also reinforced throughout this course. The course includes how to conceptualize, design, and maintain the integrity of data analytics projects. Students will learn to gather, analyze, and interpret data to drive strategic and operational success.

BUS 218 Business Statistics 3 hours

This course is designed to introduce the student to basic statistical methods. Topics include collection, organization, and summarization of data, basic probability, probability distributions, sampling distributions, confidence intervals, and hypothesis testing.

BUS 220 Business Psychology 3 hours

This course provides an overview of the foundations of psychology as the field applies to business and everyday life. Topics include personality; thinking, learning and memory; motivation and emotions; behavior; sensation, perception, and consciousness, and social psychology. A combination of theory, research, and real-life examples provide students with the knowledge to use psychology to enhance their professional and personal life.

BUS 225 Introduction to Hospitality Industry 3 hours

Students are introduced to components of the hospitality industry of lodging and food service management. Topic explored will include the growth and development of hospitality industry, management of food services within the industry, marketing, security, maintenance of hospitality operations, and career opportunities in the field of travel and tourism.

BUS 232 Business Economics in the Global Economy 3 hours

This course utilizes economic theory to analyze and understand optimal business decisions. Topics include the characteristics of cost and demand curves and the principles of profit maximizing pricing. The course explores different market structures and their consequences for business decisions. The macroeconomic environments, national and global, are also covered. Related questions addressed are: Why does an economy grow over time? What causes recessions and unemployment? Why do we have financial crises, and why are they potentially so damaging? Are government deficits detrimental or beneficial, and under what conditions? What determines changes in interest rates, the rate of inflation, and the foreign exchange rate, and what are the consequences of such changes?

BUS 235 Travel and Tourism 3 hours

This introductory course examines travel and tourism by examining concepts and perspectives relevant to the travel and tourism industries and the role these play in today's society.

BUS 285 Business Law and Ethics 3 hours

This course is designed to acquaint the student with the nature of the law and its regulations of business activities. Areas of study include contracts, sales contracts, bailment, agency and employment, partnerships, corporations, insurance, real estate, wills, inheritances, and bankruptcy.

BUS 299 Topics in Business 1-3 hours

This course focuses on special topics of interest in business. Possible areas of study include electronic commerce, total quality management, and professional business etiquette. The student may take the course more than once if it is a different topic than previously studied.

BUS 330 Business Finance 3 hours

This course focuses on managerial finance and its relationship to other functions of businesses. Topics include ratio analysis, budgeting, forecasting, investment decisions, leverage decisions, leverage, and cost of capital.

BUS 425 Business Capstone 3 hours

This course focuses on contemporary problems in today's world in light of one's college experiences and learning, especially in the fields of business, industry, commerce, government, and the non-profit sector. Taken during the student's senior year, this course is considered to be the capstone course for all undergraduate business majors earning the baccalaureate degree. This course incorporates the Capstone Business Strategy simulation. This business strategy simulation exposes students to the complexities of business and helps them explore the "big picture" while developing strategic thinking. During this semester, students have the opportunity to compete in markets with multiple products, build an experiential understanding of key business principles and test a full range of business tactics. Students will present the results of the simulation experiences in a professional presentation.

BUS 440 Business Internship Portfolio 3 hours

This course focuses on using a student's approved internship experience to design and build a print and an e-portfolio. This gives the student an opportunity to enhance his or her academic background in a practical and reflective way from the internship and other academic experiences. Students will provide evidence of personal and professional accomplishments, along with academic learning and skills mastered for future employers. **Prerequisite: Student must get the internship pre-approved by the instructor for use in this course. Internship hours are to be completed prior to this course or to be completed concurrently during this course.**

BUS 445 Studies in Business Administration 1-3 hours

This advanced course is an in-depth study of a specific problem, issue, or topic in business. Possible areas of study include service-learning, business franchising, and securities and investments. The course may be repeated when different areas are studied.

BUS 456 Career and Technical Education 3 hours

This course provides an overview of the historical and philosophical development of career and technical education in the United States. The student is introduced to the basic approaches and methods for teaching career and technical education to secondary and post-secondary students. Techniques in supervising and developing cooperative education programs will be developed. Government legislation affecting career and technical education will be discussed. The course helps fulfill the requirements for the business education student to earn his or her license from the state of Indiana in an area of career and technical education.

BUS 499 Advanced Studies in Business 1-6 hours

An in-depth study of topics of special interest in Business will be examined. Topics will vary. Students may repeat course for a total of six (6) credit hours.

Chemistry

A grade of C- or higher must be achieved in all prerequisites required for chemistry courses or permission of the instructor.

CHEM 101 General Chemistry I 4 hours

Designed for science majors, this course introduces students to fundamental chemistry concepts, including: atomic structure and periodicity; chemical bonding; nomenclature of atoms, molecules, and ions; concentration calculations; types of chemical reactions; stoichiometry; thermochemistry; and safe laboratory techniques. **Prerequisite: Students must be eligible to enroll in MATH 115 or higher.**

CHEM 102 General Chemistry II 4 hours

This course is a continuation of CHEM101. Topics include: Thermochemistry; chemical kinetics; chemical equilibrium; acid-base equilibrium; buffers; titrations; solubility equilibrium; chemical thermodynamics; oxidation-reduction reactions; electrochemistry; and nuclear chemistry. **Prerequisite: CHEM 101.**

CHEM 201 Organic Chemistry I 4 hours

Fundamental physical organic chemistry course. Topics include: electronic structures; spectroscopy; bonding; physical properties and nomenclature of alkanes, alkenes, alkynes, alkyl halides, ethers and alcohols; and simple substitution and elimination reactions. Students will conduct typical organic chemical laboratory techniques, such as: Chemical tests; TLC; extraction; filtration; liquid-liquid extraction; and distillation. **Prerequisite: CHEM 102.**

CHEM 202 Organic Chemistry II 4 hours

An in-depth study of organic chemistry mechanisms and spectroscopy. Topics include: electrophiles, nucleophiles, S_N1 and S_N2 reactions, E1 and E2 reactions, electrophilic addition reactions, aromaticity, aromatic substitution reactions, alkylation, acylation, nuclear magnetic resonance spectroscopy, infrared, and ultraviolet-visible spectroscopy. Students will conduct typical organic chemical laboratory techniques, such as: Chemical tests; TLC; extraction; filtration; liquid-liquid extraction; and distillation. **Prerequisites: CHEM 201.**

CHEM 301 Quantitative Analysis 4 hours

A study of analytical methods of chemical analysis. Topics include statistical analysis, quantitative chemical analysis, chemical equilibria, electroanalytical techniques and fundamentals of spectroscopy. **Prerequisite: CHEM 102.**

CHEM 315 Biochemistry 3 hours

Biochemistry is a general study and survey of the structure and function of biomolecules. Covered topics will include amino acids, peptides, proteins, lipids, carbohydrates, and nucleic acids. Lectures will concentrate on the chemical reactivity, biosynthesis, three-dimensional structure, and molecular interactions of these substances; their impact on bioenergetics, growth, and maintenance; and storage and transfer of genetic information. **Prerequisite: CHEM 201. Corequisite: CHEM 202.**

CHEM 330 Food Chemistry 3 hours

A study of the chemical and physical properties of the major and minor food components and their changes during processing, handling and storage. The course will cover water, carbohydrates, protein, lipids, minerals, vitamins and enzymes. In addition, color, flavor, and additives will be discussed. There will be an emphasis on the applied aspects of food chemistry with the help of real-world examples, and lab experiments. Problem-based learning, group work, and lab experiments will be integrated into the course to help students to apply scientific principles to understanding the chemical properties of foods. **Prerequisite: CHEM 201.**

CHEM 351 Introduction to Medicinal Chemistry 3 hours

A study of aspects of drug design and development with focus on various classes of drugs, their mechanisms of action, and SAR. **Prerequisites: BIO 101 and CHEM 315.**

CHEM 354 Environmental Chemistry 3 hours

A study of the chemistry of air, water, and toxic organic compounds as well as how anthropogenic activities affect this chemistry on Earth. The sources, reactions, transport, effects, and fates of chemical species found in air and water as well as the effects of technology on them will be studied. Broad categories in this course include Atmospheric Chemistry and Air Pollution, Climate Change

and Energy, Water Chemistry and Water Pollution, and Toxic Organic Compounds. **Prerequisite:** **CHEM 102.**

CHEM 445 Research in Chemistry 3 hours
 Research focused on a specific project with specific goals related to the chemical sciences. This course may be taken up to two (2) times for up to six (6) credit hours. **Prerequisite:** **CHEM 102.**

Christian Education

CE 201 Introduction to Christian Education 3 hours
 An introduction to Christian Education and its procedures in the present church school, involving a brief survey of the historical perspectives; studies of contemporary philosophies and psychological theories of learning; curriculum resources, and equipment.

CE 301 Church Administration 3 hours
 A functional study of administrative strategies in mapping, supporting, evaluating, and promoting the work of the local church consistent with a biblical worldview and denominational structure and program. Attention will be given to the administration of human, physical, and financial resources, and the role of the church administrator as a servant leader.

CE 305 Worship Leadership 3 hours
 This course provides an overview of historical and contemporary approaches in worship practices. Students are introduced to biblical and theological models for planning worship in the local church as well as their applications. Emphasis is given to the exploration of the student's particular worship tradition within an ecumenical framework. Students have opportunities to critique and design worship liturgies and reflect on outside observations of worship traditions and practices.

CE 310 Teaching in the Church 3 hours
 This course orients the student to various teaching strategies designed to assist in the communication of Scripture. A variety of models of teaching will be explored. Approaches to teaching in a variety of settings will be introduced.

CE 315 Lay Leadership in the Church 3 hours
 This course addresses the nature of lay ministry within the local church. It addresses the function of lay leaders. The student will construct a theology of lay leadership, determine desired characteristics and qualities of leaders, and make application of leadership principles to the ministry of the local church.

CE 400 Family Ministry 3 hours
 This course addresses the nature and needs of children, youth, and adults in family units and family systems. Theological perspectives on the family and family ministry will be considered. Methods and topics for effective ministry through the local church will be studied.

CE 410 Teaching and Learning in the Online Classroom 3 hours
 Best practices in teaching in the online classroom are examined in light of current and developing issues and trends in online learning. Teaching techniques and courseware designs that foster a community of learning in a web-based context are emphasized. The development of online classrooms to meet the learning needs in public school, higher education, and church education settings is explored.

CE 405 Women's Ministry 3 hours

volume, *Perspectives on the World Christian Movement: The Study Guide*. Four specific perspectives of the modern missionary movements (the Biblical Perspective, the Historical Perspective, the Cultural Perspective, and the Strategic Perspective) will be utilized in this survey approach.

CM 300 Introduction to Short-Term Missions 3 hours

This course is designed to prepare a student for a short-term, intercultural ministry experience. This course integrates intercultural skills, training, and practical application contextualized for specific cultural settings. An approved short-term mission trip or an approved individualized experience in intercultural ministry will serve as the capstone requirement of the course.

CM 301 Evangelism and Church Growth 3 hours

This course is a study in the biblical, historical, and practical concepts of evangelism with special emphasis on the motives and methods of personal evangelism. It provides an analytical study and application of church growth theory and strategy within the context of the local congregation.

CM 305 Current Trends in Missions 3 hours

This course addresses the current and developing trends which impact the development and implementation of intercultural and international Christian missions and ministry within the global and local church.

CM 310 The Church Engaging Postmodernity 3 hours

This course examines philosophical, sociological, cultural, and theological issues which impact ministry as the church enters a postmodern context. It explores the nature, philosophy, and theology of postmodernity and anticipates possible strategies/methods available to the local church for effective ministry in this context.

CM 401 Principles of Missionary Service 3 hours

This course is designed to prepare the student for an effective ministry in the cross-cultural context. Emphasis will be given to preparation for cross-cultural service, adaptations, adjustments, interpersonal relationships, ministry possibilities, and methodologies of effective outreach.

CM 445 Studies in Christian Missions 3 hours

This course is designed to provide an in-depth look at the task of world missions. Short-term mission trips and/or comprehensive readings on the task of world missions will serve as the core of this course.

CM 446 World Religions 3 hours

A course which introduces students to various major religious traditions of the world. This course will provide a phenomenological approach and overview of these religions, including their emergence, core beliefs, and practices, and their philosophical understandings in order to understand and engage their adherents.

CM 447 Practicum in Missionary Service 3 hours

This course is an independent study which permits the student to explore and receive firsthand experience within an intercultural/international context. This involvement allows the student to serve and develop missionary experience in an environment that offers both support and strict supervision by a qualified and experience missionary mentor in the chosen area of ministry.

Christian Religious Studies

CRS 101 Biblical Literacy 3 hours

This course improves biblical literacy by addressing the major themes of the Old and New Testaments, noting the changing historical and cultural contexts in which the Holy Scripture were written. Intellectual engagement, informed conversation, and appreciation of diverse contemporary faith affirmations are expected.

CRS 102 Christian Thought 3 hours

This course engages Christian ideals expressed in the broad intellectual traditions of Christian thought through analysis of primary and secondary texts from significant writers and movements of the second century A.D. to contemporary times. Gaining appreciation for and articulation of Christian faith and practice in its historic and diverse expression is expected.

Church History

CH 201 Introduction to Church History 3 hours

A general survey of the historical development of Christianity from the time of the early Christian church until the modern period. (Christian Studies Core.)

CH 401 General Baptist Heritage 3 hours

This is a study of the origin and history of the General Baptist denomination with its distinctive doctrines, emphases, ethics, and polity. Particular attention is directed toward the denomination's broader theological heritage as a Baptist group with Arminian perspectives. (Required of all General Baptist ministers attending OCU regardless of the major area of study)

CH 410 History of American Christianity 3 hours

This course is a general survey of the history of Christianity in America from its beginnings in the 17th century to the present. Critical issues in the more general field of American religious history will also be explored.

CH 445 Studies in Church History 3 hours

Study of special topics of interest in church history with the topic changing each time the course is offered.

Communication

A grade of C- or higher must be achieved in all prerequisites required for communication courses or permission of the instructor.

COMM 202 Fundamentals of Speech 3 hours

This course includes a study of the fundamental characteristics of effective oral communication designed to help students express themselves clearly and succinctly in both formal and informal speaking situations.

COMM 215 Introduction to Strategic Communication 3 hours

This course reviews the theories and processes of strategic communication and its practice by business, government, politicians, and nonprofits in domestic and international arenas. It also highlights the use of

theory to provide an in-depth understanding of planning, executing and evaluating strategic communication plans.

COMM 220 Mass Media 3 hours

An overview of the history, philosophy, operation, and societal impact of print and electronic media including books, newspapers, magazines, motion pictures, recordings, radio, and television.

COMM 230 Interpersonal Communication 3 hours

Students will learn and develop the skills needed for effective interpersonal communication. Areas of study include perception, verbal and nonverbal messages, listening, and relationship development. This course will also include foundational principles related to conflict resolution, ethical persuasion, and navigation of the increasingly complex relational landscape of the 21st century.

COMM 301 Communication Theory and Research Methods 3 hours

Introduction to theory and research in the field of mass media. Examines the role of mass media in modern society and the influence of media institutions and messages on individuals, communities, and society. Includes an overview of basic research methods associated with media research. Students integrate theoretical knowledge into media research areas relevant to communication professionals today.

Prerequisite: COMM 202 or permission of instructor.

COMM 310 On Campus Practicum 3 hours

This course involves performing various responsibilities—interviewing, researching, writing, editing, proofreading, and formatting visually the articles, headlines, and pictures in the campus newspaper for a semester. May be repeated three times for credit.

COMM 325 Intercultural Communication 3 hours

Students will learn and develop the skills needed for effective interpersonal communication. Examines the communication process of individuals from different cultures or subcultures. Explores possible sources of misunderstandings in intercultural communication (e.g., time/space factors, linguistic and nonverbal factors, ethnocentric communication, communication problems of persons engaged in personal or professional intercultural contacts). **Prerequisite: COMM 202 or permission of instructor.**

COMM 340 Persuasion and Strategic Communication 3 hours

This course will focus on persuasive writing and messaging in the context of strategic communication. Students will review several of the prominent persuasion theories and models and examine the message, audience, and situational characteristics that influence the success of persuasive efforts. Topics will include grammar basics, audience considerations, credibility and ethics, and documentation style. **Prerequisite:**

COMM 202 and COMM 215 or permission of instructor.

COMM 401 Advanced Speech 3 hours

This course builds on the foundation of the public speaking skills developed in COMM 202 and is designed to challenge students to refine those skills. **Prerequisite: COMM 202 or consent of instructor.**

COMM 415 On Campus Practicum in Editing 3 hours

This course involves editing the campus newspaper: The Collegian and being the editor in charge for two issues for a semester. Other duties include newspaper format, developing story ideas, story selection, reporter assignments, proofreading, formatting articles, and exporting articles into the newspaper.

COMM 440 Internship in Communication 3 hours

The primary purpose of the internship is to provide the student an opportunity to enhance his/her academic background and life experiences in a practical and reflective way as an intern in a communication or other related organization. **Prerequisite: COMM 202 and junior standing.**

Computer Science

A grade of C- or higher must be achieved in all prerequisites required for computer sciences courses or permission of the instructor.

CS 100 Introduction to Computer Science and Creative Technologies 3 hours

This course introduces the basics in the field of computer science and the fundamentals of computer programming. The course presents an overview of selected topics in computing, such as networking and databases, and teaches the essential ideas of Computer Science for a zero-prior-experience audience. CS100 is specifically designed for students with no prior programming experience and touches upon a variety of fundamental topics. Also, the course introduces students to the Creative Technologies major and to the skills and processes utilized throughout the major. Basic concepts of creativity, innovation, low fidelity prototyping, agile project management, and rapid iteration of designs will also be introduced. Same as CRT 100. **Prerequisites:** None

CS 103 Creative Computing 3 hours

An introduction to the fundamentals of computing and programming in the context of computer graphics, animation, digital sound, and interactivity. Explores the use of computation as a creative medium while developing fundamental ideas and technique of programming, computational problem solving, algorithms, and data representation. **Prerequisites:** None

CS 104 Internet History, Technology, and Security 3 hours

To thrive in today's digital world, you need to understand the system that powers it. This course, built in collaboration with Google, will explore the internet and show you how it works. This class focuses on hands-on learning of important topics like cybersecurity, networking, and programming. By the end, you'll be able to evaluate your options for a rewarding career in technology. At minimum, you'll be a much wiser network citizen. This online class has optional live sessions. **Prerequisites:** None

CS 111 Programming for Everyone I 3 hours

This course, built in collaboration with Google, provides a gentle, but thorough, introduction to programming using Python. You will learn the core concepts and techniques needed to create programs and perform basic data analysis. By the end of this course, you'll be ready to pursue further study in computer science and unlock more advanced programming courses. This online class has optional live sessions. **Prerequisites:** None

CS 125 Programming for Everyone II 3 hours

This course, built in collaboration with Google, follows on from Programming for Everyone I. In the first half of the course, you will learn how to leverage your Python skills to treat the internet as a source of data. The second half of the course will teach you the fundamentals of Structured Query Language (SQL) and database design. By the end of the course, you will improve your programming skills and learn how to build a range of applications. This online class has optional live sessions. **Prerequisites: CS 111**

CS 200 Web Development**3 hours**

This course, built in collaboration with Google, covers everything you need to know in order to build a website from scratch. You'll learn HTML, CSS and Javascript - the core technologies which power modern websites - and build a website of your own. By the end of this course, you'll be able to create interactive, aesthetically pleasing websites for any purpose you can imagine. This online class has optional live sessions. **Prerequisites: CS 125 and MATH 115.**

CS 225 Introduction to C—How Computers Really Work**3 hours**

This course, built in collaboration with Google, covers everything you need to know in order to build a website from scratch. You'll learn HTML, CSS and Javascript - the core technologies which power modern websites - and build a website of your own. By the end of this course, you'll be able to create interactive, aesthetically pleasing websites for any purpose you can imagine. This online class has optional live sessions. **Prerequisites: CS 125 and MATH 115.**

CS 230 Inside of a Microprocessor**3 hours**

This course is intended as an introduction to computer hardware and builds upon Introduction to C. It covers the techniques used to design and build microprocessors, memory, and other elements of modern-day hardware. Students will learn the fundamentals of machine language (binary) and assembly language as well as what happens inside of a computer on a fundamental level. Students will also have the opportunity to analyze the C compiler and learn how it produces the necessary strings of ones and zeros that will run on the hardware. This online class has optional live sessions.

Prerequisites: CS 225 and MATH 125.**CS 300 Application Development I—Exploring Web Applications****3 hours**

Modern development relies on frameworks which provide developers with powerful tools to speed up development. If you want to build apps, you need to understand how to use frameworks. This course, which has been built in collaboration with Google, will introduce you to Django - a framework used for data-driven web applications. You'll learn the fundamentals of Django, improve your database management skills, and begin developing your own apps. This online class has optional live sessions.

Prerequisites: CS 125**CS 311 Data Structures****3 hours**

This course, built in collaboration with Google, will teach you how to understand and use data structures. Data structures are used by almost every program and application to store, access and modify the vast quantities of data that are needed by modern software. By the end of this course you'll learn what data structures are and learn how to use them in the applications you build. This online course has optional live sessions. **Prerequisites: CS 125**

CS 351 Application Development II—Building Web Applications**3 hours**

This course - built in collaboration with Google - is the second part of the application development series. In this course, you will put your skills into practice and build your own application. By the end of this course, you'll have a greater understanding of the technologies that power modern apps and be able to build your own. This online course has optional live sessions. **Prerequisites: CS 300. CS 200 (recommended concurrent)**

CS 400 Algorithms**3 hours**

This course covers general introductory concepts in the design and implementation of distributed systems. This course studies basic principles behind distributed systems (collections of independent components that appear to users as a single coherent system) and reviews main paradigms used to

organize them. The course focuses on the fundamental concepts and working details of distributed systems and the underlying technologies. **Prerequisites: CS 311 and MATH 115**

CS 425 Product Development

3 hours

Creating software products is more than just writing code, it also requires an analysis of what your customers want, and how to meet their needs. As a result, understanding product development is key to a successful career in technology. By the end of this course (built in collaboration with Google), you will understand how product teams and processes work, and learn how to develop an idea into an actual product that delights your users. This online class has optional live sessions. **Prerequisites: Junior Status**

CS 480 Capstone Project—Product Launch

3 hours

This course is intended as a culmination of all of a student's work in their Computer Science major. Students will work in groups to launch a web app prototype that meets the following requirements:

1. Uses Database concepts from the Computer Science Core, Data Structures, and Algorithms.
2. Meets faculty approval.

Student will pitch their product, select the necessary technologies, work in groups to build an application, and create a webpage from which the application can be accessed. Students will be evaluated based on whether their product meets the goals they initially established, and on their internal project management processes. This online class has optional live sessions. **Prerequisites: Senior Status. CS 351, CS 400, CS 425, MATH 115, MATH 125, MATH 212 must be completed. CS 425 can be taken concurrently.**

Creative Technologies

CRT 100 Introduction to Computer Science and Creative Technologies

3 hours

This course explores the creative use of technology. It introduces students to the emerging field of creative technology, enabling students to build products that solve pressing social, community and creative problems. Students will explore applications of creative technology to develop and deliver a cohesive product that achieves given specifications while taking into consideration audience, suitable technology and interactive design components.

CRT 101 Introduction to Prototyping

3 hours

This course highlights practical skills and basic theoretical concepts in the design process including product-design oriented innovation, creativity, human-centered design thinking and prototyping. The prototyping will be accomplished using hands-on projects built using digital fabrication tools like 3-D Printers and laser cutters.

CRT 103 Creative Computing

3 hours

An introduction to the fundamentals of computing and programming in the context of computer graphics, animation, digital sound, and interactivity. Explores the use of computation as a creative medium while developing fundamental ideas and technique of programming, computational problem solving, algorithms, and data representation.

CRT 205 Physical Computing

3 hours

This course covers microcontroller programming for prototyping physical systems that incorporate sensors, displays and actuators. It introduces students to fundamentals of physical computing to design and build interactive objects and environments using sensors, actuators and microcontrollers. It explores techniques for creating richly interactive experiences using computationally enabled devices.

Prerequisite: CRT 103 or permission of instructor.

CRT 210 Practical Electronics 3 hours
 An introduction to analog and digital electronics with a focus on practical applications. Topics include basic DC and AC circuits, diodes, transistors, operational amplifiers, integrated circuits and electronics safety.

CRT 260 Introduction to 3D Modeling 3 hours
 An introduction to computer-aided design (CAD) and 3D modeling, specifically aimed at making 3D printed design. Topics include core concepts behind CAD, basics of geometry creation, generative design, 3D modeling techniques, and 3D printing preparation through a series of lectures and hands-on projects. The CAD software students will explore is Autodesk Fusion 360.

CRT 310 Innovation & Commercialization 3 hours
 Explores transforming innovations into commercial products and services. Students assess technology-based inventions for their commercial potential in terms of licensing and/or for venture development and provide written reports of their findings. Additional topics include preparing documentation and instructions for contract manufacturers and other outsourced service providers.

CRT 320 Programmable Logic Controllers & Robotics 3 hours
 Introduction to Programmable Logic Controllers (PLCs) including PLC programming, connections, installation and start-up procedures. Other topics include timers and counters, relay logic instructions, and hardware and software applications. Also explores basic robotic concepts including robot classification, power sources, robot applications in the workplace, robot control techniques, path control, end of arm tooling, robot operation and robot controllers, controller architecture in a system, robotic language programming, and human interface issues. Taught cooperatively with Georgia Northwestern Technical College robots lab and PLC lab. **Prerequisite: CRT 205 or permission of instructor.**

CRT 420 Special Topics in Creative Technologies 3 hours
 Highlights current developments in creative technologies. Emphasis on the understanding and ability to utilize recent technological developments in practical applications and individual student projects. May be retaken provided topic differs. **Prerequisite: CRT 101 or permission of instructor.**

CRT 440 Technology Internship 3 hours
 Student will work in a professional setting under a faculty member who provides guidance and works with student and on-site work supervisor to integrate work experiences and the student's educational and professional goals. **Prerequisites: CRT 210, CRT 310, & CRT 320 or permission of instructor.**

CRT 450 Design Project Capstone 3 hours
 This course is designed to familiarize students with career opportunities in Creative Technologies with a special emphasis on career planning and portfolio development. Students must complete a self-published portfolio for use in their job search and Creative Technologies program assessment. Highly recommended to be taken during the first semester of a student's senior year.

Criminal Justice

A grade of C- or higher must be achieved in all prerequisites required for criminal justice courses or permission of the instructor.

- CJ 101 Introduction to Criminal Justice 3 hours**
Views crime and crime control in historical and societal context. Explores the extent of crime and its impact on modern society. Explores causes of crime and the development and operation of the criminal justice system. Explores the police, court, and correction systems.
- CJ 102 Introduction to Law Enforcement 3 hours**
This course is an introductory to Law Enforcement designed to provide students with an understanding of law enforcement principles and practices in the 21st century. The course provides comprehensive overview of Law Enforcement, Law Enforcement organizations – operations and conduct, and policing in the 21st century.
- CJ 105 Community Policing 3 hours**
Explores how community policing is both a philosophy and an organizational strategy that allows police and community residents to work closely together in new ways to solve the problems of crime, fear of crime, physical and social disorders, and neighborhood decay.
- CJ 110 Juvenile Justice 3 hours**
This course examines the juvenile justice system in the United States. Areas examined will be the role of the juvenile courts, the role of police agencies, and the role of correctional agencies. The course will focus on current issues involving juveniles within the correctional system and the overarching needs of society.
- CJ 118 Introduction to Courts 3 hours**
An examination of the basic structure of the court system and court process is examined. Current trends of the court system are explored and discussed.
- CJ 125 Statistics in Criminal Justice 3 hours**
Basic course covering topics of: collection, organization and summarization of data; basic probability; probability distributions; sampling distributions; confidence intervals; and tests of hypothesis. (Same as PSY 125 and SOC 125.) **Prerequisite: MATH 110 or higher.**
- CJ 150 Alternatives to Incarceration 3 hours**
An examination of recent trends in corrections focusing on the recent trend towards community-based corrections programs and the need to consider the victims of crime as part of the sentencing process. The following programs will be examined: probation, parole and other early release programs, diversion, drug and alcohol treatment, halfway houses, mediation, restitution, community service, house arrest, and electronic monitoring.
- CJ 201 Criminal Law 3 hours**
An in-depth study of crime, law, and punishment with particular emphasis on the substantive provisions of criminal law that define the elements of various crimes and the parties to those crimes. There will be an overview of the criminal justice system focusing on the constitutional and statutory framework for the judicial branch of government. There will also be an evaluation of the public policy concerns and issues resulting from the tension between society's legitimate interest in punishing certain conduct and the individual's constitutionally protected rights of liberty. **Prerequisite: CJ 101 or permission of the instructor.**
- CJ 202 Criminal Procedures 3 hours**
An in-depth study of crime, law, and punishment with particular emphasis on criminal procedures including search and seizure, arrest, and the criminal trial. There will be an overview of the entire criminal court system, but the focus will be on issues such as the rights of the accused before and during the trial,

process, victim's rights, sentencing, and appeal rights. Recent United States Supreme Court decisions as well as other relevant cases will be analyzed. **Prerequisite: CJ 201 or permission of the instructor.**

CJ 215 Introduction to Criminology 3 hours
Past and present theories exploring the causes of crime and examined in the context of how to deal with crime and criminals in our society. Criminal behavior causes, sociological and psychological, are examined. (Same as SOC 215.)

CJ 275 Ethical Issues in CJ 3 hours
An exploration of the value and importance of ethical behavior within the criminal justice system. They will examine how ethical behavior has to be used when dealing with people (offenders, officers, counselors, lawyers, judges) no matter their current position in the criminal justice system.

CJ 291 Statistics in Criminal Justice 3 hours
Basic course covering the following topics: collection, organization and summarization of data; basic probability; probability distributions; sampling distributions; confidence intervals; and tests of hypothesis. (Same as PSY 125 and SOC 125.) Prerequisite: CJ 101 and MATH 110 or higher.

CJ 292 Terrorism 3 hours
An in-depth analysis of terrorism as a political weapon, defining terrorism, examining the causes of terrorism, precepts of domestic and international terrorism, and the religious foundations of terrorism as well as examine the potential for terrorism locally, in the region, state, and nation.

CJ 299 Topics in Criminal Justice 3 hours
Examines various issues in the criminal justice field; topics may include challenges to adjudication, international law as it relates to criminal activity, foreign policy, etc.

CJ 301 Introduction to Forensic Science 3 hours
Overview of general principles of forensic science, techniques, equipment, and methodologies as used in crime laboratories, Focus on fingerprint and firearm identification, trace evidence, (hair, fiber, paint, glass), blood, DNA evidence, forensic documentation examination, crime scene kits and forensic microscopy.
Prerequisite: CJ 101

CJ 302 Criminal Investigation 3 hours
This course is designed to provide the skills and knowledge necessary to conduct a thorough preliminary investigation of crimes. Techniques used to investigate common categories of crimes will be discussed. A major emphasis in this course will be the preparation and execution of investigative plans as they relate to a team approach. Other skills will include interviewing, crime scene processing, and basic forensic examination of evidence. **Prerequisite: CJ 101 or permission of the instructor.**

CJ 308 Investigative Photography 3 hours
This course provides an introduction to investigative photography, including selection and use of digital equipment, the theory of basic photographic techniques and image formation, the use of photographs as evidence, close-up photography work, and common investigative photography misconceptions. The course utilizes "hands-on" instruction with an emphasis on crime scene and evidence photography.
Prerequisite: CJ 101 and junior standing.

- CJ 415 Criminological Theory 3 hours**
This course focuses on the major theoretical explanations for crime and delinquency.
- CJ 420 Correctional Administration 3 hours**
Covers the organization, supervision, and administration of officers and inmates and techniques used in institutions. Legal trends concerning the rights of prisoners will be discussed.
- CJ 423 Advanced Crime Scene Investigation 3 hours**
This course steeped in application of advanced crime scene techniques including identification, collection, and processing techniques. Students will be challenged with advanced theories and methodologies pertaining to proper crime scene assessment, search, and acquisition of various types of evidence. As such, an in-depth, hands on approach with laboratory activities and simulations will serve to engage students at a critical level beyond mere lecture-based contemplation. **Prerequisite: CJ 323 or permission of the instructor.**
- CJ 424 Applied Forensic Science 3 hours**
An immersive course combining relevant forensic evidence analyses with theoretical discussion. Based on this formula, students will spend a majority of class time employing modern techniques for evidence analysis and focusing on result interpretation and the impact of analytical outcomes. Students will also become familiar with the strengths and weaknesses of the various forms of evidence analysis employed and will be able to critically assess these means of criminal resolution in the hopes of helping to improve future scientific endeavors within this field of investigation.
- CJ 430 Community Corrections 3 hours**
The course focuses on probation, parole, and other intermediate sanctions and community treatment options. Each is examined from both punishment and treatment model perspectives.
- CJ 440 Contemporary Criminal Justice Topics 3 hours**
Students will explore selected issues, topics, and current events not covered in depth in other CJ courses. Other areas of study include multiculturalism, gang violence, etc. Emphasis is on individualized study and group discussions.
- CJ 441 Comparative Justice 3 hours**
This course examines issues related to crime throughout the world. The student will identify, analyze and compare the criminal justice systems in the U.S. with those of other countries. This course will explain the basic worldwide philosophies of law and justice, the arrangements for crime prevention and law enforcement, and the methods of selecting judges and juries around the world.
- CJ 445 Studies in Criminal Justice 3 hours**
Studies a current topic in Criminal Justice.
- CJ 448 Medicolegal Investigation of Death 3 hours**
This course provides an in-depth look into the medico-legal aspects of death investigation, including the manners, mechanisms, and causes of death, as well as the post mortem changes. The course also instructs the student on wound interpretation and the method to apply post mortem conditions to criminal investigations to confirm or refute evidence of wrongful deaths. **Prerequisite: CJ 302 or permission of the instructor.**

CJ 495 Criminal Justice Internship 3 hours
 The primary purpose of the internship is to provide the student an opportunity to enhance his/her academic background and life experiences via practical work exposure as an intern in an organization associated with the criminal justice system. **Prerequisite: CJ 101, successful completion of 30 hours in criminal justice courses, and successful completion of 74 hours or more.**

CJ 496 Criminal Justice Practicum 3 hours
 The purpose of the practicum is to foster student research or literature review through on-campus work experience in a Criminal Justice-focused research or instructional setting or by means of an in-field, practical research experiment under the direction of a full-time faculty member or department head. **Prerequisite: CJ 101, successful completion of 30 hours in criminal justice courses, and successful completion of 74 hours or more.**

CJ 498 Criminal Justice Capstone Seminar 3 hours
 The capstone course focuses on applying major criminal justice theories that have contributed to an understanding of deviant, delinquent, or abnormal behaviors and crime. Emphasis is placed on the student's understanding of how the principle of each theory may be used to evaluate the primary elements of the justice system. The capstone course provides senior-level students with the opportunity to demonstrate that they can successfully analyze, evaluate, and interpret issues, problems and policies confronting the justice system through a critical thinking, problem based process. **Prerequisite: Successful completion of the criminal justice core courses and successful completion of 90 hours or more.**

Early Childhood

EC 210 Introduction to Early Childhood Profession 3 hours
 Provides an introduction to the profession of Early Childhood Education. Examines early childhood philosophy, historical perspective, goals, and implementation of play theory, special needs, curriculum, and regulations. This course addresses developmentally appropriate practices for children ages birth through 8 years old. (Same as EDUC 210.)

EC 215 Health, Safety & Nutrition 3 hours
 This course examines the health, safety and nutrition needs of infants through school-age children. It focuses on implementing effective, preventative classroom practices to help children and families build a healthy lifestyle. It will examine topics including vaccinations, obesity, dental health, chronic and acute health conditions, fire safety, environmental issues and mental health. Participants will learn how to include activities in their daily lesson planning as well as share information and education to families they will work with in the future.

EC 225 Early Childhood Emerging Literacy and Math Concepts 3 hours
 Through course readings, lectures presentations, group discussions, independent research and observations, as well as, small projects, candidates will gain an understanding of the development of early childhood language and math concepts and teaching strategies. Candidates will explore emerging research-based strategies that will support and guide young children in the development of language acquisition and math problem solving. Candidates will develop activities that encourage manipulatives to be used to provide hands-on and active learning lessons in both the literacy and math content areas. Micro-teaching and self-evaluation will provide the candidate with reflection and observation opportunities that help improve their professional growth and understanding of his/her impact on student learning.

- EC 242 Early Childhood Curriculum I 3 hours**
 This course will examine the principles and practices involved in planning, implementing and evaluating developmentally appropriate, evidence-based curriculum for children ages birth to 8 years old. The course focuses on and considers the importance of play in curriculum design and on relationships among development theory, philosophy, and practice and the needs and interests of young children including those who are culturally, linguistically and ability diverse.
- EC 285 Infants and Toddlers 3 hours**
 Students will explore infants and toddler development through course readings, lectures and presentations, group discussions, independent research, and small group projects. This class focuses on developing infant and toddler child/daycare resources with an emphasis on, safety, equipment, health and nutritional needs, psychological needs, and parental needs. The cognitive, affective, and psychomotor aspects of learning will be approached. Students shall develop an understanding of consultation and interdisciplinary techniques. The students will learn to be a facilitator and conveyor of knowledge and cultural heritage in order to provide better services for infants, toddlers, and families. Field experience is required.
- EC 313 Child Development 3 hours**
 Studies the physical, social, emotional, cognitive, and moral development of children from conception to age eight. Theories of child development, biological and environmental foundations, prenatal development, the birth process, and the newborn baby are discussed. Influences of family, community, media, and culture in various countries are considered. Students may be required to complete observations and field experiences with children as related to this course.
- EC 341 Early Childhood Programs and Management 3 hours**
 Provides for an understanding of Early Childhood programs, their design, budgeting, facility management, and other practical applications. Classroom routines, transitions, and behavior management will be explored. Participants will observe and interview a director of a childcare facility or ministry as well as the owner of a licensed childcare home.
- EC 342 Early Childhood Curriculum II 3 hours**
 This course will explore various global curriculum models and underlying theories utilized in designing early childhood programs. Participants will examine factors which have influenced curriculum development in the field of early childhood and determine how certain factors have influenced the development of a variety of models which have shaped present curriculum for young children.
- EC 360 Early Childhood Math Concepts & Manipulatives 3 hours**
 Students will explore the teaching of mathematics through active participation in micro-teaching, completions of peer and self-evaluations, and teaching in the pre-K environment. Investigation of the development of mathematics concepts in the education of young children, emphasizing methods of teaching, special needs adaptations, and use of instructional manipulatives as materials. Field experience is required.
- EC 405 Families in Transition 3 hours**
 This class will examine the make-up of today's diverse families and the multiple influences that impact children's development. Analyzes the importance of developing reciprocal relationships with families and communities in support of children's learning. Explores professional and ethical standards related to working with children, families, leading to informed advocacy for children, families and the

profession. Students may be required to complete observations and field experiences with children as related to this course.

EC 438 Field Experience in Early Childhood 3 hours

The student will experience teaching in an early childhood setting under the guidance of an experienced teacher. The student will work in a cooperative situation with the classroom teacher. The student will have the opportunity to work with children on an individual and small group basis. The student will observe the methods and techniques of the classroom teacher, assist the classroom teacher in planning and preparation of subject matter, and teach lessons to children. The student will assist the classroom teacher in developing materials or completing tasks as needed. The student will have, if possible, the opportunity to meet the parents and work with them. These experiences may occur in a variety of settings; dependent upon what types of placements are available but will include Licensed and NAEYC accredited Head Start, Corporate Childcare or Ministry, the pre-service teacher may be working with any age level from infant through six.

Education

EDUC 101 Foundations of Education 3 hours

This course is the beginning of the teacher education program and an introduction to professional education. This included historical, philosophical, social, and psychological foundations and problems in teaching and teacher preparation. This course is open to all students; however, it is required for admission to all other courses in Education. Field experience required.

EDUC 207 Foundations of the Science of Reading 3 hours

Through this coursework students will explore the foundations and fundamentals of literacy and the science of reading teaching strategies. The course presents the key scientifically based research foundations needed to understand how reading develops and effective methods and strategies to understand how students develop reading skills. This course will focus on reading research, cognitive psychology's impact on the reading process, language development, sequencing and processing of learning to read, the essential components of reading instruction and an introduction to the most effective approaches to teaching reading across grade levels.

EDUC 213 Developmental Psychology 3 hours

Stages of growth (physical, emotional, cognitive, social, and development of children from early childhood through early adolescent and young adulthood will be examined in detail. Candidates are required to study the relationship of human growth and development as related to peer relationships and pressure, learning and learning styles, drugs, gender, culture, and work.

EDUC 220 Elementary Children's Literature 3 hours

Criteria for the selection and study of literature written especially for children in elementary school; classical and contemporary literature enjoyed by children globally. Required of Elementary Education majors.

EDUC 225 Early Childhood Emerging Literacy and Math Concepts 3 hours

Through course readings, lectures presentations, group discussions, independent research and observations, as well as, small projects, candidates will gain an understanding of the development of early childhood language and math concepts and teaching strategies. Candidates will explore emerging research-based strategies that will support and guide young children in the development of language acquisition and math problem solving. Candidates will develop activities that encourage manipulatives

to be used to provide hands-on and active learning lessons in both the literacy and math content areas. Micro-teaching and self-evaluation will provide the candidate with reflection and observation opportunities that help improve their professional growth and understanding of his/her impact on student learning.

EDUC 230 Assessment of Student Learning 2 hours
Formative and summative assessment procedures are studied as well as quantitative and qualitative assessment. Strategies for accommodating special needs students are included. Pre- service teachers are expected to be able to construct a variety of tests as well as develop authentic evaluative materials. Candidates develop a personal philosophy of assessment.

EDUC 240 Creative Arts 3 hours
Candidates are required to understand and utilize the performing and visual arts as primary media for communication (reading, writing, and oral language), inquiry, motivation, critical thinking, problem solving, and engagement among all elementary students. The integration of the arts at the elementary level is accomplished through knowledge and application of various art integration lessons, strategies, instruction and activities.

EDUC 260 Reading Across the Content Areas 3 hours
Reading problems encountered by students in middle school and high school are studied. Assessment of student ability, reading strategies, learning styles, and potential are covered. Field experience is required. Pre-service teachers will mentor small groups of students.

EDUC 270 Secondary Education Practicum 2 hours
This course focuses on real applications and experience in a secondary 7-12 school setting. It will assist the student in gaining understanding about the complexities of classroom teaching and their professional role as a developing, reflective practitioner. This practicum will include working with small groups of students, helping to write and grade assessments and teaching a number of lessons. Interaction with students in one-on-one, small group and large/whole group settings is crucial to the development of confidence, dispositions, and skills necessary to succeed on a daily lead-teaching basis. Students will explore how teachers make decisions and how to understand the seemingly invisible, countless considerations behind each choice

EDUC 295 Differentiated Instruction 3 hours
This course will facilitate differentiated instruction as an instructional approach in meeting the academic, social and emotional needs at various developmental levels of all students, including special needs, second language and diverse populations. Topics examined include: creating student profiles, characteristics and dynamics of differentiated instruction; identification of techniques for differentiating content, process, and product; exploration of how to differentiate on the basis of student's readiness, interest, and learning modalities; and reflection on one's personal beliefs and practices of instruction.

EDUC 307 Science of Reading Methodology Instruction and Practice 3 hours
Through this coursework students will deepen their knowledge of the science of reading research and the essential skills that support language comprehension development. This course will examine research, assessment tools, and evidence-based practices for classroom application in the topics of phonemic awareness, phonics, reading fluency, vocabulary development, oral language skills, reading comprehension, writing and spelling. Students will engage in various activities and apply science of reading teaching strategies during their field experience.

EDUC 315 Classroom Management 3 hours

Course focuses on managing classrooms from multiple perspectives which include but are not limited to: organization of classroom and materials, establishing rules and procedures, procedures for managing student work, getting off to a good start, planning and conducting instruction, managing cooperative learning groups, maintaining appropriate student behavior, communication skills for teaching, managing problem behaviors and managing special groups. Candidates demonstrate professional growth and reflection by constructing a classroom management plan consisting of rules, procedures, and consequences, writing a personal philosophy of classroom environment, and creating a newsletter and communication piece to collaborate between families and school. Emphasis is placed upon the importance of establishing and maintaining positive working relationships and the impact those have on the overall well-being of students. Field Experience is required.

EDUC 317 Literacy Acquisition through Science of Reading 3 hours

Through this coursework students will gain an understanding of how reading develops and gain the knowledge of effective methods and strategies used to teach and assess literacy skills. Students will learn the sound symbol correspondence of language and understand the relationship of phonemic awareness and the phonological system of language to the reading process. Teacher candidates will gain an understanding of the reciprocal relationship among phonemic awareness, decoding, word recognition, spelling and vocabulary language. Student will engage in a wide variety of reading, activities and experiences to better understand the science of reading.

EDUC 346 Secondary Education Methods 3 hours

Covers such topics as teaching techniques, critical thinking, creativity, collaborative problem solving, and individualized learning in specific content areas. Candidates will explore central concepts, tools of inquiry, and structures of the discipline(s) he or she wants to teach and learn how to create learning experiences that make the discipline accessible and meaningful for secondary students.

EDUC 350 Social Studies Methods for Elementary Teachers 3 hours

Focuses on the development of social awareness in elementary children and explores the concepts of the social studies, incorporating them into the curriculum, with emphasis on planning and implementing teaching/learning experiences and encouraging the acquisition of this knowledge and skills in children through developmentally appropriate means. Includes diverse field experiences and collaboration with school and community in which candidates encourage the development of problem-solving by providing a variety of opportunities for K-6 students. As a culmination of the field experience component candidates are required to evaluate and reflect upon their teaching potential, their practice in light of research, their impact on student learning, and their overall professional growth as related to the promotion and well-being of children.

EDUC 355 Science Methods & Technology 3 hours

Course focuses on knowing, understanding, and using fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science by utilizing hands-on, discovery learning and technology in order to build student understanding for personal and social applications, and to convey the nature of science in elementary schools. Includes diverse field experiences and collaboration with school and community in which candidates encourage the development of problem-solving by providing a variety of opportunities for K-6 students. As a culmination of the field experience component candidates are required to evaluate and reflect upon their teaching potential, their practice in light of research, their impact on student learning, and their overall professional growth as related to the promotion and well-being of children.

EDUC 360 Elementary Math Concepts & Manipulatives 3 hours

Investigation of the development of mathematic concepts (number and operations, algebra, geometry, measurement, data analysis, and probability) in the education of young children, emphasizing problem-solving, reasoning, connections, representation, communication and methods of teaching and use of instructional materials, particularly manipulatives. Candidates are required to demonstrate proficiency in teaching areas of teaching mathematics in addition to incorporating and strengthening formal and informal assessment strategies in order to foster active engagement during learning. Focus on Indiana academic mathematics standards-based lessons. . Includes diverse field experiences and collaboration with school and community in which candidates encourage the development of problem-solving by providing a variety of opportunities for K-6 students. As a culmination of the field experience component candidates are required to evaluate and reflect upon their teaching potential, their practice in light of research, their impact on student learning, and their overall professional growth as related to the promotion and well-being of children.

EDUC 417 Science of Reading Defining the Movement 3 hours

Through this coursework students will be able to explore research and evidence-based practices that align to proficient reading and writing development that align with the science of reading. Students will gain a better understanding of observing and assessing students in order to identify struggling students in writing and reading. Students will reinforce prior knowledge regarding effective assessment for tiering reading and writing instruction to students needs.

EDUC 421 Secondary Student Teaching (5-12) 10 hours

The pre-service teacher is expected to complete a **minimum of ten (10 weeks)** of student teaching at the secondary school developmental (5-12) level. The pre-service teacher is expected to develop lessons, work as a team member, develop a unit, manage students, assess student performance, and complete any tasks expected of a teacher.

EDUC 428 Early Childhood Student Teaching (Preschool to 3rd Grade) 10 hours

The pre-service teacher is expected to complete a **minimum of ten (10) weeks** of student teaching at the pre-school through 3rd grade level.. The pre-service teacher is expected to develop lessons, work as a team member, develop a unit, manage students, assess student performance, and complete any tasks expected of a teacher.

EDUC 445 Studies in Education 1-3 hours

Group or individual study of topics of special interest in education. Topics will vary. Candidates can repeat course for a total of six (6) credit hours.

EDUC 490 Residency in Teaching I 8 hours

This course is the first of a two-term student educator residency. The student educator resident will gain practical classroom experience while developing teaching skills through the application of pedagogical theories and strategies for diverse classroom settings. Student educator residents will further have opportunities to develop effective communication and collaborative skills through interactions with students, colleagues, and parents. Reflective opportunities focused on continuous growth and development needs in the area of teaching practices are provided. The student educator resident serves a school-community as a paid intern, while having opportunities to prepare to meet the licensure and/or certification requirements for becoming a qualified teacher.

EDUC 495 Residency in Teaching II 7 hours

This course is the second of a two-term student educator residency. The student educator resident will gain practical classroom experience while developing teaching skills through the application of pedagogical theories and strategies for diverse classroom settings. Student educator residents will further have opportunities to develop effective communication and collaborative skills through interactions with students, colleagues, and parents. Reflective opportunities focused on continuous growth and development needs in the area of teaching practices are provided. The student educator resident serves a school-community as a paid intern, while having opportunities to prepare to meet the licensure and/or certification requirements for becoming a qualified teacher.

English

A grade of C- or higher must be achieved in all prerequisites required for English courses or permission of the instructor.

ENG 101 English Composition I 3 hours

This course includes development of multi-paragraph themes with emphasis on outlining, developing thesis statements, and support as well as the development of reading and critical thinking skills.

ENG 102 English Composition II 3 hours

This course includes an introduction to literary analysis through written expression and a study of the research process resulting in the writing of literary, informative, and persuasive research papers.

Prerequisite: ENG 101.

ENG 201 Introduction to Literature 3 hours

Study of fiction, poetry, and drama. The course will examine representative texts from each genre with an emphasis on literary conventions and literary analysis. Readings may be selections from longer texts. **Prerequisite: ENG 101 or permission of the instructor.**

ENG 210 Introduction to British Literature 3 hours

A survey of British literature and literary history from the earliest literatures to modern times. The course emphasizes the changing literary trends and themes these works represent as well as their historical, cultural, and political context. **Prerequisite: ENG 101 or permission of the instructor .**

ENG 215 Introduction to American Literature 3 hours

A survey of American literature and literary history from the earliest literatures to modern times. The course emphasizes the changing literary trends and themes these works represent as well as their historical, cultural, and political context. The problem of the American identity is a major theme that will be explored throughout the semester. **Prerequisite: ENG 101 or permission of the instructor.**

ENG 225 Writing for the Media 3 hours

This course is designed to teach students the fundamentals of news writing, reporting, and information gathering for print and nonprint media. There is an emphasis on interview skills, note taking, and editing techniques. **Prerequisite: ENG 101.**

ENG 301 Topics in British Literature 3 hours

Intensive treatment of an author, period, or genre in British literature. Specific topics covered will change each time this course is offered. May be taken for credit three (3) times if different topics are selected.

Prerequisite: ENG 101. Course may be repeated about a new topic.

ENG 305 Topics in American Literature**3 hours**

Intensive treatment of an author, period or genre in American literature. Specific topics will cover change each time the course is offered. May be taken for credit three (3) times for if different topics are selected.

Prerequisite: ENG 101. Course may be repeated about a new topic.

ENG 315 Introduction to Literary Theory and Criticism**3 hours**

This course introduces students to significant critical approaches to literature and the application of those theories. Literary theory/criticism is a rapidly developing, changing, and varied field. This course will examine the field from an historical perspective and through close analyses of representative texts.

Additionally, students will examine texts through the various lenses of divergent theories. **Prerequisite: ENG 101.**

ENG 320 Presentation of Dramatic Literature**1 hour**

Survey of all facets of production; various experiences with dramatic literature and in actual production of selected plays. May also count as a literature elective for majors.

ENG 326 Adolescent and Young Adult Literature**3 hours**

Criteria for the selection and study of literature written especially for youth in middle and high schools. Topics to be discussed include appropriateness of adolescent literature in the secondary curriculum and in interdisciplinary studies, censorship, and ways to address it, approaches to reading adolescent literature, issues of multiculturalism and diversity, and the use of adolescent literature for extracurricular reading.

Prerequisite: ENG 101.

ENG 400 Preparation for English Language Arts Certification**0 hours**

A comprehensive review designed to help students prepare for certification in English Language Arts. This course must be taken (and passed) in the semester immediately preceding a student-teacher assignment. Pass/Fail. **Prerequisite: All English Major coursework should be completed prior to, or concurrent with, this course.**

ENG 405 Studies in Composition**3 hours**

A specific topic of composition is covered each time the course is offered. Topics include memoir, short story, poetry, the novel, and screenplay. This course may be taken for credit four (4) times. **Prerequisite: ENG 101.**

ENG 444 Studies in Multicultural Literature**3 hours**

A specific topic of minority literature is covered each time the course is offered. Topics included are African American literature, Native American literature, Latino/Latina literature, and Asian American literature. This course may be taken for credit four (4) times. **Prerequisite: ENG 101.**

ENG 465 Research Seminar in Shakespeare (Capstone)**3 hours**

The seminar will cover several plays by William Shakespeare with an emphasis on thematic analysis as well as the literary, cultural, and historical backgrounds of each text. The course will culminate in a research paper that successfully incorporates peer-reviewed sources into a cohesive argument. ENG 465 will be designed as a capstone experience. **Prerequisite: ENG 210 and senior standing.**

Geography

GEOG 203 World Regional Geography 3 hours

A study of the physical, political, economic, and cultural conditions of contemporary world regions and their relationship to one another. The course will emphasize the diversity of human traditions and behavior within world regions, perspectives of different cultures in world regions, and how societies have evolved and changed within world regions.

Government

GOV 201 American Government and Politics 3 hours

A study of the structure, organization, and procedures of the government of the United States.

GOV 211 State and Local Governments 3 hours

This course is an examination of intergovernmental relations in the federal system and of the organization, function, and politics of state and local governments. This class is intended for sophomores and above.

GOV 303 Introduction to Law 3 hours

An introduction to Anglo-American law and legal philosophy through an examination of contemporary legal issues in American society. **Prerequisite: GOV 201 or permission of instructor.**

GOV 311 Moot Court 1 hour

A study of the appellate process covering the following topics: effective advocacy, standards of review, limits on appellate briefs and oral arguments. A maximum of three semester hours may be applied to the History Major Legal Studies specialization or the Legal Studies minor. Enrollment is limited, with preference given to Legal Studies students. The professor will determine who attends and competes at Moot Court tournaments.

GOV 312 International Organizations 1 hour

A simulation of international organizations through competition in Model United Nations, Model Organization of American States, or Model Arab League. A maximum of three semester hours may be applied to the global studies minor or global studies specialization.

GOV 393 English Constitutional Development 3 hours

An in-depth study of the political and constitutional development of England from the Anglo-Saxons to the present. The course will emphasize how English common law principles shaped constitutional monarchy, parliamentary government, and democracy within England. It will also consider how Britain's role as an imperial power transferred these principles of governance globally. Same as HIS 393.

Prerequisite: Junior standing or permission of instructor.

GOV 433 American Constitutional Development 3 hours

A comprehensive study of the Constitution and interpretations of the Constitutional Law of the United States, emphasizing landmark cases on governmental powers and individual rights. Same as HIS 433.

GOV 453 Western Political Thought 3 hours

A comprehensive study of the ideas and ideologies that have shaped the Western World and have influenced the non-Western World, emphasizing political theories that contributed to capitalism, liberalism, socialism, communism, and fascism. (Same as HIS 453.)

Health and Physical Education

HPE 101	Basic Skills in Tennis	1 hour
HPE 102	Basic Skills in Fitness Training	1 hour
HPE 103	Basic Skills in Weight Training	1 hour
HPE 104	Basic Skills in Softball	1 hour
HPE 105	Basic Skills in Flag Football	1 hour
HPE 106	Basic Skills in Volleyball	1 hour
HPE 108	Basic Skills in Badminton	1 hour
HPE 110	Basic Skills in Soccer	1 hour
HPE 111	Basic Skills in Basketball	1 hour
HPE 112	Basic Skills in Golf	1 hour
HPE 114	Basic Skills in Pickleball	1 hour
HPE 115	Study Skills in Basic Skills	1 hour
HPE 116	Study Skills in Table Tennis	1 hour

The classes in basic skills provide physical activities for two (2) hours for each one (1) hour credit in which the student develops fundamental skills, drills, rules, and methods of the various sports.

HPE 201 Fitness and Wellness 2 hours

This course is designed to provide a foundation for life-long physical fitness and personal wellness. Topics include: health, hygiene, and nutrition; basic strategies of exercise, fitness, and wellness; and sport for persons of all ages.

HPE 205 Foundations of Physical Education 2 hours

This course is a general introduction to the field, including the history of physical education from ancient times to the present. Leaders and trends in physical education discussed.

HPE 210 Health Education 2 hours

Presentation and research of essential knowledge, attitudes, and skills of healthful living, including substance abuse, chemical dependence, nutrition, mental health, aging, death, communicable and non-communicable diseases, and sexuality and intimate relationships.

HPE 220 Rhythmic Activities 2 hours

Fundamental rhythms and patterns are emphasized with a focus on folk and square dancing, aerobic dance, and children's rhythms. Rhythms are demonstrated and practiced.

HPE 225 Recreational Activities 2 hours

This class is designed to provide the history of recreational activities, teaching methods, basic skills, and knowledge of recreational activities including the rules of games and sports. Play from a scientific point of view, the educational value of play, and play organization will be studied in depth. The demonstration of various skills will be learned in selected activities and sports.

HPE 240 Principles of Strength and Conditioning 2 hours

This course is designed to provide students with the applied scientific knowledge to design and implement strength training and conditioning programs in order to improve health and performance. The major topics in this course include flexibility, cardiovascular conditioning, aerobic exercise, strength training and endurance. This course will include exercise and sport-specific testing, designing and implementing safe and effective exercise programs, and injury prevention. The course will also familiarize

the students with the requirements, knowledge and skills necessary for the NSCA/CSCS certification.

Prerequisites: HPE 102, HPE 103, HPE 201.

HPE 301 Adaptive Physical Education 3 hours
General introduction to the history and characteristics of various disabilities, types of programs, organization and administrative techniques, teaching theories, and evaluation criteria. Various adaptive activities are studied, demonstrated, and practiced in a laboratory setting.

HPE 312 Principles of Motor Learning 2 hours
The purpose of this course is to equip and prepare the student as a future educator, administrator, athletic director or department chair in the public/private schools, with an overview of the factors that affect the acquisition and performance of motor skills including the study of locomotor and non-locomotor movement, manipulative skills, and developmental and environmental factors that affect learning and motor learning behavior changes. Students will also be introduced to motor learning theories and concepts, assessment, and development of motor skills in various settings. Special attention is given to the relationship between motor skill acquisition / motor skill learning and motor control theories.

HPE 315 Theory of Coaching: Dual, Individual, and Team Sports 3 hours
Detailed instruction in the coaching of individual and team sports: tennis, track and field, golf, and team sports. Some scouting and game analysis required.

HPE 325 Care and Prevention of Athletic Injuries 2 hours
Facts and theories for the prevention and care of physical education and athletic injuries. Emergency first aid and long-term treatment discussed. Some laboratory experience in the actual treatment of injuries.

HPE 330 Officiating 2 hours
The study of rules for basketball, baseball, track, football, and volleyball as they apply to officiating.

HPE 335 Teaching Strategies in Secondary PE 2 hours
Covers teaching techniques, lesson plans and unit plan development, yearly curriculum, and courses of study. Also emphasized are teaching aids, characteristics and identification of physical growth, evaluation, and computer literacy for teaching.

HPE 340 Exercise Physiology 3 hours
An in-depth study of the effects of exercise on the human organism. The effects of exercise on the body systems as well as on muscle strength, endurance, speed, and flexibility are presented. The effects of external factors on the body during exercise are also studied, such as environmental factors, aging, and ergogenic aids. **Prerequisites: BIO 301 and BIO 302.**

HPE 401 Kinesiology 3 hours
The mechanics of motion as applied to the human body. Development of the ability to scientifically analyze activities for the purpose of preventing injury and improving movement. The ability to identify and perform different body movements and adaptations is established. Prerequisites: BIO 301 and HPE 320.

HPE 410 Teaching Strategies in Elementary PE 2 hours
This course includes teaching techniques, yearly calendar/curriculum unit plan, and lesson plans involved in teaching elementary school children. Also emphasized are fundamental motor skills, movement

education, teaching aids, characteristics and identification of physical growth, safety and first aid information, and evaluation.

HPE 415 Lifetime Sports and Fitness programming 3 hours

This course explores and examines the theoretical foundations and basic skills, methods, and techniques necessary for the effective and efficient design and delivery of recreational sport programs in a variety of collegiate, public, quasi-public, and private settings, agencies, and organizations. Throughout this course, we explore a variety of recreational sport contexts, including youth sport, adult and community sport, campus recreational sport, recreational sport in the market sector, global perspectives, and sport for individuals with disabilities.

HPE 420 Assessment & Evaluation in HPE 2 hours

Types of tests and their uses, grading, statistics, and assessment are discussed. Construction and administration of psychomotor test, including the five components of fitness: cardio-respiratory, muscular strength and endurance, flexibility and body composition and sports skills.

HPE 425 Administration and Organization of Physical Education & Sports 3 hours

The purpose of this course is to equip and prepare a person as a future educator, administrator, athletic director or department chair in the public/private schools, with the abilities and knowledge to provide leadership and direction in the areas of management, curriculum, lesson/unit plan, assessment, budgets, facilities, and classroom/gymnasium/field management and procedures.

HPE 430 Teaching Strategies of School Health 2 hours

Covers various methods and techniques of teaching health education and the formulation of workable health unit plans, lesson plans, and planning a curriculum. Attention is given to health problems through critical incident techniques. Techniques include: establishing goals, objectives, and concepts of planning, with emphasis on implementation and evaluation processes. Examples of implementation include current health such as health promotion, diseases, and substance abuse.

HPE 435 Recreation and Fitness Practicum 3 hours

Placement of student in a professional setting in order to gain hands-on experience with an agency that delivers recreation, fitness and lifetime sports activities. Provides practical experience in a specialized career area fostering the development of skills, competencies, organization and administrative techniques needed for entry into the workforce, while working under the direct supervision of selected professionals. The YMCA, Boys and Girls clubs, golf and tennis facilities, camps and recreational facilities, hospitals, work related fitness centers, nursing and other fitness/recreational related facilities will be utilized in this course.

HPE 440 Community Health & Safety Education 3 hours

Covers various methods and techniques of providing cognitive, affective, and psychomotor learning experiences through critical incident techniques. Techniques include: establishing goals, objectives, and concepts of planning, with emphasis on implementation and evaluation processes. Examples of implementation include the study of areas of addictive substances, preventing diseases, consumerism, and understanding the environment. In addition, essential knowledge, attitudes, and skills for healthful community living and solving of risk behaviors will be covered.

HPE 445 Studies in PE 3 hours

An in-depth study of topics of special interest in Physical Education is explored. Topics will vary. Students may repeat course for a total of six (6) credit hours.

HPE 450 Health and Physical Education Senior Capstone Course 3 hours

The Capstone course is for senior health and physical students. The course will include writing a research paper in a current topic in health and physical education. Research design and APA format will be taught.

History

A grade of C- or higher must be achieved in all prerequisites required for history courses or permission of the instructor.

HIS 113 United States History to 1877 3 hours

A broad survey of the social, economic, cultural, and political forces that shaped U.S. history from the Colonial Era through the Civil War and Reconstruction.

HIS 123 United States History since 1877 3 hours

A broad survey of the social, economic, cultural, and political forces that shaped U.S. history from the end of the Reconstruction era to the end of the Cold War, including an emphasis upon the rise of the United States as a superpower.

HIS 203 History of the American Midwest 3 hours

A broad survey of American Midwestern history from its earliest indigenous settlements to the late twentieth century, emphasizing major historical periods and developments in the evolution of the Midwest's regional identity, as well as its relationship to the larger narrative of American History.

Prerequisite: None.

HIS 213 Western Civilization to 1600 3 hours

A broad survey of western civilization from the early Greeks and Romans through the Middle Ages, the Renaissance, and the Reformation, emphasizing the political, economic, and cultural evolution of western societies. **Prerequisite: None.**

HIS 223 Western Civilization since 1600 3 hours

A broad survey of western civilization from the early seventeenth century through the twentieth century, emphasizing the rise of the modern state and the political, economic, and cultural revolutions that transformed modern western societies. **Prerequisite: None.**

HIS 233 Non-Western Civilizations 3 hours

A broad survey of the political, economic, and cultural evolution of African, Asian, Middle Eastern, and Latin American societies from their earliest origins to the present. **Prerequisite: None.**

HIS 303 Colonial America, 1492-1763 3 hours

A comprehensive study of the formation and early evolution of the three key colonial empires in America: the Spanish, the French, and the British. Students will explore the major social, political, and religious forces that shaped the identity of the new colonial societies. **Prerequisite: HIS 113 or permission of instructor.**

HIS 313 The American Revolution and Federalist Era, 1763-1800 3 hours

A comprehensive study of the American Revolution, covering both the War for Independence and the larger daunting experiment of creating a new American republic. **Prerequisite: HIS 113 or permission of instructor.**

- HIS 323 Jeffersonian and Jacksonian America, 1800-1848 3 hours**
A comprehensive study of the growth and evolution of the United States during the first half of the nineteenth century, examining the key industrial, political, and cultural forces of transformation during these pivotal years of growth and evolution. **Prerequisite: HIS 113 or permission of instructor.**
- HIS 333 Reformation Europe 3 hours**
A comprehensive study of the causes and consequences of the Protestant Reformation from religious, social, cultural, economic, and political perspectives. **Prerequisite: HIS 213 or permission of instructor.**
- HIS 343 The French Revolution and Napoleonic Era, 1787-1815 3 hours**
A comprehensive examination of Europe from the eighteenth-century Enlightenment to the Congress of Vienna, emphasizing the impact of the Enlightenment, the French Revolution, and the Napoleonic wars upon European politics, diplomacy, and economic and cultural life. **Prerequisite: HIS 223 or permission of instructor.**
- HIS 353 The Age of European Nationalism and Imperialism, 1815-1914 3 hours**
A comprehensive examination of Europe from the Congress of Vienna to the outbreak of World War I, emphasizing the ideological conflict between conservatism, liberalism, democracy and socialism and the impact of nationalism, imperialism, and industrialization on European politics, diplomacy, culture, and economic life. **Prerequisite: HIS 223 or permission of instructor.**
- HIS 393 History of England 3 hours**
An in-depth study of the political and constitutional development of England from the Anglo-Saxons to the present. The course will emphasis how English common law principles shaped constitutional monarchy, parliamentary government, and democracy within England. It will also consider how Britain's role as an imperial power transferred these principles of governance globally. Same as GOV 393. **Prerequisite: Junior standing or permission of instructor.**
- HIS 400 Preparation for History Certification 0 hours**
A comprehensive review designed to help students prepare for certification in history. This course must be successfully completed in the semester immediately preceding a student-teacher assignment. Pass/Fail. **Prerequisite: All history major coursework should be completed prior to, or concurrent with, this course.**
- HIS 403 The Civil War and Reconstruction, 1848-1877 3 hours**
A comprehensive study of the era of the American Civil War, addressing the major causes of the war, key challenges and transformations during the war, and the quest to rebuild and heal during the years of formal Reconstruction. **Prerequisite: HIS 113 or permission of instructor.**
- HIS 410 History of American Christianity 3 hours**
A general survey of the history of Christianity in America from its beginnings in the seventeenth century to the present. Critical issues in the more general field of American Religious History will also be explored. Same as CH 410. **Prerequisite: HIS 123 or permission of instructor.**
- HIS 423 Emergence of Modern America, 1898-1945 3 hours**
A comprehensive study of the history of the United States from the pinnacle of the Progressive Era in 1898 through the conclusion of World War II in 1945, placing a particular emphasis on the roller coaster of social, cultural, economic, and political forces that carried Americans from "roaring" prosperity to deepest depression and finally through a second world war. **Prerequisite: HIS 123 or permission of instructor.**

- HIS 433 American Constitutional Development 3 hours**
A comprehensive study of the Constitution and interpretations of the Constitutional Law of the United States, emphasizing landmark cases on governmental powers and individual rights. (Same as GOV 433.) **Prerequisite: Junior standing or permission of instructor.**
- HIS 443 The World at War, 1914-1945 3 hours**
A comprehensive study of the First World War and Second World War, emphasizing the evolution of military tactics and strategy in the context of total war and the impact of the wars upon society, culture, politics, and economics. **Prerequisite: HIS 223 or permission of instructor.**
- HIS 453 Western Political Thought 3 hours**
A comprehensive study of the ideas and ideologies that have shaped the Western World and have influenced the non-Western World, emphasizing political theories that contributed to capitalism, liberalism, socialism, communism, and fascism. (Same as GOV 453.) **Prerequisite: Junior or senior standing.**
- HIS 463 Studies in History 3 hours**
An in-depth study of a specific history topic which will examine the political, economic, cultural and social aspects of the topic as well as the broader perspective of American and/or World History. **Prerequisite: Junior standing or permission of instructor.**
- HIS 473 History Internship 3 hours**
his course offers students the opportunity to serve a one-semester public internship at a historical venue of their choosing. **Prerequisite:** HIS 113, HIS 123, and Junior or Senior Standing
- HIS 483 The United States since 1945 3 hours**
A comprehensive study of the history of the United States since 1945, examining the role of the U.S. as a leading global superpower, its efforts to combat communism during the Cold War, and the innovative social and cultural transformations taking place in its modern society. This course serves as the American History Capstone. **Prerequisite: HIS 113, HIS 123, and junior or senior standing.**
- HIS 493 Europe since 1919 3 hours**
A comprehensive examination of European politics, economics, culture, and society from the end of World War I to the collapse of communism in Eastern Europe, emphasizing the struggle between democracy and totalitarianism. This course serves as the European History Capstone. **Prerequisite: HIS 213, HIS 223, and junior or senior standing.**

Human Resource Management

- HRM 301 Introduction to Human Resource Management 3 hours**
The course applies management principles to management of the organization's human resources. Topics studied include recruiting and training employees, role of human resources services, human relations, wage and salary administration, evaluation of employees, labor relations, and government regulations.
- HRM 315 Employee Recruitment, Training, and Development 3 hours**
This course acquaints the student with the design and implementation of employee development and training programs. Areas of study include: learning theories, needs assessment, legal issues, training program design, training methods, professional consultation, employee feedback, and executive development. **Prerequisites: MGT 201 and HRM 301.**

HRM 320 Labor Relations 3 hours

This course acquaints the student with labor-management relations, including the history and evolution of labor unions and contemporary labor-management issues. Topics include: conflict resolution, collective bargaining, contract negotiations, arbitration, and mediation. A case study approach is utilized.

Prerequisites: MGT 201 and HRM 301.

HRM 401 Employment Law 3 hours

This is an introduction to the diverse body of law that governs the individual employment relationship. Topics include: discharge, trade secrets and non-competition clauses, ERISA, vicarious liability, alternative dispute resolution, and wage and hour laws such as the FLSA. Additional areas of study include: COBRA, OSHA, FMLA, WARN, UI, and worker's compensation. **Prerequisite: HRM 301.**

HRM 404 Compensation and Benefits 3 hours

The course covers compensation philosophy, strategy, and policy. Areas of study include job evaluation, internal and external equity, pay-for-performance plans, financial incentives, wage and salary surveys, and employee benefits administration. The legal, regulatory, economic, and strategic issues affecting compensation and benefits will be explored. **Prerequisite: HRM 301.**

HRM 407 Workplace Safety, Security and Health 3 hours

This course explores a vital competency of the HR body of knowledge as defined by SHRM and HRCI addressing how to respond in an emergency. Nearly every facet of the workplace is affected when these incidents unfortunately occur. Areas of study include workplace safety, security, and occupational health. An overarching goal of this course is preventative strategies to reinforce safe work environments. In light of the increase in violence in all sectors of employment over the past decade, this course will address aspects of risk management, introduce laws and legislation of particular concern to safety, security and health, and discuss how leaders must guard against such incidents and abuses by implementing necessary policies and procedures to be proactively prepared.

HRM 410 Human Resource Information Systems 3 hours

This course introduces the student to the role of information systems in human resources. Areas of study include data entry, processing and updating of employee information, tracking information, performance appraisals, and generating routine letters and reports. Current and future trends and issues in human resource management will also be discussed. **Prerequisite: HRM 301.**

HRM 445 Studies in Human Resource Management 1-3 hours

This advanced course explores a specific topic or issue in human resource management in-depth. Possible areas of study include staffing and evaluation, global human resource management, and employment interviewing and testing. The course may be repeated if a different topic of study is chosen. **Prerequisite: HRM 301.**

HRM 450 SHRM Capstone Review 3 hours

This course is designed as a capstone course for HR students within the Bachelor of Science in Business Administration degree program. In alignment with the Society for Human Resource Management, this curriculum covers the entire SHRM Body of Applied Skills and Knowledge (BASK). It is designed to equip those in HR with the tools necessary to prepare for HR career success as well as to gain a robust palette of professional development resources. In addition, these learning modules offer effective study resources for students interested in pursuing certification preparation for the SHRM-CP and SHRM-SCP exams.

HRM 460 Team Building**3 hours**

This course is designed to strengthen the students understanding of team design and how to manage interventions that can transform team performance. Principles of building highly effective teams are explored by analyzing a variety of group dynamics. Students discover how to identify team issues, and link those issues to solutions that will improve performance. Students are introduced to a variety of skills that will expedite problem solving within and across teams.

HRM 462 Servant Leadership**3 hours**

This course examines the concept of servant leadership from the perspective of leadership theory and applied doctrine integration. Servant leadership is examined from the history, dynamics and expectations of a servant leader. Emphasis will be placed on the principles of servant leadership and how influence can move people to perform at increasingly higher levels in a dynamic and changing world.

HRM 464 Leadership Practicum**3 hours**

This course is designed to expose students to the leadership experience by applying knowledge learned in course work through participation in organizations and/or work situations. Students will explore leadership concepts and styles by comparing and contrasting various leaders through job shadowing, interviews, videos, and readings.

Leadership**LDR 438 Leadership & Management****3 hours**

This course is designed to provide a study of leadership by focusing on what it means to be a good leader. Emphasis in the course is on the practice of leadership. The course will examine topics such as the nature of leadership, recognizing leadership traits, developing leadership skills, creating a vision, setting the tone, listening to out-group members, overcoming obstacles, and addressing values in leadership. Attention is given to helping students understand and improve their own leadership capabilities and performance. Same as MGT 438.

LDR 445 Studies in Management**1-6 hours**

This course provides the student with an in-depth study of a particular area or topic in management. Possible areas of study include administrative office management, industrial management, leadership, and small business management. The course may be repeated if a different topic is studied. **Prerequisite: MGT 201.** Same as MGT 445.

LDR 456 Servant Leadership in the Profession**3 hours**

The course participants will explore the principles and tenants of effective servant leadership as demonstrated in various professional contexts (i.e., Business, Education). Course assignments and research will be focused on individual professional interests and work. Professional senior leaders will be interviewed through the lens of effective servant leadership principles. Same as MGT 456.

LDR 460 Team Building**3 hours**

This course is designed to strengthen the students understanding of team design and how to manage interventions that can transform team performance. Principles of building highly effective teams are explored by analyzing a variety of group dynamics. Students discover how to identify team issues and link those issues to solutions that will improve performance. Students are introduced to a variety of skills that will expedite problem solving within and across teams. Same as MGT 460.

LDR 462 Servant Leadership 3 hours
 This course examines the concept of servant leadership from the perspective of leadership theory and applied doctrine integration. Servant leadership is examined from the history, dynamics and expectations of a servant leader. Emphasis will be placed on the principles of servant leadership and how influence can move people to perform at increasingly higher levels in a dynamic and changing world. Same as MGT 462.

LDR 463 Community Servant Leadership 3 hours
 The course participants will explore multiple community agencies. An emphasis in this course would be research and the thorough analysis of community agency's mission, organizational leadership, and collective impact. Community service hours will be required in this course. (Prerequisite to MGT/LDR 464 Leadership Practicum)

LDR 464 Leadership Practicum 3 hours
 This course is designed to expose students to the leadership experience by applying knowledge learned in course work through participation in organizations and/or work situations. Students will explore leadership concepts and styles by comparing and contrasting various leaders through job shadowing, interviews, videos, and readings. Same as MGT 464.

Management

MGT 201 Principles of Management 3 hours
 This is an introductory course in management designed to acquaint the student with the study and research in the field of management. The course familiarizes the student with the primary functions of management and their importance as components of the total management process. Topics of study include Theory X and Theory Y managers, strategy and planning, organizational design, leadership styles, and managing diversity in an organization.

MGT 202 Work/Life Management 2 hours
 This course will examine planning, preparing and evaluating a sustainable healthy lifestyle that addresses the physical, mental, social and spiritual aspects of life alongside demands inherent to the workplace. Time and stress management techniques will be explored along with integrating regular physical exercise into one's daily routine to maintain overall health and wellness. Class delivery will include technology applications through gamification to enhance learning.

MGT 310 Operations and Facility Management 3 hours
 This course applies management principles to the overall management of a large facility and its entire operations. Areas of study include operations and production management, systems design and analysis, manufacturing processes, facility construction, security, and control techniques. Principles and requirements related to programming and managing various types of public and private facilities are also included. **Prerequisite: MGT 201.**

MGT 325 Safety Management 3 hours
 This course will examine the major safety management issues that impact the workplace including safety awareness, loss control, regulatory issues, legal implications, OSHA standards, and the essential components of a safety training program.

MGT 415 International Business 3 hours
 This course is a study of international and cross-cultural elements of business decisions, enterprises, markets, and institutions. The student examines globalization of the business entity's competitiveness.

Managerial, operational, and marketing problems of the world enterprise are discussed, with particular attention to the influence of ethnic and cultural differences on communication and decision making.

Prerequisite: MGT 201.

MGT 425 Entrepreneurship 3 hours

This course is a study of entrepreneurship, its opportunities, and its problems relative to new-venture analysis, personnel, control, finance, marketing, and management in service, distributive, and manufacturing firms. The student will explore the challenges the entrepreneur faces, including market assessment and finding funds. As part of the course, the student designs a business plan. **Prerequisites: MGT 201.**

MGT 430 Organizational Behavior 3 hours

This course focuses on the behavior of the organization as a function of individual and interpersonal behavior and group processes within an organization. Areas of study include learning organizations, organizational culture, organizational structure and design, employee attitudes and values, employee motivational theories, ethical decision making, the promotion of employee creativity, stress management, interpersonal communication, and work teams. To enhance the student's own interpersonal communication skills, he or she will participate in numerous group projects and activities with fellow classmates throughout the course.

MGT 435 Strategic Management and Marketing 3 hours

A study of the formulation and implementation of strategies. This is a capstone course involving coordination and integration of knowledge and techniques acquired in previous courses. Particular attention is given to determining company strategy in defining major policies in marketing, research and development, production, procurement, human resources, finance and profit, and mergers and acquisitions in central management operations in compliance with governmental rules and regulations and the social and ethical environment. The case study method is used. **Prerequisite: MGT 201.**

MGT 438 Leadership & Management 3 hours

This course is designed to provide a study of leadership by focusing on what it means to be a good leader. Emphasis in the course is on the practice of leadership. The course will examine topics such as the nature of leadership, recognizing leadership traits, developing leadership skills, creating a vision, setting the tone, listening to out-group members, overcoming obstacles, and addressing values in leadership. Attention is given to helping students understand and improve their own leadership capabilities and performance.

MGT 440 Professional Internship 3 hours

The student will experience a working internship in a business or industry setting related to their individual program of study, and future career goals. Experiences are to be designed to expand student knowledge, and/or focus on an in-depth practical exposure to certain sectors of the U.S. enterprise system.

MGT 445 Studies in Management 1-6 hours

This course provides the student with an in-depth study of a particular area or topic in management. Possible areas of study include administrative office management, industrial management, leadership, and small business management. The course may be repeated if a different topic is studied. **Prerequisite: MGT 201.**

MGT 450 Supply Chain Management 3 hours

Supply chain management encompasses the planning and management of all activities involved in sourcing and procurement, conversion, and all logistics management activities. Importantly, it also includes coordination and collaboration with channel partners, which can be suppliers, intermediaries, third party service providers, and customers. **Prerequisite: MGT 201.**

MGT 452 Quality Systems 3 hours

A quality management system (QMS) is the organizational structure, procedures, processes and resources needed to implement isA study of team cooperation and dynamics via a continuous improvement cycle, and customer satisfaction and perceived quality is included. The ISO 9000 family of standards are reviewed. Aspects of quality and sustainability that result from systematic thinking, transparency, documentation, and diagnostic discipline are included. **Prerequisite: MGT 201.**

MGT 453 Six Sigma Principles 3 hours

This course covers organizational goals, lean concepts and tools, quality function design, quality systems deployment, failure mode analysis, and creating successful quality teams in the organization.

Prerequisite: MGT 201.

MGT 454 Quality Project Management 3 hours

Applications of quality control principles in the workplace is the course focus. Content includes elements of process control, internal and external stakeholders, utilizing customer feedback, as well as collecting and analyzing production data. Utilize data and other inputs to develop and implement quality control plans in a team environment. **Prerequisite: MGT 201.**

MGT 455 Logistics and Product Distribution 3 hours

Logistics management activities typically include inbound and outbound transportation management, fleet management, warehousing, materials handling, order fulfillment, logistics network design, inventory management, supply/demand planning, and management of third party logistics services providers. Logistics management is an integrating function, which coordinates and optimizes all logistics activities, as well as integrates logistics activities with other functions including marketing, sales manufacturing, finance, and information technology. **Prerequisite: MGT 201.**

MGT 456 Servant Leadership in the Profession 3 hours

The course participants will explore the principles and tenants of effective servant leadership as demonstrated in various professional contexts (i.e., Business, Education). Course assignments and research will be focused on individual professional interests and work. Professional senior leaders will be interviewed through the lens of effective servant leadership principles. Same as LDR 456.

MGT 460 Team Building 3 hours

This course is designed to strengthen the students understanding of team design and how to manage interventions that can transform team performance. Principles of building highly effective teams are explored by analyzing a variety of group dynamics. Students discover how to identify team issues and link those issues to solutions that will improve performance. Students are introduced to a variety of skills that will expedite problem solving within and across teams.

MGT 462 Servant Leadership 3 hours

This course examines the concept of servant leadership from the perspective of leadership theory and applied doctrine integration. Servant leadership is examined from the history, dynamics and expectations of a servant leader. Emphasis will be placed on the principles of servant leadership and how influence can move people to perform at increasingly higher levels in a dynamic and changing world.

MGT 463 Community Servant Leadership 3 hours

The course participants will explore multiple community agencies. An emphasis in this course would be research and the thorough analysis of community agency's mission, organizational leadership, and collective impact. Community service hours will be required in this course. (Prerequisite to MGT/LDR 464 Leadership Practicum)

MGT 464 Leadership Practicum 3 hours

This course is designed to expose students to the leadership experience by applying knowledge learned in course work through participation in organizations and/or work situations. Students will explore leadership concepts and styles by comparing and contrasting various leaders through job shadowing, interviews, videos, and readings.

MGT 465 Research Methods 3 hours

Students will locate sources for Capstone project. Learn Quantitative and Qualitative research methods.

Marketing**MKT 201 Principles of Marketing 3 hours**

This course introduces the student to such concepts as marketing management, analysis of marketing opportunities, marketing planning and strategy, the marketing mix, and execution of the marketing program. The student will design a marketing plan as part of the course.

MKT 305 Marketing Research 3 hours

This course provides an introduction to the field of marketing research for effective decision making. The student will learn techniques involved in collection, tabulation, and analysis of marketing information.

Prerequisite: MKT 201.

MKT 310 Consumer Behavior 3 hours

This course illustrates the practical importance of understanding consumers' knowledge and attitudes, incorporating various approaches for assessing such knowledge and attitudes. The course identifies major factors that influence how consumers process and learn marketing information and explores techniques marketers can use to influence consumer attitudes and behavior. **Prerequisite: MKT 201.**

MKT 315 Sales and Personal Selling 3 hours

This course addresses the principles and practices in planning, organizing, and controlling sales forces. The student acquires the skills needed for a successful career in sales and marketing. Areas of study include selection, training, compensating, supervising, stimulating salespeople, and the analysis of sales potential and costs. **Prerequisite: MKT 201.**

MKT 330 Sports Marketing 3 hours

This course provides an overview of sports marketing as a component of an integrated marketing communications strategy. Students study the history and contemporary application of sports marketing in business. The curriculum addresses corporate as well as sporting property use of sports marketing strategies to achieve business objectives. The course examines strategies that address critical business constituencies, consumers, trade factors, employees, and the financial community. Also covered are sports marketing within the context of special sporting event sponsorships, professional sports teams as well as governing organizations, sports media (broadcast, print, social media, and Internet, licensing, and hospitality).

MKT 340 Social Media and E-Marketing**3 hours**

This course focuses on the creative development and utilization of current media technology and software in marketing strategies. **Prerequisite: MKT 201.**

MKT 425 International Marketing**3 hours**

This course outlines the adjustments in marketing strategy needed to remain competitive in a global environment. The impact of changing economic, political, legal, social and cultural environments on management decision-making is examined. **Prerequisite: MKT 201.**

MKT 445 Studies in Marketing**1-3 hours**

This course provides the student with an in-depth study of a particular area or topic in marketing. Possible areas of study include: marketing strategy, industrial marketing, and international marketing. The course may be taken more than once if a different topic is studied. **Prerequisite: MKT 201.**

Mathematics

A grade of C- or higher must be achieved in all prerequisites required for mathematics courses or permission of the instructor.

MATH 105 Intermediate Algebra**3 hours**

A course in elementary algebra required for students whose placement test scores indicate a need for additional work before taking required college mathematics courses. Topics in real number system, linear equations, polynomials, rational expressions, and radical expression. Does not satisfy the mathematics required for degree programs.

MATH 110 Mathematics and Its Applications**3 hours**

A course designed to introduce students to thinking processes developed in mathematics. Explores a variety of topics including set theory, geometry, probability and statistics, algebra, and contemporary applications such as consumer mathematics. **Prerequisite: MATH 105 or MATH 110 or sufficient Placement Score.**

MATH 115 College Algebra**3 hours**

College level algebra with an emphasis on life applications problems. Topics include models, polynomials, functions and graphs, systems, matrices, and sequences. **Prerequisite: MATH 105 or sufficient Placement Score.**

MATH 120 Trigonometry**3 hours**

A study of the six trigonometric ratios and their inverses, the unit circle and radian measure, trigonometric identities, equations and graphs involving the trigonometric functions, polar representation and conics, and applications of the trigonometric functions. **Prerequisite: MATH 115 or sufficient Placement Score.**

MATH 125 Probability and Statistics I**3 hours**

Basic course covering topics of: collection, organization and summarization of data; basic probability; probability distributions; sampling distributions; confidence intervals; and tests of hypothesis. **Prerequisite: MATH 115 or higher.**

MATH 210 Math for Elementary Teachers**3 hours**

A general mathematics course designed specifically for Elementary Education majors for the Praxis I and for teaching experiences. Topics include: problem solving and critical thinking, set theory, logic, number representations, the real numbers, and algebra. **Prerequisite: MATH 110 or higher.**

MATH 212 Linear Algebra**3 hours**

A higher algebra course covering linear abstract algebra including such topics as matrices, vectors, and linear programming. **Prerequisite: MATH 115 or higher.**

MATH 216 Calculus I**4 hours**

First in three-course sequence to introduce the theory of differential and integral calculus and their applications utilizing algebraic, including trigonometric, functions. Associated topics from analytic geometry are included. **Prerequisite: MATH 120 or equivalent.**

MATH 225 Probability and Statistics II**3 hours**

Combinatorics; Bayes' theorem; negative binomial, geometric, hypergeometric, Poisson, uniform, exponential, and gamma distributions; probability-generating functions; moments and moment-generating functions; sums of independent random variables. **Prerequisites: MATH 125 and MATH 216.**

MATH 251 Discrete Mathematics**3 hours**

College level non-calculus mathematics with an emphasis on topics useful in computer science, physical and life science, as well as business. Topics include set theory, counting techniques, binary numbers, trees, graphs, and networks. **Prerequisite: MATH 115 or equivalent.**

MATH 317 Calculus II**4 hours**

Continuation of MATH 216. Differential and integral calculus of transcendental functions; techniques of integration; indeterminate forms and improper integrals, and series and sequences. **Prerequisite: MATH 216.**

MATH 318 Calculus III**4 hours**

Continuation of MATH 317. Conics and polar coordinates, numerical methods, geometry in a plane and space, partial derivatives, and differential equations. **Prerequisite: MATH 317.**

MATH 335 Modern Geometry**3 hours**

A study of the axiomatic method, the elements of plane geometry, the parallel postulate, constructions, an introduction to non-Euclidean geometry, finite geometries, and geometric transformations. **Prerequisite: MATH 251 or equivalent.**

MATH 400 Preparation for Mathematics Certification**0 hours**

This course is designed to help students prepare for certification in Mathematics. This course must be successfully completed in the semester immediately preceding a student-teacher assignment. Pass/Fail. **Prerequisite:** All Mathematics coursework should be completed prior to, or concurrent with, this course.

MATH 401 Differential Equations**3 hours**

Introduction to methods of solving differential equations. Several techniques of solving first order differential equations. Differential operators are applied to both homogeneous and nonhomogeneous differential equations. Techniques of nonlinear equations are used with general, particular, and singular solutions. **Prerequisite: MATH 317.**

MATH 403 Complex Variables 3 hours

A study of functions of complex variables including: properties of complex numbers, analytic functions and their power series expansions, singularities, and internal theorems. **Prerequisites: MATH 251 and MATH 317.**

MATH 405 Numerical Analysis 3 hours

Concentrates on computer methods for numerical problem solution using Maple. Topics include number representation and error, interpolation, numerical differentiation and integration, solving nonlinear equations, linear systems, splines, and differential equations. Laboratory programming exercises. **Prerequisites: MATH 317 and 325.**

MATH 415 Number Theory 3 hours

A study of the positive integers, their properties, and relationships between them. This study will include topics associated with divisibility, congruences, primes and the Fundamental Theorem of Arithmetic, number theoretic functions, Diophantine equations, Pythagorean triples, primitive roots and indices, and quadratic reciprocity. **Prerequisite: MATH 251.**

MATH 425 Applied Probability and Statistics 3 hours

This course is designed for students who are pursuing a Bsc. Degree in mathematics with concentrations in Actuarial Science. The course aims to provide an explanation to probability theory, mathematical statistics and applied statistics. This course will help the students to be able to understand the theoretical concepts of probability and applied statistics, and to master the probabilistic and applied statistical techniques. **Prerequisite: MATH 225.**

MATH 445 Topics in Mathematics 3 hours

Designed to provide mathematical topics of interest to students. **Prerequisite: Permission of instructor.**

Music**MUS 150 Music Appreciation 3 hours**

This course is designed to develop an understanding of music from all parts of the world. Topics covered include Western music history, Gregorian chant, art music such as symphonies and operas, as well as the non-Western music themes of African tribal music, and South American, Polynesian, and Asian music.

MUS 178 Music Ensembles 1 hour

This course is designed to be the catch all course for any student who wishes to receive course credit for their contribution to an instrumental music ensemble. Depending on the number of ensembles in which the student participated, the student may receive 1, 2, or 3 credit hours for their work. Participation in the ensemble is allowed for as many semesters as the student wishes; however, course credit is only available up to 12 credit hours

MUS 225 History of American Popular Music 3 hours

A survey of the most significant styles of American popular music in chronological order, beginning with the roots and continuing through the present day. The course is designed to help the student think creatively and critically about popular music. Several recurring themes will be explored throughout the course: the interaction of European American, African American, and Latin American traditions, the influence of mass media and technology, the role of popular music as a symbol of identity.

MUS 326 Church Music for Youth & Children 3 hours

A survey of choral church music specifically for youth and children. Includes the use of choir materials, drama, and art activities appropriate for youth and children.

Music Technology**MUT 200 Media Production 3 hours**

Survey of media production currently in use today, as well as historical roots of media. Topics include media bias, newspaper writing, blogs, and extensive research in social media, sound production, and applying sound to video.

MUT 210 Sound Reinforcement & Critical Listening 3 hours

Explores current technologies and techniques involved in modern sound mixing and reinforcement. Topics include club venue and large concert systems, ear-training and aesthetics for sound engineers. Class activities involve listening and analysis of a wide variety of music genres as well as specialized ear-training materials and the development of a vocabulary for communication of aural impressions. Field work required.

MUT 220 Recording Technology 3 hours

Project-based course emphasizing creative and aesthetic aspects of multitrack music recording. Emphasis on MIDI sequencing and virtual instruments within GarageBand, Cubasis, and other music production software, and drum machines, synthesizers, samplers, and other electronic instruments used to create a commercial music track. Topics also include microphones techniques, rough mixing, and signal processing.

Office Administration**OA 101 Keyboarding 2 hours**

This course offers basic instruction on touch-typing on the alpha-numeric keyboard, using microcomputer and word processing software. An introduction to typing a letter, a simple table, and a simple report and to the numeric keypad is included. Students needing to operate a computer terminal keyboard will receive basic skills that will allow them to input information into a computer efficiently. The course is required for all Business majors unless they demonstrate a typing proficiency of at least 30 words per minute on the initial placement test.

OA 102 Basic Keyboarding Applications 2 hours

This course emphasizes the development of keyboarding speed and accuracy, using a microcomputer and word processing software. Skill is applied to composition at the keyboard, straight-copy materials and a variety of documents, some with special features, at increased rates of productivity. **Prerequisite: OA 101 or documented keyboarding skills of at least 30 words per minute.**

OA 151 Word Processing 3 hours

This course emphasizes advanced keyboarding applications and mastery of word processing software commands. Topics include formatting complex documents, correcting edited documents, machine transcription, proofreading skills, production keyboarding, office simulations, and creating and managing subdirectories.

OA 152 Spreadsheets 3 hours

This course offers a general introduction to basic data manipulation skills and techniques used with spreadsheets, such as editing, computing, and charting.

OA 153 Database Management 3 hours

This course is designed to provide the student with the knowledge, skills, and experience required to use Microsoft Office Access in an effective manner in the business environment. The course will cover the fundamentals of database architecture, database management systems, and database systems. Principles, theories, and methods of database design and techniques for the effective development of a functional database will be emphasized.

OA 252 Document Processing 3 hours

This course emphasizes processing original, edited, and digital documents. The course includes assembling documents from multiple source documents; processing a series of documents in polished form in a production environment; and application of grammar, punctuation, vocabulary building, formatting, spelling, and proofreading to the document preparation process.

OA 295 Desktop Publishing 3 hours

This course is devoted to acquiring the knowledge and skills necessary to develop newsletters, annual reports, brochures, and promotional materials by using office-standard personal computers and appropriate software. This course will be a practical hands-on introduction to the hardware and software used to perform electronic page layout. A variety of advertising, business, and informational reports and similar documents will be created, modified, and manipulated with page layout and drawing programs. Development of knowledge will include the basic principles of design and layout.

OA 299 Studies in Business Administration 1-3 hours

This course is designed to study new and changing patterns of technology use within the workplace.

OA 445 Studies in Business Administration 1-3 hours

This course is designed to provide an in-depth study of office administration topics. Possible areas of study include integrated office procedures, desktop publishing, and records management. The course may be taken for credit more than once when the area of study is different.

Philosophy**PHIL 105 Critical Thinking 3 hours**

This course introduces the student to principles of sound reasoning, focusing on informal techniques utilized in writing sound arguments and formal techniques utilized in logic. (Christian Studies Core)

PHIL 110 Introduction to Philosophy 3 hours

This course will introduce students to those philosophers who stand out in the tradition and their most influential ideas. These philosophers will be encountered through a study of philosophical topics rather than an historical timeline. The course will discuss such questions as the nature of reality, the nature of knowledge, the existence of God, free-will, and art.

PHIL 210 Faith and Reason 3 hours

This is an introduction to the philosophy of religion, and it addresses such perennial issues as the nature of religious experience, religious language, proofs for the existence of God, and the problem of evil. The

connection between each issue is whether or not religious claims and arguments are to be understood as an exercise of our faith, our reason, or some combination of both.

PHIL 220 Introduction to Ethics 3 hours

Ethics is defined as the principles that govern morals. This course will introduce the student to those ethical principles that have been formulated by philosophers of the Western tradition. (Christian Studies Core)

PHIL 301 Christian Ethics 3 hours

This course is an introduction to the field of Christian ethics, addressing various approaches in biblical and theological ethics. Attention will be given to the history of Christian ethics. Application of approaches to a variety of social issues will be considered. **Prerequisite: PHIL 220.** (Christian Studies Core)

PHIL 310 History of Philosophy I – Ancient to Medieval 3 hours

This course is a study of selected philosophers' primary works from the Ancient and Medieval periods. Material will be presented according to the historical timeline, focusing on the interaction of ideas from one philosopher to the next.

PHIL 320 History of Philosophy II – Modern Philosophy 3 hours

This course is a study of selected philosophers' primary works from the Modern period material will be presented according to the historical timeline, focusing on the interaction of ideas from one philosopher to the next.

PHIL 401 Concentrated Special Topic Study 3 hours

This course will be guided by a single topic chosen by the instructor for the length of the semester. Potential topics could be post-structuralism, onto-theology, philosophy's influence on Christianity.

PHIL 402 Concentrated Study of a Philosopher 3 hours

This course will be a concentrated study of a philosopher who has left an indelible mark on the tradition. This course not only will show the development of a philosopher's thought, but it will also teach the methodological model for intently studying all other philosophers.

PHIL 420 Christianity and Postmodernism 3 hours

This course will look at the way Christian thinkers are dealing with those questions put forth by philosophers who are typically considered to be postmodern. Topics for this course will include the following: 1) Is anything absolute? 2) Is one person's or group's "truth" as good as another's? 3) Does postmodernism exist? 4) Can one be both Christian and postmodern?

PHIL 450 Contemporary Continental Philosophy 3 hours

This course reviews the main ideas of 20th century continental philosophy with a special focus on its impact on theology.

Physical Science

PHSC 101 Introduction to Physical Science 3 hours

Introduces the student to the topics of physics, chemistry, astronomy, weather, and geology. A student taking this course is expected to have competency in algebra. **Prerequisite: MATH 110 or higher.**

PHSC 110 Studies in Physical Science 3 hours

Topics are offered primarily for those who are interested in basic topics in the physical sciences. The subject matter may change with each offering of the course.

Physics

A grade of C- or higher must be achieved in all prerequisites required for physics courses or permission of the instructor.

PHY 201 General Physics I 4 hours

Topics include mechanics, laws of motion, kinetic, potential and rotational energy, momentum and angular momentum, solids and fluids, vibrations, waves and sound. **Prerequisite: MATH 120.**

PHY 202 General Physics II 4 hours

Topics include thermal physics and laws of thermo dynamics, electric forces and fields, current and resistance, AC and DC current, capacitance, magnetism, reflection and refraction of light, mirror, lenses and wave optics. **Prerequisite: PHY 201 and MATH 216 (or concurrent enrollment in MATH 216).**

Practical Studies**PS 100 Introduction to Ministry and the Church 3 hours**

Orientation to Christian ministry and various aspects of the roles played by the Christian minister and the issues common to Christian ministry. Emphasis is placed on issues of leadership, the call to ministry, the minister's personal life, and the spirituality of the minister. This class is intended as an entry-level class for Christian Studies majors and should be taken in the fall semester of the freshman year. (Christian Studies Core.)

PS 300 Pastoral Counseling 3 hours

This course deals with various methods of counseling that may be helpful to the pastor of the local church. Discussion will relate to the varying counseling theories used in practicing psychotherapy by the secular world. Efforts will be made to introduce the student to recognized and accepted techniques of counseling that apply to the church world. Case studies, role play activities, and video-taped review of the student actually working in a counseling situation will be employed to give students an opportunity to understand and enhance these counseling skills.

PS 310 Introduction to Preaching 3 hours

Detailed study of the construction and delivery of sermons, including the functional elements and the various objectives in sermonizing. Sermon content, structure, and style are examined. (Christian Studies Core.)

PS 311 Preaching Practicum 3 hours

Students preach with evaluation by instructor and class. **Prerequisite: PS 310.**

PS 445 Practicum in Ministry 3 hours

The primary goal of this practicum is to give the student an opportunity to work in various areas of ministry. The student enrolled in this practicum will be required to select a specific area of ministry (chosen by the student and approved by the class instructor). This involvement will allow the student to serve and develop ministry in an environment that offers both support and strict supervision by a qualified mentor in the chosen area of ministry. (Christian Studies Core.)

PSY 300 Addictions Theory 3 hours

This course will introduce students to the theoretical approaches to addictions counseling. In addition to substance abuse, students will learn about food, gambling, and sexual addiction. Biological, psychological, social, and spiritual influences will be discussed. **Prerequisite: PSY 101 or consent of instructor.**

PSY 301 Child Psychology 3 hours

The course surveys the major forms of children's learning and cognitive processes, examining both the empirical data base and the theoretical formulations used to account for the findings. Topics covered include: conditioning in infancy and early childhood, language acquisition, behavior modification, discrimination reversal learning, verbal learning, concept learning, and learning to read. **Prerequisite: PSY 101 or consent of instructor.**

PSY 302 Adolescent Psychology 3 hours

This course explores the psychological effect of physical maturity on the interests and intellectual development of the adolescent, considered in depth, including study of the recreational activities, educational needs, and the social and emotional problems of the age group. **Prerequisite: PSY 101 or consent of instructor.**

PSY 312 Sensation and Perception 3 hours

This course examines the processes by which organisms form concepts of the environment through the senses. It includes a study of the physical stimuli, the nature of the sensory organs and related networks, and the effects of learning on perception in humans. **Prerequisite: PSY 101 or consent of instructor.**

PSY 322 Family Education 3 hours

This course will examine the impact that addiction has upon the family. Family systems will be discussed; family rules, roles, and behavior patterns will be explored. Self-help groups and other resources will be researched in order to prepare future addictions counselors for work with addicted individuals and their families. **Prerequisite: PSY 101 or consent of instructor.**

PSY 330 Substance Abuse and Dependency 3 hours

This course addresses the use and abuse of all mood altering chemicals. This includes the historical aspects of chemical use and the various dimensions of contemporary use. The physical, individual, and social, as well as the intellectual, emotional, and spiritual dimensions form the framework for understanding the dependency process. Differential patterns of use and abuse among families, cultures, races, genders, ages, professions, and areas of the country are among the special issues addressed. Legal issues are also covered, as well as current research in the field. The role of the social worker and psychologist in assessment and intervention is examined. (Same as SOC 330). **Prerequisite: PSY 101 or consent of instructor.**

PSY 340 Addictions Counseling 3 hours

This course will introduce students to the field of addictions counseling, with an emphasis on intervention, treatment, education, and prevention of addictive behavior. Current research will be explored in order to educate students about addictive behavior and how to best help individuals struggling with addiction. **Prerequisite: PSY 101 or consent of instructor.**

PSY 351 Psychological Tests and Measures 3 hours

This course examines the nature and functions of psychological testing, and the interpretation of test scores by using related clinical and research hypotheses is examined. Intelligence, aptitude, and personality tests are covered, with particular emphasis on clinical interpretation. **Prerequisite: PSY 101 or consent of instructor.**

- PSY 352 Physiological Psychology 3 hours**
 This course explores an introductory level of the structure and function of the nervous system and explores the biological bases of perception, consciousness, hunger, sexuality, sleep, memory, and reward. **Prerequisite: PSY 101 or consent of instructor.**
- PSY 372 Abnormal Psychology 3 hours**
 This course examines the major theoretical approaches to the understanding of behavior as they are explored and applied to a systematic discussion of the major forms of psychopathology as categorized by the DSM-5. **Prerequisite: PSY 101 or consent of instructor.**
- PSY 380 Treatment Planning 3 hours**
 This course is designed to provide students with an understanding of empirically based treatments of psychological disorders with a special emphasis on addiction. The course will emphasize the importance of how to construct a treatment plan, explore the different types of treatment plans, the importance of a treatment plans for psychotherapy, and emphasize why treatment plans are an essential part of the standard of care for clients. Students will also acquire a basic understanding of the application of a multi-axial system of diagnosis. **Prerequisite: PSY 101 or consent of instructor.**
- PSY 390 Psychoactive Drugs 3 hours**
 This course is intended to provide students with a deeper understanding of the physiological, psychological, and social effects of drug use and abuse. Students will become familiar with the various classes of psychoactive drugs, and will receive an overview of treatment options, including strengths and weaknesses of using psychoactive drugs. **Prerequisite: PSY 101 or consent of instructor.**
- PSY 401 Social Psychology 3 hours**
 This course provides an introduction to social psychological theory, research, and application. Topics covered include: attitude formation and change, social influence processes, social cognition, moral development, interpersonal attraction, aggression, prejudice, and political psychology. Basic social issues, concepts, theories, and research findings from the field of psychology are applied to understand major social problems confronting the contemporary world, such as genocide, poverty, and international conflict. (Same as SOC 401.) **Prerequisite: PSY 101 and junior standing.**
- PSY 405 Personality and Individual Differences 3 hours**
 This course examines the various approaches to personality as defined by Freud, Adler, Jung, Horney, Sullivan, Allport, Rogers, Maslow and Kelly. Class is only for juniors and seniors. **Prerequisite: PSY 101 and junior standing or consent of instructor.**
- PSY 410 Internship in Psychology 3 hours**
 Through work in an appropriate supervised placement setting, students are provided an opportunity to become acquainted with the application of theories, principles, and empirical findings in the area of clinical psychology. Class is only for juniors and seniors. **Prerequisite: Eighteen hours of Psychology.**
- PSY 412 Criminal Psychology 3 hours**
 This course will explore the role of psychology as it relates to criminal behavior. Various topics of criminal psychology will be explored that include forensic psychology, exploring criminal behavior and criminal profiling, understanding maladaptive behavior, and criminal law. **Prerequisite: PSY 101 or consent of instructor.**
- PSY 420 Addictions Counseling Internship I 3 hours**

Through work in an approved addictions based, supervised placement setting, students are provided an opportunity to become acquainted with the application of theories, principles, and empirical findings in the area of addictions counseling. Students will be required to participate in 175 hours of supervised field experience. **Prerequisite: PSY 340.**

PSY 430 Addictions Counseling Internship II 3 hours

Through continued work in an approved addictions based, supervised placement setting, students are provided an opportunity to become acquainted with the application of theories, principles, and empirical findings in the area of addictions counseling. Students will be required to participate in 175 hours of supervised field experience. **Prerequisite: PSY 420.**

PSY 440 Ethics & Professional Development 3 hours

This course provides an introduction to ethical dilemmas faced by psychology professionals. Students will be challenged to think critically about situations that may not have obvious solutions. Additionally, students will examine career options, job outlook, and will gain tools that will assist them with becoming a successful professional. **Prerequisite: PSY 101 and Junior Standing.**

PSY 445 Studies in Psychology 1-3 hours

An in-depth consideration of a specialized topic from current research literature in psychology. Topics vary each semester. Class is only for juniors and seniors. **Prerequisite: PSY 101 and junior standing,**

PSY 495 Psychology Capstone 3 hours

The capstone course focuses on applying major psychological theories that have contributed to an understanding of learning, development, social, personality, and abnormal psychology. Emphasis is placed on students understanding and ability to critique and evaluate psychological research in those areas. The capstone course provides senior-level students with the opportunity to demonstrate that they can successfully demonstrate critical thinking and communication skills, both written and oral with an emphasis on creating and presenting a research concept that they have designed. **Prerequisite: Successful completion of the Psychology Core and Senior Standing.**

Religious Studies

RS 101 General Baptist Life 3 hours

This course has as its primary focus the instruction of General Baptist students in the faith, policies, and practices of their denomination; its history, articles of faith, and practice; and selected social issues.

RS 425 Senior Capstone Project 3 hours

The Christian studies senior capstone project involves a study of a special topic in Christian studies. Students will engage in an in-depth study of that topic resulting in a major paper addressing a theme or issue within that topic. (Christian Studies Core.)

RS 445 Studies in Religious Studies 3 hours

Study of special topics of interest in religious studies with the topic changing each time the course is offered.

Sociology

SOC 125 Statistics for Social Sciences

3 hours

Basic course covering topics of collection, organization and summarization of data; basic probability; probability distributions; sampling distributions; confidence intervals; and tests of hypothesis. (Same as MATH 125.)

SOC 201 Introduction to Sociology

3 hours

A survey of the basic concepts, theories, methods, and research associated with the sociological analysis of society. Emphasis will be placed on the study of primary forms of human association and interaction, as well as social structures and processes that affect the individual.

SOC 215 Introduction to Criminology

3 hours

Past and present theories exploring the causes of crime are examined in the context of how to deal with crime and criminals in our society. Criminal behavior causes, sociological and psychological, are examined. (Same as CJ 215.)

SOC 220 Social Welfare Policies

3 hours

This course introduces students to social welfare policies and issues in the United States. The economic, religious, political, and other socio-cultural influences of social welfare policies and services, as they relate to individual and institutions, are explored. (Same as PSY 220.)

SOC 260 Marriage and the Family

3 hours

This course is designed to strengthen the student's knowledge of family dynamics, modes of intervention, and the family systems perspective. Intervention theories and practice skills are studied and applied. Emphasis is placed on appreciation of diversity in family life and the beginning of competency in problem solving with families. Self-awareness about a student's own family will be required in coursework. Skills in interviewing, problem identification, and communication are emphasized, with the primary focus on marriage and the family unit.

SOC 290 Social & Cultural Diversity

3 hours

This course examines various cultures and diverse societies, with an emphasis on differences in race, age, social class, religion, and family. Students will gain insight into how social and cultural differences impact an individual's ability to acclimate into new environments as well as empathize with individuals coming into their environment from another culture. (Same as PSY 290.)

SOC 291 Statistics for Social Sciences

3 hours

Basic course covering topics of collection, organization and summarization of data; basic probability; probability distributions; sampling distributions; confidence intervals; and tests of hypothesis.

Prerequisite: SOC 201 and MATH 110 or higher.

SOC 301 Contemporary Social Problems

3 hours

A sociological analysis of current issues such as war, population, poverty, health, medical care, and ageism. This class is intended for sophomores and above. **Prerequisite: SOC 201 or consent of instructor.**

SOC 401 Social Psychology

3 hours

This course provides an introduction to social psychological theory, research, and application. Topics covered include: attitude formation and change, social influence processes, social cognition, moral development, interpersonal attraction, aggression, prejudice, and political psychology. Basic social issues,

concepts, theories, and research findings from the field of psychology are applied to understand major social problems confronting the contemporary world, such as genocide, poverty, and international conflict. (Same as PSY 401.) **Prerequisite: PSY 101 and junior standing.**

SOC 445 Studies in Sociology 1-3 hours

A study of significant topics in sociology may include: poverty, gender issues, ethnicity, discrimination, family structure, religion, etc. This class is intended for juniors and seniors only. Can be repeated if the topic is different.

Spanish

SPAN 101 Beginning Spanish I 3 hours

This course introduces students to Spanish culture and language through a combination of text, online resources and classroom instruction. Equal emphasis is placed on developing skills in areas of grammar, reading, and speaking this increasingly important language.

SPAN 102 Beginning Spanish II 3 hours

This course continues the practice of listening, speaking, reading, and writing skills that are taught in SPAN 101.

SPAN 201 Intermediate Spanish I 3 hours

This course is an integrated study of the language and cultures of the Spanish-speaking world. Accuracy in oral, aural, reading, and writing skills will be stressed as a means to expression and comprehension of the language. **Prerequisite: SPAN 102 or equivalent.**

SPAN 202 Intermediate Spanish II 3 hours

This course continues the integrated study of the Spanish language and culture. **Prerequisite: SPAN 201 or equivalent.**

Special Education

SPED 103 Exceptional Children 3 hours

Students explore the characteristics of exceptional students who are included in the mild intervention classification, (for example, students with Specific Learning Disabilities, Mild Cognitive Disabilities, Emotional Disabilities, Autism, and Other Health Impairments, etc.) and students explore how to effectively assist these students in learning. This exploration includes the history of services for children with disabilities, as well as theories, practices and teaching techniques for producing optimal growth. Students will explore public policy, mainstreaming, inclusion, early intervention, RTI (response to intervention), UDL (universal design for learning), and IEPs (individual education plans).

SPED 270 Methods and Materials for Exceptional Learners 3 hours

Provides understanding of the development and acquisition of knowledge, as well as an appreciation for the ways children learn. Explores and evaluates materials, methods, and techniques used to foster learning across the spectrum of exceptionalities.

SPED 284 Best Practices for Students with Emotional & Behavioral Disorders 3 hours

Characteristics of the person with emotional disturbance and behavioral disorders. Emphasis on social, psychological, and biological theories of causality, assessment, and education, with a variety of emotional and/or behavioral problems.

SPED 302 Diagnostic Assessment 3 hours

Both qualitative and quantitative assessment procedures are studied in diagnosing learning problems. Strategies to accommodate special needs students are included. Candidates are expected to be able to construct a variety of tests, as well as develop authentic evaluative materials (i.e. portfolio), as well as administer and interpret achievement, diagnostic, and intelligence tests. Candidates develop a personal philosophy of assessment. (Course taken in lieu of EDUC 230/301 for Special Education majors.)

SPED 306 Legal Issues in Special Education 3 hours

Explores the laws that relate to special needs learners and their implications in program and curricular design. IEPs, due process, and student and parent rights will be studied. Students will also study teacher rights and responsibilities as they relate to the law.

SPED 337 Collaboration and Consultation in Special Education 3 hours

This course will focus on the knowledge and skills required by candidates to effectively collaborate with teachers, parents and other school personnel to work with Exceptional Students. Emphasizes strategies and techniques used in working across all levels of LRE – including inclusion and co-teaching. Candidates will learn to work in partnership with other instructors and support personnel to determine adaptation, accommodation, and modification needs for individualizing instruction to meet the unique needs of exceptional students.

SPED 375 Classroom and Behavior Management 3 hours

An in-depth study of behavioral management techniques. Exploration of ways to adapt the techniques to be used with a specific student. Review of psychological processes involved in punishment and reinforcement. Field experiences required. PI Training Included. (SPED majors take this course in lieu of EDUC 315.)

Sports Administration**SA 101 Introduction to Sports Administration 3 hours**

This course is a basic overview and preface to the widely growing sports industry. An examination of the broad spectrum of career opportunities available in the sports administration profession is covered. Special emphasis is on career planning, sport management terminology, and an overview of specific skills and knowledge required for professional preparation in sports administration.

SA 301 Sports Law 3 hours

This course focuses on legal issues applicable to sport administration, including tort law, risk management, negligence, and constitutional law. Relevant legal cases and concepts will be incorporated. Additional areas of study include: regulations of amateur athletics, public relations of sports activities, legal relationships in professional sports, enforcement of professional sports contracts, antitrust aspects of sports activities, and liability for injuries in sports activities. **Prerequisite: SA 101.**

SA 310 E-Sports Management 3 hours

This course provides a basic overview of the industry, including various levels of esports, culture, and social issues. Students will explore the interests and concerns of various tiers of stakeholders—from title publishers and event organizers to leagues, sponsors, fans, and more—and learn about governance at multiple levels, from the international level to college conferences. A full look at the marketing engine of esports examines sponsorship opportunities, esports events and venues, and communications at all levels, including broadcasting, analytics, and social media. This course addresses managerial and business issues associated with running an esports-related entity, including financial and legal concepts as well as team

and player management. The course concludes by examining careers found in the various segments of the industry and looking at the future of esports.

SA 330 Sports Marketing 3 hours

This course provides an overview of sports marketing as a component of an integrated marketing communication strategy. Students study the history and contemporary application of sports marketing in business. The curriculum addresses corporate as well as sporting property use of sports marketing strategies to achieve business objectives. The course examines strategies that address critical business constituencies, consumers, trade factors, employees, and the financial community. Also covered are sports marketing within the context of special sporting event sponsorships, professional sports teams as well as governing organizations, sports media (broadcast, print, social media, and Internet), licensing, and hospitality.

SA 425 Sports Capstone 3 hours

This course introduces the student to the structure and administration of physical education and athletics. Some laboratory administration is involved. The responsibilities of key personnel, including the athletic director, business manager, sports information director, and athletic trainer, are presented and discussed.

Prerequisites: SA 101 and MGT 201.

SA 445 Seminar in Sports Administration 3 hours

This course is an examination of current trends and issues in the study of sports administration. The field of sports administration is in a dynamic state. New theories, practices, and processes are being developed. Different perspectives on these new ideas will be analyzed by drawing on current literature and research for in-depth consideration of these contemporary issues. **Prerequisites: SA 101 and MGT 201.**

University Studies

T 105 Academic Success Seminar 1 hour

A one credit referral course to assist students having difficulty in basic subjects or needing help in the acquisition of study skills.

T 425 Senior Seminar 3 hours

Focuses on contemporary world problems in light of one's experience in higher education. Taken during the senior year. The topics considered may change each semester. Conducted by a faculty committee.

T 445 Independent Study 1-3 hours

A student possessing a 3.0 GPA or better and who is a last semester junior or in the senior year may apply to take Independent Study. The student will prepare a fully outlined proposal for the course and submit it to the Provost together with a request for a faculty tutor. If the Provost approves and the requested faculty tutor agrees, the student may then pursue his or her study under the tutor's supervision for one (1) semester or a longer pre-arranged time. Full tuition for the course is charged and the study cannot substitute for any required course in a student's program. No faculty member may serve as a tutor to more than three students at any one time.

UNIV 101 First Year Experience 1 hour

Introduction to Oakland City University and the undergraduate experience with a specific focus on academic success, campus involvement, and community engagement. Students will discuss issues of value and behavior in the college setting, discover what resources are available to them, and learn what it means to integrate themselves into the campus and surrounding communities. Required of all full-time first year students.

Administration, Staff, and Faculty

Executives

Ron Dempsey , Ph.D.	President
Clint Woolsey , M.B.A.	Vice President for Administration
Cathy Robb , Ed.D., D.B.A.	Provost & Vice President for Academic Affairs
Elizabeth Whitney , B.A.	Interim Chief Financial Officer
Bradley Knotts , M.S.Ed.	Associate Vice President for Student Life
Todd Mosby	Associate Vice President for Development/Marketing/Communications

Staff

Baysinger, Hannah Jeanann	Upward Bound Academic Guidance Coordinator
Bell, Melisa Ann	Campus Store Clerk
Bladen, Jamie	Head Women's Soccer Coach
Bleska, Madison	Donor Relations and Marketing Assistant
Blume, Kellie	Facilities Service Worker 1
Bowdre, Paul R	Assistant Provost for Assessment
Breedon, Peggy Anissa	Financial Aid Program Coordinator
Brown, Logan	Assistant Baseball Coach
Buchta, Patti Dee	Associate Athletic Director
Burke, Greg	Director of Facilities Services
Burnett, Javin Drake	Residence Hall Director
Calderon, Juan	Head Athletic Trainer
Caldwell, Shannon G	Accounts Payable Clerk
Chandler, Angela	Enrollment Counselor
Cobb, Courtney	Director of Graduate and Online Admissions
Collins, Cody Taylor	Facilities Service Worker 4
Corn, Anita F	Facilities Service Worker 1
Dempsey, Amanda Jane	First Lady
Dempsey, Ron D	President
Dias Gentil, Rylan	Assistant Men's Soccer Coach
Dixon, Colin M	Head Men's Tennis Coach
Edrington, Rusten E	Facilities Service Worker 1
Egdorf, Brady Lee	Facilities Service Worker 4
Egle, Connie A	Facilities Service Worker 1
Engler, Ashley R	Administrative Assistant for Athletics
Epkey, Joe	Head Women's Tennis Coach
Ferber, Walt R	Assistant Sports Information Director
Fletcher, Tommy Ray	Director of Athletics
French, Ken	Head Men's Basketball Coach
Gowen, Henry	Security Officer
Greer, Dakota	Assistant Baseball Coach
Grimes, Emily K	Outreach Coordinator
Grimes, Marc A	Advisor Directions
Grubb, Sara	Facilities Service Worker 1
Guillozet, Blake	Head Men and Women's Cross-Country Coach
Hacker, Robert M	Director of EdD Program
Hawkins, FahKara M	Head Women's Basketball Coach
Hawkins, Justin G	Assistant Women's Basketball Coach

Hayes, Amanda Lee	Facilities Service Worker 1
Hayes, Dalonda M	Advisor Directions
Heldt, Amy L	Facilities Services Coordinator
Hoffer, Matthew D	Academic Success Coach
Hollinger, Jennifer A	Administrative Assistant/Online Academic Advisor -School of Business
Hope, Hailee	Assistant Softball Coach
Hopkins, Carmen G	Facilities Service Worker 1
Hopkins, Kelly	Facilities Service Worker 1
Hose, David N	Sports Information Director
Hose, Heather N	Academic Success Coordinator
Houghton, Leah	Personal Counselor
Hughes, Caleb	Head Coach for eSports
Hurst, Scott	Assistant Sprint Football Coach
Jarboe, Jacob J	Assistant Sprint Football Coach
Julian, Charity Gail	Director of College & Career Directions
Kalb, Jacob	Correctional Assistant
Kegg, Jack Kenneth	Head Men and Women's Track Coach
King, Jennifer L	Associate Director of Admissions
Kirby, Stephanie L	Director of Human Resources
Knotts, Bradley R	Associate Vice President for Student Life
Lantrip, Jennifer L	Director of Admissions
Lasher, Andrew D	Head Baseball Coach
Malone, Zachary	Assistant Sprint Football Coach
Maners, Jared	Head Sprint Football Coach
Marshall, Billie	Facilities Service Worker 1
McGregor, Michael R	Chief of Campus Police
McIntosh, Cassidy	Administrative Assistant – School of Education
McIntosh, Lori Gerilene	Advisor Directions
Miskell, Anita Marie	Student Account Manager
Modafari, Brian K	Assistant Softball Coach
Moody, Jacob M	Network Administrator
Moore, Aleah	Assistant Director of Library
Moore, Roy L	Campus Pastor
Moore, Tiffany L	Admissions Operations Coordinator
Moorman, Allyson	Head Women's Volleyball Coach
Morrow, Rita K	Directions Data Specialist and Tutor Coordinator
Mosby, Billy T	Associate Vice President for Development
Murphy, Eric G	Director of IT
Murphy, John Patrick	Assistant Baseball Coach
Nossett, Mary L	Executive Assistant to President
Pancake, Candy S	Director of Purchasing
Pauw, Elaine Carol	Associate Director of Academic Success Services
Perez, Luis Alberto	Assistant Men's Soccer Coach
Price, Chelsea	Assistant Women's Soccer Coach
Risi, Damiano	Coordinator of Library Services/International Student Liaison
Robertson, Shawna	Executive Assistant to the Vice President for Administration/CIO
Robinson, Callie N	Residence Hall Director
Romershausen, Samuel	Technical Support Analyst
Sandefur, Constance M	Assistant Registrar

Seeley, Scott Anthony	Assistant Sprint Football Coach
Sell, Adam	Head Men's Soccer Coach
Sell, Lynnette M	Academic Affairs Coordinator
Shamblin, Tyler D	Enrollment Counselor
Sharp, Nicole A	Director of Financial Aid
Short, Gunner	Assistant Men's Basketball Coach
Sloan, Phillip	Facilities Service Worker 4
Smith, Jermaine	Assistant Men's Basketball Coach
Smithers, Erin	Cafeteria Student Worker Supervisor
Snodgrass, Anna	Administrative Assistant for Student Life
Tipton, Linda	Registrar
Toopes, Tyler	Head Men and Women's Golf Coach
Turner, Andrea M	Webmaster
Twigger, Benjamin	Head Men's Volleyball Coach
Walburn, Jan S	Business Office Assistant
Ward, McKendree	Head Softball Coach
Wells, Angela K	Facilities Service Worker 1
Whitney, Elizabeth A	Director of Business Office
Wilder, James Kent	Donor Relations and Marketing Assistant
Wilkes, Beth	Associate Director for Curriculum Technology
Wilmes, Terry A	Purchasing Coordinator
Wilson, Rachel	Upward Bound Data Specialist
Woolsey, Clint E	Vice President for Administration
Wright, Marquita	Director of Student Activities
Yager, Jarrod B	Payroll Coordinator
Young, Tisha L	Financial Aid Program Coordinator

Faculty

Atiat (Allison) Alsaaidh – Associate 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

Paul Bowdre – Assistant Provost for Assessment and Institutional Effectiveness, 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. General Studies, Wabash Valley College; B.S. Physical Education, Oakland City College; M.A. Education, University of Evansville

Stan Coy – Lecturer in Communication and English (2003)
B.A. Elementary Education, Morehead State University; M.Ed. Elementary Administration, Xavier University

Megan Croxton – Lecturer in Biology and Director of Nursing
A.S. Ivy Tech; B.S. University of Southern Indiana; M.S., Capella

Stephen Custer –Professor of Business (2018)

B.M., Georgetown College; B.S., Oakland City University; M.A., Marshall University; M.Th., Campbellsville University; M.S.S.M., Ed.D., Oakland City University

Camy N. Davis –Professor of Education (1999)

B.S., University of Southern Indiana; M.S., Indiana Wesleyan University; Ed.D., Oakland City University

Charles Davis – Lecturer in Criminal Justice (2024)

B.S., M.S., University of Phoenix

Luke Douglas – Assistant Professor of Criminal Justice and Psychology (2022)

B.A., Ashford University, M.S. University of Evansville, D.B.H., Arizona State University

Danielle Goodwin - Associate Professor of Computer Science and Mathematics (2024)

B.S., University of Maryland Eastern Shore; M.S., Rensselaer Polytechnic Institute; Ed.D. University of Massachusetts

Robert Hacker – Director of Educational Studies, Associate Professor of Education (2023)

B.A. Franklin College; M.S. Indiana University; Ed.S. Indiana State University; Ed.D. Oakland City University

Stephen T. Kissel – Associate Professor of History (2019)

B.A., McKendree University; M.A., Ph.D., University of Saint Louis

Kaitlyn Laswell – Lecturer in English (2024)

A.A., Southeastern Illinois College; B.A., Eastern Illinois University; M.A., Arizona State University

Matt Malin – Lecturer in Elementary (2023)

B.A. Oakland City University; M.A. Indiana State University

Jervaise McDaniel – Dean, School of Business; 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. – Dean, Chapman School of Religious Studies, Chapman Director of Undergraduate Studies, Professor of Philosophy (2008)

B.A., University of Kentucky; M.Div., Southern Baptist Theological Seminary; M.A., M.A., Ph.D., University of Kentucky

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

Justin D. Murphy – Dean, School of Arts and Sciences; Professor of History (2019)

B.A., Southeastern Oklahoma State; M.A., Ph.D., Texas Christian University

Matthew Murphy – Assistant Professor in Religious Studies (2024)

A.A., B.A., Ed.D. Oakland City University

Adam Price – Lecturer in Creative Technologies (2024)

B.A., University of Southern Indiana; M.S. Arkansas State University

Jenny Ridao – Lecturer of Business and Communication (2023)

A.A., B.A., Oakland City University; M.S., Purdue University

Cathy A. Robb – Provost & Vice President for Academic Affairs (2024); Professor of Business (2013)

A.S. Wabash Valley College; B.S. Eastern Illinois University; M.Ed. & M.S.A. Indiana Wesleyan University; Ed.D. University of Illinois; D.B.A. Liberty University

Aared Sampson – Lecturer in Health and Physical Education (2023)

A.S. Utah Valley University; B.S. Southern Utah University; M.S. Brigham Young University

Justin Scheller – Lecturer in Business (2024)

B.S., University of Southern Indiana; MBA Western Governors University

James Sigler – Assistant Professor of Business (2023).

M.S. Western Governors University, Ph.D. Liberty University

C. Brian Simpson – Lecturer in Business (2023).

B.S. University of Southern Indiana, M.B.A. Ball State University

Kevin R. Smith – Dean, School of Education; Assistant Professor of Education (2021)

B.S. University of Phoenix ; M.S. Oakland City University; Ed.D. Oakland City University

Katelyn Thomas – Lecturer in Science of Reading and Secondary Education (2023)

B.S. Sterling College; M.S. and M.A. Baker University

Rob Vaughan – Lecturer in Business (2020)

A.S. Frontier Community College; B.S. Oakland City University; M.B.A. Oakland City University

Dave Wilderman – Lecturer in School of Business (2021)

A.S. Wabash Valley College; B.S. Oakland City University; M.B.A. Southern Illinois University Edwardsville

Stan Wilm – Lecturer in Special Education (2021)

B. S., Indiana State University; M.S., Indiana State University; Ed.S. Oakland City University

Sarah B. Wilson – Professor of Chemistry and Education (2019)

B.A., Saint Michaels College; M.S., Brandeis University; Ph.D., Purdue University, Ed.D., Oakland City University

Emeritus and Posthumous Emeritus Faculty

Robert L. Asa, Ph.D.

Professor of Old Testament Emeritus

Michael J. Atkinson, Ed.D.

Professor of Biology Posthumous 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

Catherine Gonzales, Ed.D.

Associate Professor of Education Emerita

William R. Hasselbrinck, Ph.D., Ph.D.

Distinguished Professor of Social Science Emeritus

Thomas E. Leuze, Ph.D.

Professor of Christian Education and Religious Studies

Emeritus

Douglas A. Low, Ph.D.

Professor of New Testament and Religious Studies
Emeritus

Randy K. Mills, Ed.D.

Professor of Social Science Emeritus

Denise Pinnick, Ed.D.

Full Librarian Emerita

Patricia D. Schafer, Ph.D.

Associate Professor of Physical Education Emerita

Carolyn E. Spitler, M.M.

Associate Professor of Music Emerita

Patricia Swails, Ph.D.

Professor of Education Emerita

Thomas R. Walls, Ph.D.

Professor of Missional Studies Emeritus

Offices and Contact Information

Main Campus Offices

Office of Academic Affairs	Murray Administration Center 138 N. Lucretia Street Oakland City, IN 47760 academicaffairs@oak.edu 812-749-1238
Office of Admissions	Murray Administration Center 138 N. Lucretia St. Oakland City, IN 47660 ocuadmit@oak.edu 800-737-5125
Office of Advancement & Alumni Relations	Murray Administration Center 138 N. Lucretia St. Oakland City, IN 47660 gifts@oak.edu 812-749-1228
Barger Richardson Library	605 W. Columbia Street Oakland City, IN 47660 812-749-1267
Business Office	Murray Administration Center 138 N. Lucretia Street Oakland City, IN 47760 812-749-1243
Calling and Career Center	Bower-Suhrheinrich Student Life Center 720 W. Sherman Street Oakland City, IN 47660 812-749-1394
Office of Financial Aid	Murray Administration Center 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 720 W. Sherman Street Oakland City, IN 47660 812-749-1271

Approved Locations

Main Campus

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

Evansville Center

401 SE 6th Street, Suite 109
Evansville, IN 47713
812-479-6808

Toyota Motor Manufacturing

4000 Tulip Tree Drive Princeton,
IN 47670

**Indianapolis Power and Light
Company**

6925 N State Road 57
Petersburg, IN 47567