



# OAKLAND CITY UNIVERSITY



2025–2026 UNDERGRADUATE ACADEMIC CATALOG



## Message from the President

Oakland City University is a Christ-centered institution where academic excellence is combined with spiritual formation and experiential learning to create a unique educational experience. Our faculty and staff are committed 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,

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 <http://www.oak.edu> and is updated periodically to include revisions approved by the university faculty, administration, and/or the Board of Trustees. The online catalog supersedes any and all printed editions.

### ***Revisions and Addendum to the Catalog***

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

### ***Disclaimer***

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

## 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. (2008–2019), 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 members. The Board of Trustees members are appointed for a three-year term. Current Board members include:

Mr. Jerry Aigner	Mr. Mathew Konkler
Rev. Dr. Ronnie D. Black	Mr. Gerald McCormick
Mr. C. William Blackburn	Mr. Steve Naff
Dr. Edna M. Brumfield	Mr. Phil Reinbrecht
Mr. Jonas Cueche	Rev. James Sanders
Mr. Larry R. Davis	Mr. Andrew P. Shockley
Mr. Wally Duncan, Chair	Dr. Jack Tichenor
Ms. Cindy Jackson	Mrs. Velvet Tucker
Mrs. Eddi Marie Julian	

### ***Honorary Board Members***

Mr. W. Harold Calloway	Dr. W.F. (Buck) Provance
Dr. H. Dean Jagers	Mr. Frank J. Schultheis
Rev. William G. McMillen	Dr. Curtis C. Yarbrough, Chairman Emeritus

### ***Officers of the University***

Ron Dempsey, Ph.D., President  
 Clint Woolsey, M.B.A., Vice President for Administration and Finance/CIO  
 Ron Dempsey, Ph.D., Acting Provost  
 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***

Ron D. Dempsey, Ph.D.	2019–Present
Ray G. Barber, D.Min.	2008–2019
Alton D. Davis, D.Min. (interim)	2007–2008
James W. Murray, Ph.D.	1974–2007
Bernard A. Lopusser, Th.D.	1971–1973
Lawrence N. Barrett Ph.D. (interim)	1970–1971

Ben M. Elrod, Th.D., Ed.D., D. Hum.	1968–1970
Carl E. Shepard, Ph.D., LL.D.	1965–1968
Onis F. Chapman, D.D.	1955–1965
James E. Cox, Ph.D., Litt.D.	1945–1955
William P. Dearing, D.D., LL.D.	1903–1945
Joseph B. Cox (interim)	1895–1903
A.D. Williams, D.D.	1885–1895

### **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](mailto:skirby@oak.edu)

## ACCREDITATION, RECOGNITION, AND AFFILIATION

### *Accreditation and Recognition*

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

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

### *Affiliation*

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

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

### *Location and Facilities*

Oakland City University's campus is located in Oakland City, Indiana. Main offices are located in the Murray Administration building, at 138 N. Lucretia Street, Oakland City, IN 47760. Office

hours are Monday – 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 <http://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 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
<b><i>To apply as a freshman, you must meet one of the following:</i></b>
You’re a current high school student and have completed or you are completing your junior year in high school
You’ve graduated high school and have not attended another college since graduating
You’ve completed Indiana’s High School Equivalency (HSE) or (GED) and have not enrolled in any colleges since completing

<b>GPA Requirement on a 4.0 GPA Scale</b>	<b>Admissions Decision</b>
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
<b>TRANSFER REQUIREMENTS</b>	
<i>To apply as a transfer student, you must have completed at least 6 credit hours of college course work following graduation from high school.</i>	
<b>GPA Requirement on a 4.0 GPA scale)</b>	<b>Admissions Decision</b>
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 24 hours have been completed with an overall 2.5 GPA. Students admitted with conditions will have two 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 apply as an international student and submit/meet the following requirement:

<b>INTERNATIONAL STUDENT REQUIREMENTS</b>
<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>
<b>GPA Requirements (must meet one of the following):</b>
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.
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.
<b>English Proficiency Requirements</b>
OCU requires all international undergraduate applicants to demonstrate English proficiency. Applicants who do not meet this requirement within the last two 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.
Holding citizenship from or completing at least three full years of secondary school in a predominately English-speaking country.
Submitting acceptable results for one of the accepted English proficiency tests.

OCU requires the following English language test scores for admission consideration:

<b>ENGLISH LANGUAGE TEST SCORE REQUIREMENTS</b>		
<b>Test</b>	<b>Required Minimum Scores</b>	<b>OCU School Code</b>
<b>Test of English as a Foreign Language</b> (Internet-based Test) <a href="https://www.ets.org/toefl">https://www.ets.org/toefl</a>	Total score of 70	TOEFL: 1585
<b>International English Language Testing System</b> <a href="https://ielts.org/">https://ielts.org/</a>	Total minimum Overall Band Score of 6.0 on the 9-Band scale	

<p style="text-align: center;"><b>SAT and/or ACT</b>  <a href="https://satsuite.collegeboard.org/sat">https://satsuite.collegeboard.org/sat</a>  <a href="https://www.act.org/">https://www.act.org/</a></p>	<p style="text-align: center;">SAT score of 960/1290 or greater ACT score of 18 or greater</p>	<p style="text-align: center;">SAT: 1585 ACT: 1228</p>
<p style="text-align: center;"><b>Duolingo</b>  <a href="https://englishtest.duolingo.com/applicants">https://englishtest.duolingo.com/applicants</a></p>	<p style="text-align: center;">Reviewed case by case</p>	

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 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.

### ***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 ensure 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 18 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 semester and taking 6 hours or more. 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 university's affiliated 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 non-refundable 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 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 days prior to the first day of the payment period, with the exception of military benefits, which are required ten 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 and spring semester **and falls below 12 total credit hours**. If a student was registered for an overload (i.e. more than 18 credit hours) and drops one or more courses within the first two weeks of the semester, a refund of the overload fee may be granted. 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**, tuition refunds are as follows:

Refunds	
Deadlines	Percentage
During the 1st week	75%
During the 2nd week	50%
After the 2nd 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***

Refunds for a financial aid overage will be disbursed ten business days after the aid is applied to students' accounts if a qualifying credit balance is on the account. Following the initial refund date, eligible refunds are processed every Thursday. Refunds will only be disbursed if financial aid is no longer pending. Refunds are issued in the form of a check and will be picked up in the business office.

## 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](mailto:finaid@oak.edu).

### Applying for Financial Aid

All students who are interested in financial aid must file the Free Application for Federal Student Aid (FAFSA). The FAFSA requires the prior-prior year's tax information when filing (e.g., students filing a FAFSA for the 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 <https://www.usa.gov/fafsa>. **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.
- 18–25-year-old male students must register with the Selective Service System at [www.sss.gov](http://www.sss.gov) or in their FAFSA.
- Transfer students must meet the admission requirements and have all official transcripts evaluated by the Registrar before any financial aid is awarded.

### ***Enrollment Status***

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

<b>Enrollment Status</b>	<b>Required Minimum Enrollment Hours</b>
Full-time	12 hours
Three-quarter time	9 hours
Half-time	6 hours
Less than half-time	1 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 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 <https://studentaid.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 <https://studentaid.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 at <https://studentaid.gov/understand-aid/types/loans/plus/parent>. 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 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 <https://www.oak.edu/admissions/tuition-and-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 <https://studentaid.gov/> to complete entrance counseling. This process takes at least thirty 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***

- **Direct Loan Borrowers:** Students can visit <https://studentaid.gov/> to complete their MPN, allowing for a minimum of thirty 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 <https://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 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 31<sup>st</sup> 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 <https://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 <https://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 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. For more information go to <https://learnmoreindiana.org/scholars/enrollment-eligibility/>.
- **Adult State Grant.** Enacted by the 2015 General Assembly, the “**You Can. Go Back. Campaign**” 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 18 credit hours or their equivalent in the previous academic year and maintain satisfactory academic progress as defined by your institution. For more information, go to <https://www.in.gov/che/state-financial-aid/state-financial-aid-by-program/adult-student-grant/>.

- **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 [Work and Learn Indiana](#) to better match students and employers, and to assist employers in finding the perfect fit for their team. For more information, go to <https://www.in.gov/che/state-financial-aid/state-financial-aid-by-program/earn-indiana/>.
- **Financial Aid for Military and Public Safety Officers.** Please visit <https://www.in.gov/che/state-financial-aid/state-financial-aid-by-program/#Financial Aid for Military and Public Safety Officers> for a complete listing of financial aid offered to military and public safety officers.
- **Financial Aid for Teachers.** Please visit <https://www.in.gov/che/state-financial-aid/state-financial-aid-by-program/#Scholarships for Teachers> 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. For more information go to <https://www.in.gov/che/state-financial-aid/state-financial-aid-by-program/frank-obannon-grant/>.
- **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. For more information, go to <https://www.in.gov/che/state-financial-aid/state-financial-aid-by-program/mitch-daniels-early-graduation-scholarship/>.

### 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 <https://www.oak.edu/admissions/tuition-and-aid/scholarships-grants/endowment-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 <https://oakedu.wpengine.com/wp-content/uploads/2021/02/General-Baptist-Scholarship-2020.pdf>.
- **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](mailto: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.

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**Quantitative Standards (Pace of Progression)**

Students must, at a minimum, successfully complete 67 percent 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 percent 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 earn a grade of W. The WF 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 12 credit hours or more, 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:

<b>Year in College</b>	<b>Earned Credit Hours</b>	<b>Cumulative GPA*</b>
<b>First-Year</b>	0-29	1.5
<b>Sophomore</b>	30-59	1.75
<b>Junior and Senior</b>	60 or more	2

*\*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.
  - Students in an academic program requiring 120 credit hours may attempt up to 180 credit hours (150 percent of 120 is 180 credit hours).
  - Students pursuing an associate’s degree requiring seventy-two (72) credits may attempt up to 108 credit hours (150 percent of 72 is 108 credit hours).
  - Other degree programs with differing credit hour requirements will have up to 150 percent of the required credit hours as their maximum. All OCU attempted credit

hours, including credit hours taken in a change from one major to another will apply toward the 150 percent 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 percent 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 percent 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 percent maximum time frame calculation. These credit hours will also be counted towards both attempted and completed credit 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 semesters or until the first Bachelor's degree is earned, whichever comes first.

### ***Consequences of Failing to Meet Satisfactory Academic Progress***

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

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

payment periods, provided the student continues to stipulations outlined in the Academic Improvement Plan.

### **Financial Aid 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 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 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 Appeal***

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/state-financial-aid/financial-aid-appeals/>.

### **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 24 credit hours by the end of the student's first academic year, at least 48 credit hours by the end of the student's second academic year, and at least 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 30 credit hours by the end of the first academic year, at least 60 credit hours by the end of the second academic year, and 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 30 credit hours or the equivalent by the end of the first aid year,

60 or the equivalent by the end of the second aid year and 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 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:

<b>Year in College</b>	<b>Earned Credit Hours</b>	<b>Cumulative GPA*</b>
<b>First-Year</b>	0-29	1.5
<b>Sophomore</b>	30-59	1.75
<b>Junior &amp; Senior</b>	60 or more	2

\*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 <https://www.in.gov/che/state-financial-aid/financial-aid-appeals/>.

### **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:

Title IV Aid Return Calculation Table		
Number of days completed by student % of semester completed/Title IV aid earned	=	Total number of days in semester*

*\*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:

Unearned Aid Return Calculation Table		
Total institutional charges multiplied by the % of unearned aid	=	Amount returned to programs

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

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

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

- The date when official notification is provided by the student and a withdrawal form has been signed to a designated office,
- The last date of attendance of a student's currently enrolled class, or
- 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 on page 34 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:

Military Tuition Aid Return Calculation Table		
Number of days completed by student % of semester or payment period completed/TA earned	=	Total number of days in semester or payment period*

*\*The total number of calendar days in a semester shall exclude any scheduled breaks of more than five days.*

The percentage of TA unearned (i.e., to be returned) shall be 100% minus the percentage earned.

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

Unearned Military Tuition Aid Return Calculation Table		
Total institutional charges multiplied by the % of unearned aid	=	Amount returned to TA.

### ***Refunds and the Return of Institutional Funds***

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

### ***Appeals for Return of Funds***

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

### **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 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 and 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 and 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 complement 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 and 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 of 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](http://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>.

## 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

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

- **Degree-seeking 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 students** are enrolled in specific courses without pursuing a full degree.

### Academic Year

The academic year at OCU consists of two semesters or terms (Fall and Spring) of about sixteen weeks each, and a Summer term of about fourteen weeks. These terms/semesters may contain sessions of shorter lengths, such as 5–8 weeks.

### Academic Load

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

#### *Full-Time Status in Fall/Spring*

A full-time academic load consists of at least 12 credit hours within the Fall or Spring semester. Students registered for fewer than 12 credit hours in the Fall or Spring semesters are considered part-time students. The table below outlines student classification based on the number of credit 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>).

<b>Full-Time Status in Fall and Spring Semesters</b>	
<b>Enrollment Status</b>	<b>Hours Enrolled</b>
Full-Time	12 or more
Three-Quarter Time	9–11
Half-Time	6–8
Less than Half-Time	1–5

### ***Fall/Spring Overload Status***

Students can register for up to 18 credit hours during the Fall or Spring semesters. Enrolling in 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 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 be considered only 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.
- The student has never been administratively withdrawn for non-attendance or non-payment.

### ***Summer Term Academic Load***

Students can register for up to 12 credit hours of courses in the Summer term. Students wishing to register for 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 Register 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 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:

- The instructor consents to the course being audited.
- 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 later for a previously audited class.
- Credit courses may not be changed to audit courses.
- Tuition charged for audit classes is \$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 the Academic Calendar at <https://www.oak.edu/academics/registrar-services/>).
- 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 the Academic Calendar at <https://www.oak.edu/academics/registrar-services/>).
- 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 for non-attendance:

- 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.

### **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 and provide documentation to the Office of Student Life. Conditions for making up coursework for excused absences should be handled between students and course instructors as provided in course syllabi.

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 percent of the class time for the semester or misses ten 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.

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 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.

Depending on the future course offerings of the university in the program in which a student is enrolled and the specific circumstances of the Leave of Absence request, a student whose Leave of Absence is approved may qualify for the following:

- 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**

### ***Definition of a Credit Hour***

Oakland City University assigns credit based on the semester hour, consistent with the Federal definition of a credit hour. A semester credit hour consists of one clock hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 15 weeks for one semester, or an equivalent amount of work through laboratory, practicum, internship, studio, or other academic activity. This equates to a minimum of 45 hours of academic experiences for each semester credit hour. This definition may be adjusted to reflect modified academic calendars and formats of study. Alternatively, courses may meet the credit hour policy using a learning outcome standard. This requires that the student demonstrates, to the satisfaction of the department awarding the credit, evidence of actual achievement of course objectives that are at least equal to the intended learning outcomes for a course that meets the clock hour requirement described above.

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. ***Unless otherwise indicated, references to hours in the catalog refer to credit hours.***

### ***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 labs or activities that exceed 80 minutes per week for fifteen sessions of successful completion of a faculty supervised activity.

### ***Supervised Student Activity (e.g., Independent Study).***

A student will earn one semester credit hour for successfully completed independent study for the equivalent of forty-five 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.

### ***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/administrative code.

### ***Flipped Classroom Activity (No Reduced Seat-Time)***

Flipped classrooms are face-to-face courses that 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.

### ***Hybrid Course Activity (Reduced Seat-Time)***

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 by participating in two face-to-face 50-min classroom lectures and/or discussion sessions and one 50-min laboratory session. This course could become a 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 classroom sessions, and then had students attend a face-to-face 50-min laboratory session. Although different from the traditional format, a 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 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 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 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 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 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 and 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.

### **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 45 credit hours accepted for an associate degree and up to 90 credit hours accepted for a Bachelor's degree. Students must complete the last 30 credit hours with OCU. The following additional considerations will be given to transfer credit:

- Transfer from non-accredited colleges and universities is evaluated based on 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 course credit 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 Bachelor's degree except for CRS 101 Biblical Literacy unless his/her associate degree's general education curriculum is less than 30 credit hours. If the associate degree required less than 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 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 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**

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 credit 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.

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 (15 credit hours of coursework at OCU for an associate degree, or 30 credit 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.

### ***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:

<b>Advanced Placement Scores and Academic Credits</b>			
<b>AP Exam Title</b>	<b>Min. Score Required</b>	<b>Number of Credits</b>	<b>OCU Course</b>
Art History	3	3	ART 103
Biology	3	3	BIO 101
Calculus AB	4	4	MATH 216
Chemistry	4	4	CHEM 101
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	3	SPAN 101
Statistics	3	3	MATH 110 or BUS 218
United States Government and Politics	3	3	GOV 201 or GOV 211
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 to be reviewed and credit granted. Students may earn up to 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 30 credit hours are not eligible to take the CLEP general examinations. The university will grant up to 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 12 credit 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 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 who have earned 30 credit hours are not eligible to take DANTES tests. The university will grant up to 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 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 30 credit hours may be awarded towards a Bachelor's degree and 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 or more years of active military service, National Guard service, or service in the reserves may be granted two credit 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 credit 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***

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

<b>GRADING SYSTEM</b>		
<b>Letter Grade</b>	<b>Grade Points Per Credit Hour</b>	<b>Description</b>
<b>A</b>	4	Superior
<b>A-</b>	3.7	Excellent
<b>B+</b>	3.3	Outstanding
<b>B</b>	3	Very Good
<b>B-</b>	2.7	Good

<b>C+</b>	2.3	High Average
<b>C</b>	2	Average
<b>C-</b>	1.7	Low Average
<b>D+</b>	1.3	Below Average
<b>D</b>	1	Poor
<b>D-</b>	0.7	Near Failure
<b>F</b>	0	Failure
<b>I</b>	0	Incomplete
<b>P</b>	0	Pass
<b>NC</b>	0	No Credit
<b>W</b>	0	Student Withdrawal Passing
<b>WE</b>	0	Instructor Withdrawal – Excessive Absences
<b>WF</b>	0	Student Withdrawal Failure
<b>WP</b>	0	Work in Progress
<b>AU</b>	0	Audit

### ***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](mailto: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](mailto: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 Pass/No Credit courses.
- Bachelor's degree candidates may have a total of four 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 weeks from the start of the semester, one week from the start of the Summer Session, or three 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 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 credit hours attempted\*
- GPA of 1.75 for 30-59 credit hours attempted\*
- GPA of 2.00 for 60+ credit 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 to register in **UNIV 105 Academic Success Seminar** (1 credit hour) for the next semester of enrollment.

3. Students may be continued on probation if their **cumulative GPA** is between 1.0 and 1.99, even though their next semester GPA is 2.0 or above.
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 to register in **UNIV 105 Academic Success Seminar** (1 credit hour) for the next semester of enrollment.
3. Students may be continued on probation if their **cumulative GPA** is below 2.0, even though their next semester GPA is 2.0 or above.
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 credit 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 one month prior to the start of the semester in which they want to enroll.

### **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, both of which keep 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 Forgiveness***

Academic forgiveness 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 forgiveness, a student must have been out of college for at least five years and then completed two consecutive semesters and at least 24 credit hours with a 2.00 or higher cumulative grade point average.

Academic forgiveness requires a student forfeit all courses previously taken. These previous courses are not counted in the total number of credit 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 request and render a decision.

### Education Records

The Family Educational Rights and Privacy Act (FERPA) provides eligible students certain rights with respect to their education records. An “eligible student” under FERPA is a student who is eighteen 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 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. 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.
  - b. 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.
  - a. 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.
  - b. 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.
  - c. 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.

- d. 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
- 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) in 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 <https://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/registrar-services/>.

### ***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 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 ensure 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](mailto: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):

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

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

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

### *Time Limitation for Degree Completion*

Students seeking an associate degree must complete it within three years of initial enrollment, while students seeking a Bachelor's degree must complete it within six 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 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 more than 34,000 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-eight 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 Degree Programs

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. Consult the catalog sections of each school for detailed information on each degree program, including concentrations and minors.

#### *School of Arts and Sciences*

The School of Arts and Sciences offers degree programs in the following areas:

- **Associate of Arts in University Studies**
- **Bachelor of Arts in English**
- **Bachelor of Arts in History**
- **Bachelor of Arts in University Studies**
- **Bachelor of Science in Applied Mathematics**
- **Bachelor of Science in Biology**
- **Bachelor of Science in Computer Science**
- **Bachelor of Science in Criminal Justice**
- **Bachelor of Science in Cybersecurity**
- **Bachelor of Science in Information Technology**
- **Bachelor of Science in Nutrition**
- **Bachelor of Science in Physical Science**
- **Bachelor of Science in Psychology**

#### *School of Business*

The School of Business offers degree programs in the following areas:

- **Associate of Science in Accounting**
- **Associate of Science in Business Administration**
- **Bachelor of Science in Business Administration**
- **Bachelor of Science in Creative Technologies**
- **Bachelor of Applied Science in Operation Management**
- **Bachelor to Master's Degree Program (4 + 1)**
- **Certificate in Accounting**
- **Certificate in Management**
- **Certificate in Marketing**

### ***School of Education***

The School of Education offers degree programs in the following areas:

- **Associate of Arts in Early Childhood Education (non-licensure)**
- **Bachelor of Arts in Early Childhood Education (non-licensure)**
- **Bachelor of Arts in Elementary Education**
- **Bachelor of Arts in Special Education**
- **Bachelor of Science in Health and Physical Education**

### ***Chapman School of Religious Studies***

The Chapman School of Religious Studies offers degree programs in the following areas:

- **Associate of Arts in Christian Studies**
- **Bachelor of Arts in Christian Studies**
- **Bachelor to Master's Degree Program (4 + 1)**
- **Certificate in Christian Studies**

## **General Requirements for Academic Programs**

The following sections outline general requirements for associate and Bachelor's degrees offered at Oakland City University. Specific requirements for each major or program of study can be found within the catalog sections of the school in which the program is offered. At the end of a student's course of study, OCU faculty and Board of Trustees vote on conferring degree/s for which a student has applied. If established requirements have not been satisfied,

the degree is withheld pending adequate fulfillment. For this reason, it is important that students acquaint themselves with university policies and program requirements, as well as relevant changes to these policies and requirements throughout their academic career.

### ***General Requirements for Associate Degrees***

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

1. Be granted admission to the university as a degree-seeking student.
2. 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 60 credit hours.
5. Earn a minimum cumulative grade point average (GPA) of 2.00.
6. Satisfy the residency requirement by completing at least 15 credit hours at OCU.
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 hours.
5. Earn a minimum cumulative grade point average (GPA) of 2.00.
6. Satisfy the residency requirement by completing at least 30 credit hours at OCU.
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 15 credit hours at OCU, while students seeking a Bachelor's degree must complete at least 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 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 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 credit 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 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.

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***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. Students will be able to 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* – In Fall 2025, 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*
    - *by describing the historical and contemporary societal factors that shape individual and group identity.*
    - *by analyzing the role of complex networks of social structures and systems.*
    - *by applying the principles of equal rights to ensure equal opportunities for all.*

### **Foundational Core Requirements for Associate Degrees**

The Foundational Core curriculum for associate degree programs consists of 25–26 hours as follows:

<b>FOUNDATIONAL CORE REQUIREMENTS FOR ASSOCIATE DEGREES</b>			
<b>Arguments and Logical Reasoning: 3 Hours</b>			
PHIL	110	Introduction to Philosophy	3 Hours
PHIL	105	Critical Thinking	3 Hours
PHIL	210	Faith and Reason	3 Hours
<b>Quantification Literacy: 3 Hours</b>			
MATH	110	Mathematics and Its Applications or Higher	3 Hours
BUS	218	Business Statistics	3 Hours
<b>Communications Skills—Written: 3 Hours</b>			
ENG	101	English Composition I	3 Hours
<b>Communications Skills—Verbal: 3 Hours</b>			
COMM	202	Fundamentals of Speech	3 Hours
BUS	202	Professional Presentations	3 Hours

<b>Ethical Reasoning and Civic Engagement (3 Hours)</b>			
PHIL	220	Introduction to Ethics	3 Hours
BUS	285	Business Law and Ethics	3 Hours
<b>Intercultural Awareness: 3 Hours</b>			
HIS	233	Non-Western Civilizations	3 Hours
PSY	101	General Psychology	3 Hours
SOC	201	Introduction to Sociology	3 Hours
BUS	220	Business Psychology	3 Hours
GEOG	203	World Regional Geography	3 Hours
CM	206	Survey of World Religions	3 Hours
ART	103	Art Appreciation	3 Hours
MUS	225	History of American Popular Music	3 Hours
<b>Science and the Natural World: 3–4 Hours</b>			
BIO	101	Introduction to Life Sciences	3 Hours
BIO	105	Environmental Biology	3 Hours
BIO	111	Principles of Biology I	4 Hours
BIO	201	Basic Human Anatomy and Physiology I	3 Hours
CHEM	101	General Chemistry I	4 Hours
PHSC	101	Introduction to Physical Sciences	3 Hours
PHY	201	General Physics I	4 Hours
<b>Christian Ideas: 3 Hours</b>			
CRS	101	Biblical Literacy	3 Hours
<b>University Readiness: 1 Hour</b>			
UNIV	101	First Year Experience (transfer students are exempt)	1 Hour

### ***Foundational Core Requirements for Bachelor Degrees***

The Foundational Core curriculum for Bachelor's degree programs consists of 33–34 hours as follows:

<b>FOUNDATIONAL CORE REQUIREMENTS FOR BACHELOR'S DEGREES</b>			
<b>Arguments and Logical Reasoning: 3 Hours</b>			
PHIL	110	Introduction to Philosophy	3 Hours

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PHIL	105	Critical Thinking	3 Hours
PHIL	210	Faith and Reason	3 Hours
<b>Quantification Literacy: 3 Hours</b>			
MATH	110	Mathematics and Its Applications or Higher	3 Hours
BUS	218	Business Statistics	3 Hours
<b>Communications Skills—Written: 3 Hours</b>			
ENG	101	English Composition I	3 Hours
<b>Communications Skills—Verbal: 3 Hours</b>			
COMM	202	Fundamentals of Speech	3 Hours
BUS	202	Professional Presentations	3 Hours
<b>Ethical Reasoning and Civic Engagement: 3 Hours</b>			
PHIL	220	Introduction to Ethics	3 Hours
BUS	285	Business Law and Ethics	3 Hours
<b>Physical Wellbeing: 2 Hours</b>			
HPE	201	Fitness and Wellness	2 Hours
MGT	202	Work/Life Management	2 Hours
<b>Intercultural Awareness: 3 Hours</b>			
HIS	233	Non-Western Civilizations	3 Hours
PSY	101	General Psychology	3 Hours
SOC	201	Introduction to Sociology	3 Hours
BUS	220	Business Psychology	3 Hours
GEOG	203	World Regional Geography	3 Hours
CM	206	Survey of World Religions	3 Hours
ART	103	Art Appreciation	3 Hours
MUS	225	History of American Popular Music	3 Hours
<b>Literacy Context: 3 Hours</b>			
ENG	201	Introduction to Literature	3 Hours
ENG	210	Intro to British Literature	3 Hours
ENG	215	Intro to American Literature	3 Hours
<b>Historical Events and Trends: 3 Hours</b>			
HIS	113	U.S. History to 1877	3 Hours

HIS	123	U.S. History since 1877	3 Hours
HIS	213	Western Civilization to 1600	3 Hours
HIS	223	Western Civilization since 1600	3 Hours
BUS	232	Business Economics in the Global Environment	3 Hours
<b>Science and the Natural World: 3–4 Hours</b>			
BIO	101	Introduction to Life Sciences	3 Hours
BIO	105	Environmental Biology	3 Hours
BIO	111	Principles of Biology I	4 Hours
BIO	201	Basic HA&P I	3 Hours
CHEM	101	General Chemistry I	4 Hours
PHSC	101	Introduction to Physical Sciences	3 Hours
PHY	101	General Physics I	4 Hours
<b>Christian Ideas: 3 Hours</b>			
CRS	101	Biblical Literacy	3 Hours
<b>University: 1 Hour</b>			
UNIV	101	First Year Experience (transfer students are exempt)	1 Hour

*\* 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 courses for Honors credit, including one Honors Capstone contract added to a 300-level or 400-level class in their major or minor.
3. Students must earn at least three 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.

### *Faculty of the School of Arts and Sciences*

Mary Jane Bernhardt, M.A., Instructor of Mathematics  
Paul Bowdre, Ed.D., Assistant Professor of Criminal Justice  
Stan Coy, M.Ed., Lecturer in Communication and English  
Charles W. Davis, M.S., Lecturer in Criminal Justice  
Ellie Dillow, B.S., Instructor of Biology  
Shayla Hughes, M.Ed., Visiting Instructor of Psychology  
Clint Kemper, B.S. Instructor of Biology  
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  
Sarah B. Wilson, Ph.D., Professor of Chemistry  
Zach Wilson, M.B.A., Lecturer of Computer Science

### *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 semesters of general chemistry, two semesters of organic chemistry, two semesters of physics, and two 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 months ahead of their expected entrance into medical school and after having taken two 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.

## Degrees Offered

The School of Arts & Sciences offers programs of study in the following areas:

- **Associate of Arts in University Studies**
- **Bachelor of Arts in English**
  - *Communication Concentration*
  - *English Language Arts Secondary Education Licensure Concentration*
  - *Literature Concentration*
- **Bachelor of Arts in History**
  - *History Secondary Education Licensure Concentration*
  - *Legal Studies Concentration*

- **Bachelor of Arts in University Studies**
- **Bachelor of Science in Applied Mathematics**
  - *Actuarial Science Concentration*
  - *Math Secondary Education Licensure Concentration*
- **Bachelor of Science in Biology**
  - *Applied Biology Concentration*
  - *Environmental Science Concentration*
  - *Life Science Secondary Education Licensure Concentration*
  - *Pre-Medical Concentration*
- **Bachelor of Science in Computer Science**
- **Bachelor of Science in Criminal Justice**
  - *Investigative Forensics Concentration*
  - *Law Enforcement Concentration*
- **Bachelor of Science in Cybersecurity**
- **Bachelor of Science in Information Technology**
- **Bachelor of Science in Nutrition**
- **Bachelor of Science in Physical Science**
  - *Physical Science Secondary Education Licensure Concentration*
- **Bachelor of Science in Psychology**
- **Minors**
  - *Applied Mathematics*
  - *Biology*
  - *Chemistry*
  - *Computer Science*
  - *Corrections*
  - *Criminal Justice*
  - *English*
  - *History*
  - *Investigative Forensics*
  - *Legal Studies*

- *Physical Science*
- *Psychology*
- *Social Sciences*

### **Bachelor of Arts in English**

The Bachelor of Arts in English comprises 39 hours in English, including 24 hours in the English core and 15 hours within one of three concentrations—Communications, Literature, or English Language Arts (ELA)—to align with their personal interests and professional goals. Students must also complete Foundational Core requirements and electives to reach the minimum of 120 hours required for Bachelor’s degrees.

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. Through analytical and interpretive study, they develop the ability to engage with diverse texts, explore complex ideas, and communicate effectively across various mediums. Students are prepared for graduate study or careers requiring strong communication, research, and analytical abilities.

#### **Students graduating with a Bachelor of Arts in English will:**

1. **Analyze and interpret a diverse range of texts**, including print, digital, media, and multimodal texts, across historical traditions, literary genres, and global perspectives. Students will apply literary and rhetorical theories to evaluate meaning, context, and cultural significance.
2. **Compose and communicate effectively in written and oral forms**, adapting structure, tone, and rhetorical strategies to engage varied audiences, contexts, and purposes. Students will demonstrate proficiency in multimodal composition, digital communication, professional discourse, and various types of research.
3. **Demonstrate research literacy and critical inquiry skills**, effectively evaluating, synthesizing, and integrating primary and secondary sources while adhering to ethical research practices.
4. **Exhibit mastery of the English language**, including its conventions, grammar, historical development, and dialectical variations. Students will understand linguistic evolution and its influence on literature, communication, and society.
5. **Apply critical and theoretical perspectives** to critically analyze and evaluate texts and arguments through various theoretical lenses, exploring the connections between language, literature, and cultural discourse.
6. **Develop specialized expertise** based on their chosen track:

- **Communications Concentration:** Analyze media rhetoric, develop professional and technical writing skills, and evaluate the role of digital and mass communication in public discourse.
- **Literature Concentration:** Conduct advanced literary analysis, explore thematic and historical literary connections, and engage in interdisciplinary research.
- **ELA Concentration (for Education Candidates):** Develop pedagogical and analytical strategies for literary instruction and demonstrate proficiency in content-specific instruction, assessment, and curriculum design in English Language Arts, preparing for teaching careers.

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

ENGLISH MAJOR: 39 Hours			
English Core: 24 Hours			
ENG	201	Introduction to Literature	3 Hours
ENG	210	Introduction to British Literature	3 Hours
ENG	215	Introduction to American Literature	3 Hours
ENG	315	Introduction to Literary Theory and Criticism	3 Hours
ENG	330	Professional and Technical Writing	3 Hours
ENG	405	Studies in Composition	3 Hours
ENG	444	Studies in Multicultural Literature	3 Hours
ENG	465	Capstone Seminar in English	3 Hours

In addition to the above 24 hours, students must complete a concentration from Communications, English Language Arts, or Literature to complete the 39 hours required in the major.

### ***Communications Concentration***

The Communications Concentration consists of 15 hours and is designed for students interested in the intersection of English and media. This track equips students with the skills to write and communicate effectively in professional, digital, and public-facing environments. Emphasizing media literacy, digital storytelling, and rhetorical analysis, the concentration prepares students for careers in journalism, broadcasting, digital communication, and public relations.

Communications Concentration: 15 Hours			
COMM	213	Introduction to Broadcasting	3 Hours

COMM	325	Interpersonal and Intercultural Communications	3 Hours
COMM	355	Online Journalism	3 Hours
COMM	440	Internship	3 Hours
ENG	325	Writing for the Media	3 Hours

### ***English Language Arts Concentration***

The English Language Arts Concentration consists of 15 hours and is designed for students seeking certification to teach English Language Arts at the middle school or high school level.

<b>English Language Arts Concentration: 15 + 37 Hours</b>			
COMM	325	Interpersonal and Intercultural Communications	3 Hours
ENG	305	Topics in American Literature	3 Hours
ENG	310	Topics in British Literature	3 Hours
ENG	326	Young Adult and Adolescent Literature	3 Hours
ENG	412	Usage and History of the English Language	3 Hours

**Students must also complete 38 hours in secondary education** through the School of Education as outlined on pages 156–157 of the catalog and **graduate with a 2.75 Cumulative GPA** to meet licensure and School of Education requirements

### ***Literature Concentration***

The Literature Concentration consists of 15 hours and is intended for students who wish to deepen their understanding of literary history, theory, and interpretation. This track fosters critical thinking and research through close engagement with classic, contemporary, and multicultural texts. Students explore literature’s role across time periods and cultures and are well-prepared for graduate studies or careers requiring strong analytical and interpretive skills.

<b>Literature Concentration: 15 Hours</b>			
ENG	326	Young Adult and Adolescent Literature	3 Hours
<b>Literature Electives: 12 Hours (Courses may be repeated with different topics)</b>			
ENG	305	Topics in American Literature	3 Hours
ENG	309	Special Topics in Literature	3 Hours
ENG	310	Topics in British Literature	3 Hours

**English Minor**

<b>English Minor: 24 Hours</b>			
ENG	201	Introduction to Literature	3 Hours
ENG	210	Introduction to British Literature	3 Hours
ENG	215	Introduction to American Literature	3 Hours
ENG	315	Introduction to Literary Theory and Criticism	3 Hours
ENG	405	Studies in Composition	3 Hours
<b>Literature Electives: 6 Hours (Courses may be repeated with different topics)</b>			
ENG	305	Topics in American Literature	3 Hours
ENG	309	Special Topics in Literature	3 Hours
ENG	310	Topics in British Literature	3 Hours

**Bachelor of Arts in History**

The Bachelor of Arts in History comprises 42 hours in history, including 15 hours of required history foundation courses, 24 hours of 300-level or 400-level history elective courses selected in consultation with their advisor, and the 3-hour history capstone course. Students must also complete Foundational Core requirements and electives to reach the minimum of 120 hours required for Bachelor's degrees.

Students graduating with a Bachelor of Arts in History will:

1. Demonstrate a broad and comprehensive understanding of major historical events, figures, and trends that have shaped the course of American and World History.
2. Apply critical thinking skills to interpret the past by analyzing primary and secondary sources.
3. Apply historical research methods to organize, analyze, and evaluate primary and scholarly 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.**

<b>HISTORY MAJOR: 42 Hours</b>			
<b>History Foundations: 15 Hours</b>			
HIS	113	United States History to 1877	3 Hours

HIS	123	United States History since 1877	3 Hours
HIS	213	Western Civilization to 1600	3 Hours
HIS	223	Western Civilization since 1600	3 Hours
HIS	233	Non-Western Civilizations	3 Hours
<b>History Electives: 24 Hours</b>			
Choose eight 3-hour 300-level or 400-level history courses.			24 Hours
<b>History Capstone: 3 Hours</b>			
HIS	499	The World since 1945	3 Hours

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

### ***Legal Studies Concentration***

The Legal Studies Concentration consists of 18 hours selected from Business, Criminal Justice, and Government and is designed to prepare students for admission to law school or paralegal positions.

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

### ***Secondary Education Licensure Concentration***

The Secondary Education Licensure Concentration is designed for students seeking certification to teach History at the middle school or high school level. **Students must complete 38 hours in secondary education** through the School of Education as outlined on pages 156–157 of the

catalog and **graduate with a 2.75 Cumulative GPA** to meet licensure and School of Education requirements

### ***History Minor***

<b>History Minor: 24 Hours</b>			
HIS	113	United States History to 1877	3 Hours
HIS	123	United States History since 1877	3 Hours
HIS	213	Western Civilization to 1600	3 Hours
HIS	223	Western Civilization since 1600	3 Hours
HIS	233	Non-Western Civilizations	3 Hours
<b>History Electives: 9 Hours</b>			
Choose three 3-hour 300-level or 400-level history courses.			9 Hours

### ***Legal Studies Minor***

Students pursuing a major other than History can add a Legal Studies minor consisting of 24 hours as follows:

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

### Bachelor of Science in Applied Mathematics

The Bachelor of Science in Applied Mathematics comprises 33 hours in the Applied Mathematics core, 6 hours of Math electives, and 8 hours in Physics. Students must also complete Foundational Core requirements and electives to reach the minimum of 120 hours required for Bachelor's degrees.

A major in Applied Mathematics provides students a thorough knowledge of theoretical and applied mathematics in areas such as calculus, statistics, algebra, and geometry. Students 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. Apply mathematical problem-solving skills in constructing and evaluating mathematical arguments and communicating mathematical thinking.
2. Recognize connections among mathematical ideas in varied contexts and use varied mathematical representations effectively.
3. Demonstrate knowledge in algebra, calculus, and number operations.
4. Understand geometries and measurement.
5. Apply knowledge of discrete mathematics.
6. Utilize data analysis, statistics, and probability.

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

APPLIED MATHEMATICS MAJOR: 47 Hours			
Math Core: 33 Hours			
MATH	120	Trigonometry	3 Hours
MATH	125	Probability and Statistics I	3 Hours
MATH	215	Linear Algebra	3 Hours
MATH	216	Calculus I	4 Hours
MATH	225	Probability and Statistics II	3 Hours
MATH	251	Discrete Mathematics	3 Hours
MATH	317	Calculus II	4 Hours
MATH	318	Calculus III	4 Hours

MATH	335	Modern Geometry	3 Hours
MATH	401	Differential Equations	3 Hours
<b>Math Electives: 6 Hours</b> (Choose two of the following courses)			
MATH	403	Complex Variables	3 Hours
MATH	405	Numerical Analysis	3 Hours
MATH	415	Number Theory	3 Hours
MATH	425	Applied Probability and Statistics	3 Hours
<b>Physics Requirement: 8 Hours</b>			
PHY	201	General Physics I	4 Hours
PHY	202	General Physics II	4 Hours

### ***Actuarial Science Concentration***

The Actuarial Science Concentration consists of 33 hours and is designed to prepare Applied Mathematics majors for careers in the insurance industry.

<b>Actuarial Science Concentration: 33 Hours</b>			
AS	203	Mathematical Theory of Interest	3 Hours
AS	303	Financial Mathematics for Actuaries I - Discrete Time	3 Hours
AS	313	Financial Mathematics for Actuaries II - Continuous Time	3 Hours
AS	403	Actuarial Sciences and Risk Management with R	3 Hours
ACCT	201	Principles of Accounting I	3 Hours
ACCT	202	Principles of Accounting II	3 Hours
BUS	232	Business Economics in the Global Economy	3 Hours
BUS	330	Business Finance	3 Hours
CS	100	Introduction to Computer Science and Creative Technologies	3 Hours
CS	111	Programming for Everyone I	3 Hours
CS	125	Programming for Everyone II	3 Hours

### ***Secondary Education Licensure Concentration***

The Secondary Education Licensure Concentration is designed for students seeking certification to teach Mathematics at the middle school or high school level. **Students must complete 38**

**hours in secondary education** through the School of Education as outlined on pages 156–157 of the catalog and **graduate with a 2.75 Cumulative GPA** to meet licensure and School of Education requirements

### ***Applied Mathematics Minor***

<b>Applied Mathematics Minor: 23–24 Hours</b>			
MATH	120	Trigonometry	3 Hours
MATH	125	Probability and Statistics I	3 Hours
MATH	216	Calculus I	4 Hours
MATH	251	Discrete Mathematics	3 Hours
MATH	317	Calculus II	4 Hours
MATH	335	Modern Geometry	3 Hours
Choose one 300-level or 400-level Math course			3–4 Hours

### **Bachelor of Science in Biology**

The Bachelor of Science in Biology comprises 34 hours in the Biology Core and 27–51 hours in one of the following concentrations: Applied Biology, Environmental Science, Life Science with Secondary Education Licensure, and Pre-Medical. Students must also complete Foundational Core requirements and electives to reach the minimum of 120 hours required for Bachelor’s degrees.

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.

<b>BIOLOGY MAJOR: 61–85 Hours</b>			
<b>Biology Core: 34 Hours</b>			
BIO	111	Principles of Biology I	4 Hours
BIO	112	Principles of Biology II	4 Hours
BIO	315	General Microbiology	4 Hours
BIO	320	Cell & Molecular Biology	4 Hours
BIO	410	Principles of Genetics	4 Hours
CHEM	101	General Chemistry I	4 Hours
CHEM	102	General Chemistry II	4 Hours
MATH	115	College Algebra	3 Hours
MATH	125	Introduction to Probability and Statistics	3 Hours

### ***Applied Biology Concentration***

The Applied Biology concentration consists of 28 hours and is designed to provide a broad background in biological studies for those students who plan to pursue diverse careers in biology-related vocations.

<b>Applied Biology Concentration: 28 Hours</b>			
BIO	105	Environmental Biology	3 Hours
Eighteen hours of 300-level or 400-level history courses.			18 Hours
<b>Cross-Discipline Courses</b>			
CHEM	201	Organic Chemistry I	4 Hours
<b>Capstone</b>			
BIO	450	Biology Internship	3 Hours

### ***Environmental Science Concentration***

The Environmental Science concentration consists of 27–28 hours and is designed for students who are interested in pursuing careers in environmental-related fields or for graduate programs in environmental science.

Environmental Science Concentration: 27–28 Hours			
BIO	105	Environmental Biology	3 Hours
BIO	300	Dendrology	3 Hours
BIO	318	Microbial Ecology	3 Hours
BIO	350	Marine Biology	3 Hours
BIO	405	Ecology and Field Biology	3–4 Hours
BIO	441	Topics in Environmental Science	3 Hours
Cross-Discipline Courses			
CHEM	354	Environmental Chemistry	3 Hours
PHSC	101	Introduction to Physical Science	3 Hours
Capstone			
BIO	450	Biology Research Internship	3 Hours

### *Life Science Concentration*

The Life Science Concentration consists of 14 hours in Biology and is designed for students seeking certification to teach Life Science at the middle school or high school level.

Life Science Concentration: 14 + 37 Hours			
BIO	105	Environmental Biology	3 Hours
BIO	321	Principles of Human Anatomy & Physiology I	4 Hours
BIO	322	Principles of Human Anatomy & Physiology II	4 Hours
PHSC	101	Introduction to Physical Science	3 Hours

**Students must also complete 38 hours in secondary education** through the School of Education as outlined on pages 156–157 of the catalog and graduate with a **2.75 Cumulative GPA** to meet licensure and School of Education requirements.

### *Pre-Medical Concentration*

The Pre-Medical concentration consists of 42 hours and is designed to provide the recommended course of study for admission to medical, dental, or veterinary school.

Pre-Medical Concentration: 42 Hours			
BIO	321	Principles of Human Anatomy & Physiology I	4 Hours

BIO	322	Principles of Human Anatomy & Physiology II	4 Hours
<b>Cross-Discipline Courses</b>			
CHEM	201	Organic Chemistry I	4 Hours
CHEM	202	Organic Chemistry II	4 Hours
CHEM	315	Biochemistry	3 Hours
PHY	201	General Physics I	4 Hours
PHY	202	General Physics II	4 Hours
SOC	201	Introduction to Sociology	3 Hours
PSY	101	General Psychology	3 Hours
MATH	120	Trigonometry	3 Hours
MATH	216	Calculus I	3 Hours
<b>Capstone</b>			
BIO	450	Biology Research Internship	3 Hours

**Biology Minor**

<b>Biology Minor: 22–24 Hours</b>			
Dept	Number	Name	Hours
BIO	111	Principles of Biology I	4 Hours
BIO	112	Principles of Biology II	4 Hours
BIO	315	Introduction to Microbiology	4 Hours
BIO	410	Principles of Genetics	4 Hours
<b>Biology Electives: 6–8 Hours</b>			
Two 300-level or 400-level Biology courses			6–8 Hours

**Bachelor of Science in Computer Science**

The Bachelor of Science in Computer Science comprises 39 hours in Computer Science and 12 hours in Mathematics. Students must also complete Foundational Core requirements and electives to reach the minimum of 120 hours required for Bachelor's degrees.

The Computer Science Program 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.**

<b>COMPUTER SCIENCE MAJOR: 51 Hours</b>			
<b>Computer Science Core: 39 Hours</b>			
CS	100	Introduction to Computer Science and Creative Technologies OR	3 Hours
CS	106	Introduction to Computer Science	
CS	111	Programming for Everyone I	3 Hours
CS	125	Programming for Everyone II	3 Hours
CS	200	Web Development	3 Hours
CS	211	Data Structures	3 Hours
CS	235	Career Navigation and Exploration in Computer Science	3 Hours
CS	300	Application Development I—Backend	3 Hours
CS	310	Algorithms	3 Hours
CS	315	Modern Technologies	3 Hours
CS	351	Application Development II—Frontend	3 Hours
CS	395	Software Development	3 Hours
CS	411	Computer Systems	3 Hours
CS	480	Senior Capstone Project	3 Hours
<b>Math: 12 Hours</b>			
MATH	115	College Algebra	3 Hours
MATH	120	Trigonometry	3 Hours
MATH	125	Probability and Statistics I	3 Hours
MATH	212	Linear Algebra	3 Hours

**Computer Science Minor**

<b>Computer Science Minor: 24 Hours</b>			
CS	100	Introduction to Computer Science and Creative Technologies OR	3 Hours
CS	106	Introduction to Computer Science	
CS	111	Programming for Everyone I	3 Hours
CS	125	Programming for Everyone II	3 Hours
CS	200	Web Development	3 Hours
CS	300	Application Development I—Backend	3 Hours
CS	351	Application Development II—Frontend	3 Hours
Two additional Computer Science courses approved by the Advisor			6 Hours

**Bachelor of Science in Criminal Justice**

The Bachelor of Science in Criminal Justice comprises 33 hours in the Criminal Justice core and 21 hours in either the Investigative Forensics Concentration or Law Enforcement Concentration. Students must also complete Foundational Core requirements and electives to reach the minimum of 120 hours required for Bachelor’s degrees.

Criminal Justice major provides a broad background in studies related to law enforcement and criminal justice systems and practices.

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.**

<b>CRIMINAL JUSTICE MAJOR: 54 Hours</b>			
<b>Criminal Justice Core: 33 Hours</b>			
CJ	101	Introduction to Criminal Justice	3 Hours
CJ	150	Alternatives to Corrections	3 Hours
CJ	203	Criminal Law and Procedure	3 Hours
CJ	291	Statistics in Criminal Justice	3 Hours
CJ	292	Terrorism	3 Hours
CJ	315	Conflict Management in Criminal Justice	3 Hours
CJ	375	Ethical Issues in Criminal Justice	3 Hours
CJ	415	Criminological Theory	3 Hours
<b>Choose one of the following courses:</b>			
GOV	211	American Government	3 Hours
PSY	101	General Psychology	3 Hours
SOC	201	Introduction to Sociology	3 Hours

SOC	290	Social and Cultural Diversity	3 Hours
<b>Criminal Justice Elective: 3 Hours</b>			
One 3-hour 300-level or 400-level Criminal Justice course.			3 Hours
<b>Criminal Justice Capstone: 3 Hours</b>			
CJ	498	Criminal Justice Capstone Seminar	3 Hours

### ***Investigative Forensics Concentration***

The Investigative Forensics Concentration consists of 21 hours and is designed to teach students about forensic science and investigative methods that apply to criminal justice work. Students in this concentration learn to identify and document physical evidence through courses like Criminal Investigation and Investigative Photography and Advanced Crime Scene Investigation. The program teaches students to use scientific methods for crime scene analysis while focusing on proper evidence handling and forensic process implementation in criminal justice operations. The concentration prepares students to work with law enforcement agencies and forensic laboratories and legal professionals through roles that need evidence-based inquiry and professional standards and accuracy and integrity.

<b>Investigative Forensics Concentration: 21 Hours</b>			
CJ	302	Criminal Investigation	3 Hours
CJ	303	Criminal Investigations in the Correctional Environment	3 Hours
CJ	308	Investigative Photography	3 Hours
CJ	323	Basics of Criminal Scene Investigation	3 Hours
CJ	330	Report Writing in Criminal Justice	3 Hours
CJ	423	Advanced Crime Scene Investigation	3 Hours
CJ	448	Medicolegal Investigation of Death	3 Hours

### ***Law Enforcement Concentration***

The Law Enforcement Concentration consists of 21 hours and is designed and is designed to prepare students for professional service in policing and public safety organizations. The program will teach students about law enforcement management and community-based policing and the constitutional and ethical and procedural aspects of police work. Students will learn essential competencies for modern police work through Introduction to Law Enforcement and Community Policing and Police Administration and Organization courses, which teach leadership skills and communication abilities and decision-making competencies. The program trains students to become law enforcement professionals who work at all levels of government

from local to state and federal agencies while upholding justice and public trust and maintaining accountability.

<b>Law Enforcement Concentration: 21 Hours</b>			
CJ	102	Introduction to Law Enforcement	3 Hours
CJ	105	Community Policing	3 Hours
CJ	110	Juvenile Justice	3 Hours
CJ	302	Criminal Investigation	3 Hours
CJ	320	Police Administration and Organization	3 Hours
CJ	330	Report Writing for Criminal Justice	3 Hours
CJ	410	Probation and Parole	3 Hours

***Corrections Minor***

<b>Corrections Minor: 21 Hours</b>			
CJ	101	Introduction to Criminal Justice	3 Hours
CJ	150	Alternatives to Incarceration	3 Hours
CJ	203	Criminal Law and Procedure	3 Hours
CJ	303	Criminal Investigations in the Correctional Environment	3 Hours
CJ	410	Probation and Parole	3 Hours
Two 300-level or 400-level Criminal Justice courses			6 Hours

***Criminal Justice Minor***

<b>Criminal Justice Minor: 21 Hours</b>			
CJ	101	Introduction to Criminal Justice	3 Hours
CJ	203	Criminal Law and Procedure	3 Hours
CJ	275	Ethical Issues in Criminal Justice	3 Hours
CJ	302	Criminal Investigation	3 Hours
CJ	315	Conflict Management in Criminal Justice	3 Hours
Two 300-level or 400-level Criminal Justice courses			6 Hours

***Investigative Forensics Minor***

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

**Bachelor of Science in Cybersecurity**

The Bachelor of Science in Cybersecurity comprises 54 hours consisting of 24 hours in the Cybersecurity core and 30 hours in supporting courses from Business, Computer Science, English, Information Technology, Management, and Psychology. Students must also complete Foundational Core requirements and electives to reach the minimum of 120 hours required for Bachelor's degrees.

The Cybersecurity program directly targets the huge growth in low or no-code Cybersecurity roles over the past 10 years. These roles require a deep understanding of the security landscape and experience with modern no-code tools, which are covered by this program. There are a range of high-value roles that can be supported by a Cybersecurity degree without being Cybersecurity-specific themselves. The skills taught in this program are broadly applicable to a range of Business Analyst positions, and may also serve as entryways into Information Technology, Criminal Justice, or Computer Science.

Students graduating with a Bachelor of Science in Cybersecurity will be able to:

1. Develop and implement security plans to safeguard data against attacks by applying industry-standard frameworks for threat detection.
2. Construct and deploy security controls and countermeasures in network and system environments to protect systems from common attacks.
3. Develop and implement robust security policies, procedures, and emergency measures that comply with legal and governmental requirements and protect individual rights.
4. Conduct incident investigations using modern forensic tools and execute response and recovery plans to minimize the impact of security events.

5. Develop and execute ethical hacking strategies, utilizing industry-standard tools and techniques to discover vulnerabilities within networks and systems.
6. Develop and deploy monitoring systems to detect and respond to emerging cyber threats and vulnerabilities, with a focus on mobile and cloud security strategies.
7. Identify career opportunities through frameworks that evaluate fulfillment and financial health.
8. Build a plan for securing opportunities, using empathy and professionalism to maximize chances of success.
9. Analyze complex cybersecurity challenges, evaluate potential solutions, and implement effective strategies to mitigate risks and protect against threats.

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

CYBERSECURITY MAJOR: 54 Hours			
Cybersecurity Core: 24 Hours			
CYS	101	Introduction to Cybersecurity	3 Hours
CYS	201	Career Navigation and Exploration in Cybersecurity	3 Hours
CYS	211	Network and System Security	3 Hours
CYS	221	Cybercrime and Governance	3 Hours
CYS	301	Security Operations	3 Hours
CYS	311	Ethical Hacking	3 Hours
CYS	401	The Future of Cybersecurity	3 Hours
CYS	490	Cybersecurity Capstone	3 Hours
Supporting Courses: 30 Hours			
BUS	206	Management Information Systems	3 Hours
CS	111	Programming for Everyone I	3 Hours
CS	125	Programming for Everyone II	3 Hours
ENG	330	Professional and Technical Writing	3 Hours
IT	150	Networking Technologies and Telecommunications	3 Hours
IT	210	Google Cloud Computing Foundations	3 Hours
MGT	201	Principles of Management	3 Hours
MGT	430	Organizational Behavior	3 Hours
PRJM	101	Project Management Fundamentals	3 Hours

PSY	101	General Psychology	3 Hours
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The Cybersecurity program supports the following certifications through third-party organizations:

<b>CompTIA Security+</b> <a href="https://www.comptia.org/en-us/certifications/security/">https://www.comptia.org/en-us/certifications/security/</a>	
Relevance to Target Outcomes	Level of Preparation
The CompTIA Security+ exam is the standard Cybersecurity certification often required for entry-level Cybersecurity-specific roles, such as Cybersecurity Analyst.	Students who complete the program will cover all examined material. The IT and CS supporting courses are recommended for the additional coverage and practice they would provide.
<b>Certified Ethical Hacker</b> <a href="https://www.eccouncil.org/train-certify/certified-ethical-hacker-ceh-v13-north-america/">https://www.eccouncil.org/train-certify/certified-ethical-hacker-ceh-v13-north-america/</a>	
Relevance to Target Outcomes	Level of Preparation
The CEH validates a professional's skills in identifying vulnerabilities and weaknesses in target systems using the same knowledge and tools as malicious hackers. CEH holders are able to assess the security posture of an organization and recommend solutions to bolster defenses.	The Ethical Hacking course would cover penetration testing and attack detection and prevention in sufficient depth to qualify students for CEH.
<b>Certified Ethical Hacker</b> <a href="https://www.giac.org/certifications/security-essentials-gsec/">https://www.giac.org/certifications/security-essentials-gsec/</a>	
Relevance to Target Outcomes	Level of Preparation
GSEC certifies that an individual has the essential knowledge and skills in core cybersecurity topics including access control, cryptography, risk management, network security, and incident handling. The certification demonstrates hands-on technical abilities to tackle real-world infosec challenges.	The program would provide the necessary background in information systems and networking, including active defense, network security, cryptography, incident response, and cloud security.

### Bachelor of Science in Information Technology

The Bachelor of Science in Information Technology comprises 57 hours consisting of 21 hours in the Information Technology core and 36 hours in supporting courses from Business, Communication, Computer Science, English, Math, and Management. Students must also complete Foundational Core requirements and electives to reach the minimum of 120 hours required for Bachelor's degrees.

This Information Technology major builds upon a strong liberal arts foundation, while providing students with the most relevant skills in Information Technology, Programming and Cloud Management.

Students graduating with a Bachelor of Science in Information Technology will be able to:

1. Display critical thinking and problem skills in relation to a wide range of Information Technology challenges.
2. Understand and be able to meaningfully interact with the technological systems of an organization.
3. Demonstrate the ability to communicate technical concepts to both technical and non-technical stakeholders effectively.
4. Be prepared to adapt to the ever-changing world of Information Technology.

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

INFORMATION TECHNOLOGY MAJOR: 57 Hours			
Information Technology Core: 21 Hours			
IT	101	Introduction to Information Technology Systems	3 Hours
IT	150	Networking Technologies and Telecommunications	3 Hours
IT	201	PostgreSQL	3 Hours
IT	210	Google Cloud Computing Foundations	3 Hours
IT	301	Operating Systems and Architecture	3 Hours
IT	401	Information Security and Data Protection	3 Hours
IT	490	Information Technology Capstone	3 Hours
Supporting Courses: 36 Hours			
BUS	202	Professional Presentations OR	3 Hours
COMM	202	Fundamentals of Speech	
BUS	206	Management Information Systems	3 Hours

CS	111	Programming for Everyone I	3 Hours
CS	125	Programming for Everyone II	3 Hours
CS	200	Web Development	3 Hours
CS	300	Application Development I—Backend	3 Hours
CS	351	Application Development II—Frontend	3 Hours
CYBS	101	Introduction to Cybersecurity	3 Hours
ENG	330	Professional and Technical Writing	3 Hours
MATH	115	College Algebra	3 Hours
MATH	125	Probability and Statistics I	3 Hours
MGT	430	Organizational Behavior	3 Hours

### **Bachelor of Science in Nutrition**

The Bachelor of Science in Nutrition comprises 61 hours consisting of 21 hours in the Nutrition core and 36 credit hours in supporting courses from Business, Communication, Computer Science, English, Math, and Management. Students must also complete Foundational Core requirements and electives to reach the minimum of 120 hours required for Bachelor’s degrees.

The Nutrition major is designed to equip students with a foundational understanding of molecular biology, chemistry, physiology, sociology, psychology, and genetics, with laboratory components to promote detailed understanding of the role of nutrients in metabolism. Nutrition majors often go on to obtain doctoral, masters, medical, physical therapy, physician assistant, and dentistry degrees, as well as earn careers as research assistants, chemists, program managers, product developers, pharmaceutical sales representatives, and many other important roles in areas such as medicine, government, industry (food, agriculture, pharmaceutical), and non-profit. Students who major in Nutrition develop a knowledge base in science and nutrition to understand and explore the relationship between what we eat and human health. Courses specific to this major emphasize the fundamentals of nutrition, the metabolism of nutrients in health and disease, and nutrition science research.

Students graduating with a Bachelor of Science in Nutrition will:

1. Know, comprehend, and apply the scientific method to better understand metabolic 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.

<b>NUTRITION MAJOR: 61 Hours</b>			
<b>Nutrition Core: 21 Hours</b>			
NUTR	101	Introduction to Nutrition	3 Hours
NUTR	102	Food Science	3 Hours
NUTR	201	Food Economics	3 Hours
NUTR	301	Life Cycle Nutrition I	3 Hours
NUTR	302	Life Cycle Nutrition II	3 Hours
NUTR	401	Medical Nutrition Therapy	3 Hours
NUTR	450	Nutrition Internship	3 Hours
<b>Supporting Courses: 40 Hours</b>			
BIO	111	Principles of Biology I	4 Hours
BIO	112	Principles of Biology II	4 Hours
BIO	321	Principles of Anatomy & Physiology I	4 Hours
BIO	322	Principles of Anatomy & Physiology II	4 Hours
CHEM	101	General Chemistry I with Lab	4 Hours
CHEM	102	General Chemistry II with Lab	4 Hours
CHEM	201	Organic Chemistry I with Lab	4 Hours
CHEM	315	Biochemistry	3 Hours
CHEM	330	Food Chemistry	3 Hours
MATH	115	College Algebra	3 Hours
MATH	125	Probability and Statistics I	3 Hours

### ***Nutrition Minor***

<b>Nutrition Minor: 25 Hours</b>			
NUTR	101	Introduction to Nutrition	3 Hours
NUTR	102	Food Science	3 Hours
NUTR	201	Food Economics	3 Hours

NUTR	301	Life Cycle Nutrition I	3 Hours
NUTR	302	Life Cycle Nutrition II	3 Hours
<b>Supporting Courses: 10 Hours</b>			
CHEM	101	General Chemistry I with Lab	4 Hours
CHEM	330	Food Chemistry	3 Hours
MATH	115	College Algebra	3 Hours

### Bachelor of Science in Physical Science

The Bachelor of Science in Physical Science comprises 52 hours consisting of 36 hours in the Physical Science core and 16 hours in Math. Students must also complete Foundational Core requirements and electives to reach the minimum of 120 hours required for Bachelor's degrees.

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 post-secondary 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.**

<b>PHYSICAL SCIENCE MAJOR: 52 Hours</b>			
<b>Physical Science Core: 36 Hours</b>			
PHSC	101	Introduction to Physical Science	3 Hours
CHEM	101	General Chemistry I	4 Hours

CHEM	102	General Chemistry II	4 Hours
CHEM	201	Organic Chemistry I	4 Hours
CHEM	202	Organic Chemistry II	4 Hours
CHEM	315	Biochemistry	3 Hours
CHEM	330	Food Chemistry	3 Hours
CHEM	354	Environmental Chemistry	3 Hours
PHY	201	Physics I	4 Hours
PHY	202	Physics II	4 Hours
<b>Required Math Courses: 16 Hours</b>			
MATH	115	College Algebra	3 Hours
MATH	120	Trigonometry	3 Hours
MATH	125	Probability and Statistics I	3 Hours
MATH	212	Linear Algebra	3 Hours
MATH	216	Calculus I	4 Hours

### *Secondary Education Licensure Concentration*

The Secondary Education Licensure Concentration is designed for students seeking certification to teach Physical Science at the middle school or high school level. **Students must complete 38 hours in secondary education** through the School of Education as outlined on pages 156–157 of the catalog and **graduate with a 2.75 Cumulative GPA** to meet licensure and School of Education requirements.

### *Physical Science 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 24 hours as follows:

<b>Physical Science Minor (24 Hours)</b>			
PHSC	101	Introduction to Physical Science	3 Hours
CHEM	101	General Chemistry I	4 Hours
CHEM	102	General Chemistry II	4 Hours
CHEM	354	Environmental Chemistry	3 Hours
PHY	201	Physics I	4 Hours

MATH	115	College Algebra	3 Hours
MATH	120	Trigonometry	3 Hours

**Chemistry Minor**

<b>Chemistry Minor: 22–23 Hours</b>			
CHEM	101	General Chemistry I	4 Hours
CHEM	102	General Chemistry II	4 Hours
CHEM	201	Organic Chemistry I	4 Hours
CHEM	202	Organic Chemistry II	4 Hours
CHEM	315	Biochemistry	3 Hours
<b>Choose one of the following courses:</b>			
CHEM	301	Quantitative Analysis	4 Hours
CHEM	330	Food Chemistry	3 Hours
CHEM	351	Introduction to Medicinal Chemistry	3 Hours
CHEM	354	Environmental Chemistry	3 Hours
CHEM	445	Research in Chemistry	3 Hours

**Bachelor of Science in Psychology**

The Bachelor of Science in Psychology comprises 42 hours consisting of 27 hours in the Psychology Core, 12 hours of 300-level or 400-level Psychology electives, and 3 hours in PSY 495 Psychology Capstone. Students must also complete Foundational Core requirements and electives to reach the minimum of 120 hours required for Bachelor's degrees.

The Psychology major teaches students to appreciate the value of psychological practices in a variety of contexts. 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.

<b>PSYCHOLOGY MAJOR: 42 Hours</b>			
<b>Psychology Core: 27 Hours</b>			
PSY	101	General Psychology	3 Hours
PSY	260	Developmental Psychology	3 Hours
PSY	290	Social and Cultural Diversity	3 Hours
PSY	291	Applied Data Analysis	3 Hours
PSY	351	Psychological Tests and Measures OR	3 Hours
PSY	352	Physiological Psychology	
PSY	372	Abnormal Psychology	3 Hours
PSY	390	Psychoactive Drugs	3 Hours
PSY	405	Theories of Personality	3 Hours
PSY	440	Ethics and Professional Development	3 Hours
<b>Psychology Electives: 12 Hours</b>			
Twelve hours of 300-level or 400-level Psychology courses			12 Hours
<b>Psychology Capstone: 3 Hours</b>			
PSY	495	Psychology Capstone	3 Hours

Students are encouraged to complete three hours of PSY 410 Internship in Psychology in the Psychology Electives.

### ***Psychology Minor***

<b>Psychology Minor: 24 Hours</b>			
PSY	101	General Psychology	3 Hours
PSY	260	Developmental Psychology	3 Hours
PSY	291	Social Science Statistics	3 Hours

PSY	372	Abnormal Psychology	3 Hours
PSY	401	Social Psychology	3 Hours
Nine hours of 300-level or 400-level Psychology courses			9 Hours

***Social Science Minor:*** The Social Science minor is composed of 24 credit hours of diversified social science courses to be determined in consultation with the student’s advisor.

## **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 through 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. 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.

### ***Faculty of the School of Business***

Stephen Custer, Ed.D., Interim Dean, Professor of Business

Jervaise McDaniel, Ed.D., Professor of Business

Rodger Minatra, Ed.D., Associate Professor of Business

Adam Price, MS in Education, Lecturer in Business

Justin Scheller, M.B.A., Lecturer in Business

James Sigler, Ph.D., Assistant Professor of Business

Brian Simpson, M.B.A., Lecturer in Business

Robert Vaughan, M.B.A., Lecturer in Business

Dave Wilderman, M.B.A., 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 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 (2+2 Transfer Program)** with the following concentrations:
  - *Quality Systems*
  - *Logistics & Product Distribution*
  - *Leadership*
- **Bachelor of Science in Business Administration** with the following concentrations:
  - *Accounting*
  - *Agribusiness Management*
  - *Athletic Operations Management*
  - *Human Resource Management*
  - *Management*
  - *Marketing*
  - *Ministry Leadership*
  - *Sports Administration*

- *Supply Chain Management*
- **Bachelor of Science in Creative Technologies**
- **Certificate in Accounting**
- **Certificate in Management**
- **Certificate in Marketing**
- **Minors**
  - *Accounting*
  - *Business*
  - *Entrepreneurship and Innovation*
  - *Creative Technologies*

#### **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 apply up to 6 hours of pre-selected 400-level undergraduate business courses toward their business graduate degree accelerating the completion time.

#### ***Guidelines 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 explore enrollment in MGT 438 and MGT 465. These classes will count towards both the Bachelors' and Master's degrees if your schedule permits.
- Graduate with your Bachelor's degree.
- As a graduate business student, complete another 27 hours to earn the MBA or MSSM degree (33 hours total for each program). This will include three semesters as a full-time graduate student at 9 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.

### **Associate of Science in Accounting**

The Associate of Science in Accounting degree comprises 33 hours in Accounting, Business, Management, and Marketing courses. Students must also complete Foundational Core requirements and take elective courses to reach the minimum requirement of 60 hours for Associate Degrees.

This program prepares students to assist 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.

#### ***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.

<b>ACCOUNTING MAJOR: 33 Hours</b>			
ACCT	201	Financial Accounting	3 Hours
ACCT	301	Intermediate Accounting I	3 Hours
ACCT	302	Intermediate Accounting II	3 Hours
ACCT	315	Managerial Accounting	3 Hours
ACCT	325	Accounting Information Systems	3 Hours
BUS	101	Introduction to Business	3 Hours
BUS	175	Business Math	3 Hours
BUS	218	Business Statistics	3 Hours

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

### **Associate of Science in Business Administration**

The Associate of Science in Business Administration comprises 27 hours in Accounting, Business, Management, and Marketing. Students must also complete Foundational Core requirements and take elective courses to reach the minimum requirement of 60 hours for Associate Degrees.

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.

#### **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.

<b>BUSINESS ADMINISTRATION MAJOR: 27 Hours</b>			
ACCT	201	Financial Accounting	3 Hours
ACCT	315	Managerial Accounting	3 Hours
BUS	101	Introduction to Business	3 Hours
BUS	175	Business Math	3 Hours
BUS	218	Business Statistics	3 Hours

BUS	232	Business Economics in the Global Environment	3 Hours
BUS	306	Management of Information Systems	3 Hours
MGT	201	Principles of Management	3 Hours
MKT	201	Principles of Marketing	3 Hours

### Bachelor's Degree Programs

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

The Bachelor of Applied Science in Operations Management comprises 54–60 hours, including 45 hours in the Business Core and a concentration of 9–15 hours. Students must also complete Foundational Core requirements and electives to reach the minimum of 120 hours required for Bachelor's degrees. This degree program is designed 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.

#### 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.

OPERATIONS MANAGEMENT MAJOR: 54–60 Hours			
Business Core Courses: 45 Hours			
ACCT	201	Financial Accounting	3 Hours

BUS	101	Introduction to Business	3 Hours
BUS	175	Business Math	3 Hours
BUS	206	Management Information Systems	3 Hours
BUS	232	Business Economics in the Global Economy	3 Hours
BUS	218	Business Statistics	3 Hours
BUS	330	Principles of Finance	3 Hours
BUS	285	Business Law & Ethics	3 Hours
BUS	425	Business Capstone	3 Hours
HRM	301	Introduction to Human Resource Management	3 Hours
MGT	201	Principles of Management	3 Hours
MGT	415	International Business Management	3 Hours
MGT	430	Organizational Behavior	3 Hours
MGT	435	Strategic Management & Marketing	3 Hours
MKT	201	Principles of Marketing	3 Hours

Students pursuing the Bachelor of Applied Science in Operations Management must choose one of the three concentrations described below.

### ***Quality Systems Concentration***

The Quality Systems concentration is designed to prepare students for careers related to quality, particularly on the methodologies and standards used to monitor, maintain, and improve the consistency and excellence of products and organizational processes.

<b>Quality Systems Concentration: 9 Hours</b>			
MGT	452	Quality Systems	3 Hours
MGT	453	Six Sigma Principles	3 Hours
MGT	454	Quality Project Management	3 Hours

### ***Logistics and Product Distribution Concentration***

The Logistics and Product Distribution concentration is designed to prepare students for careers related to logistics, notably in the efficient movement, storage and transport of inventory to ensure products to reach their destinations on time and at minimal cost.

<b>Logistics and Product Distribution Concentration: 9 Hours</b>			
MGT	450	Supply Chain Management	3 Hours
MGT	452	Quality Systems	3 Hours
MGT	455	Logistics & Product Distribution	3 Hours

### ***Leadership Concentration***

The Leadership concentration is designed to prepare students for careers fusing leadership with business practice, notably interpersonal and strategic skills to inspire teams, manage organizational change, and influence others toward a shared vision.

<b>Leadership Concentration: 15 Hours</b>			
MGT	438	Management vs. Leadership	3 Hours
MGT	454	Quality Project Management	3 Hours
MGT	460	Team Building	3 Hours
MGT	462	Servant Leadership	3 Hours
MGT	464	Leadership Practicum	3 Hours

### **Bachelor of Science in Business Administration**

The Bachelor of Science in Business Administration comprises 54 hours in the Business Core and 24–32 hours in one of the following concentrations: Accounting, Agribusiness Management, Athletic Operations Management, Human Resource Management, Management, Marketing, Ministry Leadership, Sports Administration, or Supply Chain Management. Students must also complete Foundational Core requirements and electives to reach the minimum of 120 hours required for Bachelor’s degrees.

These programs are designed to prepare students for graduate study or for entry-level professional positions in business, industry, government, and education. The Business Core supports 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.

<b>BUSINESS ADMINISTRATION MAJOR: 75–83 Hours</b>			
<b>Business Core: 51 Hours</b>			
ACCT	201	Financial Accounting	3 Hours
ACCT	315	Managerial Accounting	3 Hours
BUS	101	Introduction to Business	3 Hours
BUS	175	Business Math	3 Hours
BUS	206	Management Information Systems	3 Hours
BUS	212	Data Analytics with Excel	3 Hours
BUS	218	Business Statistics	3 Hours
BUS	232	Business Economics in the Global Economy	3 Hours
BUS	285	Business Law and Ethics	3 Hours
BUS	330	Principles of Finance	3 Hours
BUS	425	Business Capstone	3 Hours
BUS	440	Business Internship Portfolio*	3 Hours
HRM	301	Introduction to Human Resource Management	3 Hours
MGT	201	Principles of Management	3 Hours
MGT	415	International Business Management	3 Hours
MGT	430	Organizational Behavior	3 Hours
MGT	435	Strategic Management & Marketing	3 Hours
MKT	201	Principles of Marketing	3 Hours
<b>*For Athletic Organizations Management the Internship is met with Practicum Hours</b>			

Students pursuing the Bachelor of Science in Business Administration must choose one of the nine concentrations described below.

### ***Accounting Concentration***

The Accounting concentration is designed to prepare students for careers in the accounting field exploring functions such as the systematic recording, analysis, and reporting of financial transactions, while emphasizing regulatory compliance and accuracy and strategic decision making.

<b>Accounting Concentration: 24 Hours</b>			
ACCT	301	Intermediate Accounting I	3 Hours
ACCT	302	Intermediate Accounting II	3 Hours
ACCT	402	Business Taxation	3 Hours
ACCT	401	Individual Taxation	3 Hours
ACCT	425	Auditing	3 Hours
ACCT	315	Managerial Accounting	3 Hours
<b>Choose three of the courses below:</b>			
ACCT	410	Advanced Accounting	3 Hours
ACCT	445	Studies in Accounting	3 Hours
MGT	460	Team Building	3 Hours
MGT	465	Research Methods	3 Hours

### ***Agribusiness Management Concentration***

The Agribusiness concentration is designed to prepare students for careers in a variety of roles in the agricultural industry, focusing on issues ranging from food production to global supply chains.

<b>Agribusiness Management Concentration: 24 Hours</b>			
AGR	101	Introduction to Agribusiness	3 Hours
AGR	210	Trends in Agribusiness & Natural Resources	3 Hours
AGR	310	Agribusiness Marketing & Sales	3 Hours
AGR	320	Agribusiness Economics	3 Hours
AGR	410	Agribusiness Management & Sales	3 Hours
AGR	420	Agribusiness Technologies	3 Hours

<b>Choose two of the courses below:</b>			
AGR	445	Agribusiness Professional Practicum	3 Hours
CRT	310	Innovation & Commercialization	3 Hours
MGT	425	Entrepreneurship	3 Hours
MGT	438	Leadership & Management	3 Hours
MGT	465	Research Methods	3 Hours

### ***Athletic Operations Management Concentration***

The Athletic Operations Management concentration is designed to prepare students for careers in athletics, focusing on behind-the-scenes logistics, event planning, facility maintenance, social media interaction, and coordination of game-day services.

<b>Athletic Organizations Management Concentration: 32 Hours</b>			
AOM	410	Sports Broadcasting	3 Hours
AOM	415	Event and Facility Management	3 Hours
SA	101	Introduction to Sports Administration	3 Hours
SA	330	Sports Marketing	3 Hours
SA	350	Sports in Society: Issues and Controversies	3 Hours
SA	425	Sports Capstone	3 Hours
<b>Choose 14 hours from the courses below:</b>			
AOM	120	Seminar in Athletic Organizations Management	1–2 Hours
AOM	121	Practicum 1A	1–2 Hours
AOM	220	Practicum 2A	2–4 Hours
AOM	221	Practicum 2B	2–4 Hours
AOM	320	Practicum 3A	2–4 Hours
AOM	321	Practicum 3B	2–4 Hours
AOM	420	Practicum 4A	2–4 Hours
AOM	421	Practicum 4B	2–4 Hours

### ***Human Resource Management Concentration***

The Human Resource concentration is designed to prepare students for careers in HR management exploring functions such as talent acquisition, retention, compensation, and training while emphasizing organizational compliance within a positive employee work culture.

<b>Human Resource Management Concentration: 24 Hours</b>			
HRM	315	Employee Recruitment, Training, and Development	3 Hours
HRM	320	Labor Relations	3 Hours
HRM	401	Employment Law	3 Hours
HRM	404	Compensation & Benefits	3 Hours
HRM	407	Workplace Safety, Security and Health	3 Hours
<b>Choose three of the courses below:</b>			
HRM	460	Team Building	3 Hours
MGT	310	Operations and Facility Management	3 Hours
MGT	425	Entrepreneurship	3 Hours
MGT	438	Management & Leadership	3 Hours
MGT	445	Studies in Human Resource Management	3 Hours
MGT	450	SHRM Capstone Review	3 Hours
MGT	465	Research Methods	3 Hours

### ***Management Concentration***

The Management concentration is designed to prepare students for careers in management exploring functions such as resource coordination, team supervision, and strategic and operational effectiveness in reaching organizational business goals.

<b>Management Concentration: 24 Hours</b>			
MGT	310	Operations & Facility Management	3 Hours
MGT	425	Entrepreneurship	3 Hours
MGT	438	Leadership & Management	3 Hours
MGT	460	Team Building	3 Hours
HRM	407	Workplace Safety, Security & Health	3 Hours
<b>Choose three of the courses below:</b>			
CRT	310	Innovation & Commercialization	3 Hours
HRM	315	Employee Recruit, Train & Develop	3 Hours
MKT	315	Sales & Personnel Selling	3 Hours
MGT	445	Studies in Management	3 Hours
MGT	454	Quality Project Management	3 Hours

MGT	462	Servant Leadership	3 Hours
MGT	465	Research Methods	3 Hours

### ***Marketing Concentration***

The Marketing concentration is designed to prepare students for careers in marketing exploring functions such as creating, communicating, and delivering value through brand development, advertising, and market research to meet consumer needs.

<b>Marketing Concentration: 24 Hours</b>			
MKT	305	Marketing Research	3 Hours
MKT	310	Consumer Behavior	3 Hours
MKT	315	Sales and Personal Selling	3 Hours
MKT	330	Sports Marketing	3 Hours
MKT	340	Social Media & E-Marketing	3 Hours
MKT	425	International Marketing	3 Hours
<b>Choose two of the courses below:</b>			
MGT	425	Entrepreneurship	3 Hours
MGT	438	Leadership & Management	3 Hours
MGT	454	Quality Project Management	3 Hours
MKT	445	Studies in Marketing	3 Hours

### ***Ministry Leadership Concentration***

The Ministry Leadership concentration is designed to prepare students for career pathways in the local church, non-profits, and faith-based organizations by bolstering ministry organizations and leadership with a solid foundation of business principles alongside ministry coursework to increase effectiveness.

<b>Ministry Leadership Concentration: 24 Hours</b>			
CE	201	Introduction to Christian Education	3 Hours
CE	301	Church Administration	3 Hours
CE	305	Worship Leadership	3 Hours
MGT	438	Leadership & Management	3 Hours
MGT	462	Servant Leadership	3 Hours

MGT	463	Community Servant Leadership	3 Hours
<b>Choose two of the courses below:</b>			
CRS	102	Christian Thought	3 Hours
HRM	407	Workplace Safety, Security & Health	3 Hours
MGT	445	Studies in MGT: Meeting Leadership	3 Hours
MGT	460	Team Building	3 Hours
MGT	464	Leadership Practicum	3 Hours
MKT	340	Social Media and e-Marketing	3 Hours
PS	100	Intro to Ministry	3 Hours

### ***Sports Administration Concentration***

The Sports Administration concentration is designed to prepare students for careers in the sports industry, focusing on management of professional teams, collegiate programs, secondary school programs, and athletic facilities.

<b>Sports Administration Concentration: 24 Hours</b>			
SA	101	Introduction to Sports Administration	3 Hours
SA	330	Sports Marketing	3 Hours
SA	350	Sport in Society: Issues & Controversies	3 Hours
SA	425	Athletic Administration	3 Hours
MGT	310	Operations Management	3 Hours
MKT	340	Social Media and E-Marketing	3 Hours
<b>Choose two of the courses below:</b>			
BUS	220	Business Psychology OR	3 Hours
PSY	212	Sports Psychology	
SA	445	Studies in Sports Administration	3 Hours
MGT	438	Leadership & Management	3 Hours
MGT	454	Quality Project Management	3 Hours
MGT	460	Team Building	3 Hours
MGT	465	Research Methods	3 Hours

**Supply Chain Management Concentration**

The Supply Chain Management concentration is designed to prepare students for careers in supply chain management, specifically in areas which oversee the end-to-end flow of goods and services, from the sourcing of raw materials to the final delivery of the product to the customer.

<b>Supply Chain Management Concentration: 24 Hours</b>			
MGT	310	Operations & Facility Management	3 Hours
MGT	442	Procurement Strategies in Supply Chain Management	3 Hours
MGT	450	Supply Chain Management	3 Hours
MGT	452	Quality Systems	3 Hours
MGT	454	Quality Project Management	3 Hours
MGT	455	Logistics & Product Distribution	3 Hours
<b>Choose two of the courses below:</b>			
CRT	310	Innovation & Commercialization	3 Hours
HRM	407	Workplace Safety, Security & Health	3 Hours
MGT	438	Leadership & Management	3 Hours
MKT	445	Studies in Marketing	3 Hours
MGT	465	Research Methods	3 Hours

**Bachelor of Science in Creative Technologies**

The Bachelor of Science degree in Creative Technologies comprises 54 hours in the Creative Technologies Major. Students must also complete Foundational Core requirements and electives to reach the minimum of 120 hours required for Bachelor's degrees.

The 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.

**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.

<b>CREATIVE TECHNOLOGIES MAJOR: 54 Hours</b>			
ART	250	Graphic Design I	3 Hours
CRT	100	Intro to Creative Technologies	3 Hours
CRT	101	Introduction to Prototyping	3 Hours
CRT	103	Creative Computing	3 Hours
CRT	205	Physical Computing	3 Hours
CRT	210	Practical Electronics	3 Hours
CRT	260	Introduction to 3D Modeling	3 Hours
CRT	310	Innovation & Commercialization	3 Hours
CRT	320	Programmable Logic Controllers & Robotics	3 Hours
CRT	330	3D Printing for Innovative Design and Production	3 Hours
CRT	390	Design Studio	3 Hours
CRT	420	Special Topics in Creative Technologies	3 Hours
CRT	440	Technology Internship	3 Hours
CRT	450	Design Project Capstone	3 Hours
MGT	425	Entrepreneurship	3 Hours
MGT	435	Strategic Management & Marketing	3 Hours
MKT	340	Social Media & E-Marketing	3 Hours

BUS	425	Business Capstone	3 Hours
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### Business Certificate Offerings

The following certificates are offered for main campus and online (whenever possible) 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: 9 Hours			
ACCT	201	Financial Accounting	3 Hours
ACCT	315	Managerial Accounting	3 Hours
MGT	460	Team Building	3 Hours

#### *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			
MGT	201	Principles of Management	3 Hours
MGT	430	Organizational Behavior	3 Hours
MGT	438	Management & Leadership	3 Hours
MGT	460	Team Building	3 Hours

#### *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.

<b>Certificate in Marketing: 12 Hours</b>			
MKT	201	Principles of Marketing	3 Hours
MKT	310	Consumer Behavior	3 Hours
MKT	340	Social Media & E-Marketing	3 Hours
MGT	460	Team Building	3 Hours

### **Minors**

The School of Business offers several minors designed to provide students from across the university with added skills.

<b>Accounting Minor: 24 Hours</b>			
BUS	101	Introduction to Business	3 Hours
ACCT	201	Financial Accounting	3 Hours
ACCT	301	Intermediate Accounting I	3 Hours
ACCT	302	Intermediate Accounting II	3 Hours
ACCT	315	Managerial Accounting	3 Hours
ACCT	401	Individual Taxation	3 Hours
<b>Accounting Electives: 6 Hours</b>			
<b>Six Hours in Accounting Approved by the Advisor:</b>			6 Hours

<b>Business Minor: 24 Hours</b>			
ACCT	201	Financial Accounting	3 Hours
BUS	101	Introduction to Business	3 Hours
BUS	175	Business Math	3 Hours
BUS	232	Business Economics in the Global Environment	3 Hours
HRM	301	Introduction to Human Resource Management	3 Hours
MGT	201	Principles of Management	3 Hours
MGT	438	Management & Leadership	3 Hours
MKT	201	Principles of Marketing	3 Hours

<b>Entrepreneurship and Innovation Minor: 18 Hours</b>			
CRT	310	Innovation & Commercialization	3 Hours
MGT	350	Social Entrepreneurship	3 Hours
MGT	425	Entrepreneurship	3 Hours
MGT	428	Digital Entrepreneurship	3 Hours
MGT	432	Corporate Financing & New Venture Creation	3 Hours
MGT	438	Management & Leadership	3 Hours

<b>Creative Technologies Minor: 24 Hours</b>			
CRT	100	Intro to Creative Technologies	3 Hours
CRT	101	Introduction to Prototyping	3 Hours
CRT	103	Creative Computing	3 Hours
CRT	205	Physical Computing	3 Hours
CRT	260	Introduction to 3D Modeling	3 Hours
CRT	330	3D Printing for Innovative Design and Production	3 Hours
<b>Creative Technologies Electives: 6 Hours</b>			
<b>Six Hours in Creative Technologies Approved by the Advisor:</b>			<b>6 Hours</b>

## 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*

Camy Davis, Ed.D., Interim Dean, Professor of Education, Director of Acorn Academy  
Patti Buchta, M.A., Lecturer in Physical Education, Sports Administration, and History  
Bob Hacker, Ed.D., Director of Educational Studies, Associate Professor of Education  
Sarah Kruse, M.S., Science of Reading Specialist  
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, Ed.D., Lecturer in Special Education, Director of Disability Services

Administrative Support

Lenzie Ewin, B.A. in Early Childhood, Business Minor, School of Education Programs Coordinator

### *Degrees Offered*

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

- **Associate of Arts in Early Childhood (non-licensure)**
- **Bachelor of Arts in Early Childhood (non-licensure)**
- **Bachelor of Arts in Elementary Education**
  - *Early Childhood Concentration*
  - *English Language Arts Concentration*
  - *Health and Physical Education 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)*
- **Minors**
  - *Secondary Education*
  - *Servant Leadership*

### **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:

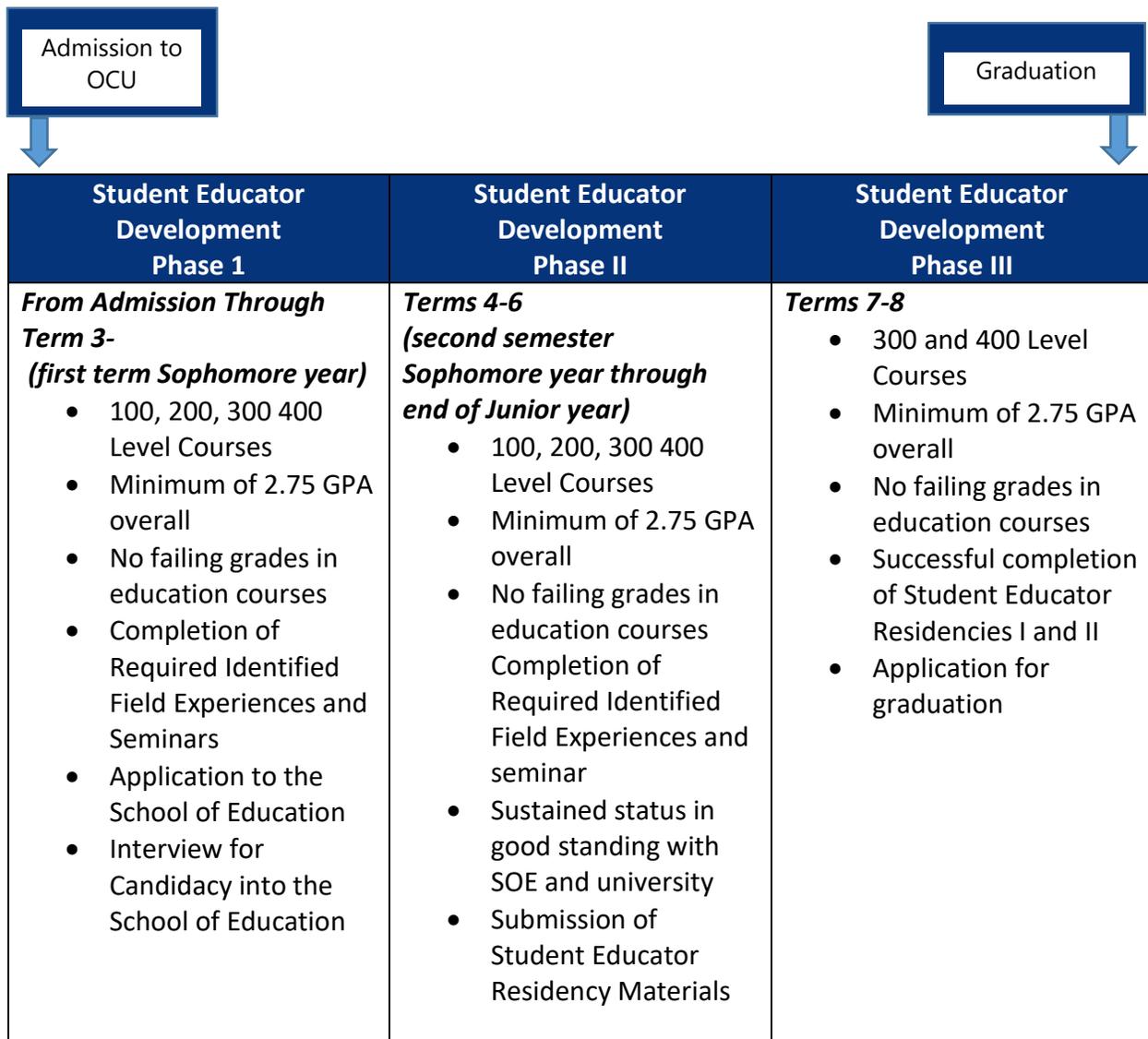
- Early Childhood Education (P-3)
- Elementary Education (K-6)
- Special Education Mild Intervention (All Grade)
- Secondary Education (5-12): English, History, Life Science, Mathematics, Physical Science
- Health and Physical Education (All Grade)

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 2.75 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.

**Please note:** Course information and State of Indiana testing requirements are subject to change. While Oakland City University strives to communicate updates promptly, it is the responsibility of each teacher candidate to contact our office directly to confirm all program and licensure requirements.

***The OCU Educator Preparation Program***



**Note:** Transfer students are held to the same expectations as listed above. 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 considers input from respective faculty members, 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 a complete background check.

### ***Requirements for Admission to Student Educator Residency***

Criteria include:

- Submission of Student Educator Residency Application and Supporting Materials
- A minimum of 80 credit hours completed toward the 120-hour degree program
- A minimum cumulative GPA of 2.75
- 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.

### ***Student Remediation Policy***

The remediation policy establishes a proactive, supportive framework to identify and address academic, dispositional, and professional concerns for teacher candidates prior to admission to Student Educator Residency. The goal is to provide timely intervention, clear expectations, and appropriate support to help students succeed in the Educator Preparation Program while maintaining the integrity and quality standards necessary for teacher licensure. When remediation efforts are unsuccessful, this policy provides a structured pathway to redirect students toward alternative degree programs that better align with their strengths and interests, ideally by the end of their sophomore year.

***Education Preparation Program Learning Outcomes (Initial Licensure):***

1. 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.
2. Teacher candidates will demonstrate a mastery of content that assists learners to access information, apply knowledge to real world setting, and address meaningful issues to assure a learner's deep understanding of content. (Content Knowledge)
3. Teacher candidates will connect concepts by integrating innovative and responsive strategies for classroom management, assessment, planning, and instruction in coordinated ways that promote equity, diversity, and inclusion, ensuring the capacity to support all learners. They will also demonstrate analytical and critical thinking skills while applying education-based research to enhance their understanding and implementation of best practices. (Instructional Techniques)
4. 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)
5. Teacher candidates will develop and strengthen their leadership abilities by modeling ethical behavior, advancing professional competence, and promoting self-awareness and lifelong learning. They will contribute to positive changes in pedagogy and demonstrate professional collaboration and teamwork within a learning community committed to the highest standards of professionalism, continuous growth, and teacher leadership. (Professional Responsibility)
6. 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)

**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 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 curriculum, 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) comprises 30 hours in Early Childhood Education courses. Students must also complete Foundational Core requirements and electives to reach the minimum of 120 hours required for Associate degrees.

<b>EARLY CHILDHOOD MAJOR: 30 Hours</b>			
EC	210	Introduction to the EC Profession	3 Hours
EC	215	Health, Safety & Nutrition	3 Hours
EC	238	Field Experience in Early Childhood	3 Hours
EC	245	Infant and Child Development	3 Hours
EDUC	101	Foundations of Education	3 Hours
EDUC	213	Developmental Psychology	3 Hours
EDUC	220	Elementary Children’s Literature	3 Hours
EDUC	225	Early Childhood Emerging Literacy and Math Concepts	3 Hours
EDUC	240	Creative Arts	3 Hours
SPED	103	Exceptional Children	3 Hours

### **Bachelor’s Degree Programs**

#### **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.

The Bachelor of Arts in Early Childhood comprises 54 hours, including 42 hours in the Early Childhood Core, 9 hours in Field Experience, and 3 hours in the Education Senior Capstone. Students must also complete Foundational Core requirements and electives to reach the minimum of 120 hours required for Bachelor’s degrees.

<b>EARLY CHILDHOOD EDUCATION MAJOR: 54 Hours</b>			
<b>Early Childhood Core: 42 Hours</b>			
EC	210	Introduction to EC Profession	3 Hours
EC	215	Health, Safety & Nutrition	3 Hours
EC	245	Infant and Child Development	3 Hours

EC	322	Early Childhood Curriculum	3 Hours
EC	341	EC Programs & Management	3 Hours
EC	405	Families in Transition	3 Hours
EDUC	101	Foundations of Education	3 Hours
EDUC	207	Foundations of the Science of Reading	3 Hours
EDUC	213	Developmental Psychology	3 Hours
EDUC	220	Elementary Children’s Literature	3 Hours
EDUC	240	Creative Arts	3 Hours
EDUC	275	Management, Instruction, Assessment	3 Hours
SPED	103	Exceptional Children	3 Hours
SPED	337	Collaboration and Consultation in Special Education	3 Hours
<b>Field Experience: 9 Hours</b>			
EC	436	Field Experience/EC Lang Arts and Social Studies	3 Hours
EC	437	Field Experience/EC Math, Science and Fine Arts	3 Hours
EC	438	Field Experience in Early Childhood	3 Hours
<b>Capstone: 3 Hours</b>			
EDUC	450	Education Senior Capstone	3 Hours

### Bachelor of Arts in Elementary Education

The Bachelor of Arts in Elementary Education comprises 81–84 hours, including 72 Hours in the Professional Education Core and 9–12 hours in a teaching concentration. Students must also complete Foundational Core requirements and electives to reach the minimum of 120 hours required for a Bachelor’s degree.

<b>ELEMENTARY EDUCATION MAJOR: 81–84 Hours</b>			
<b>Professional Education Core: 72 Hours</b>			
EC	210	Introduction to Early Childhood Profession	3 Hours
EDUC	101	Foundations of Education	3 Hours
EDUC	213	Developmental Psychology	3 Hours
EDUC	220	Elementary Children's Literature	3 Hours
EDUC	240	Creative Arts	3 Hours

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EDUC	275	Management, Instruction, Assessment	4 Hours
SPED	103	Exceptional Children	3 Hours
SPED	270	Methods & Materials for Exceptional Learners	3 Hours
<b>Student-Educator Residency Prerequisites that must be taken prior to residency:</b>			
EDUC	207	Foundations of the Science of Reading	3 Hours
EDUC	255	Geometry & Measurements for Elementary Teachers	2 Hours
EDUC	317	Literacy Acquisition Through Science of Reading	3 Hours
EDUC	335	Algebraic Thinking and Data Analysis for Elementary Teachers	3 Hours
EDUC	417	Science of Reading Defining the Movement	3 Hours
MATH	210	Numbers & Operations for Elementary Teachers	3 Hours
SPED	302	Diagnostic Assessment	3 Hours
SPED	337	Collaboration and consultation in Special Education	3 Hours
<b>Student-Educator Residency*</b>			
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.			
<b>First Semester Residency</b>			
EDUC	307	Science of Reading Method Instruct and Practice	3 Hours
EDUC	350	Social Studies Methods	2 Hours
EDUC	490	Residency in Teaching I	7 Hours
<b>Second Semester Residency</b>			
EDUC	355	Science Methods & Technology	2 Hours
EDUC	360	Math Concepts & Manipulatives	3 Hours
EDUC	495	Residency in Teaching II	7 Hours
<b>*One Semester Student Residency Transfer Option</b>			
EDUC	493	Student Residency Transfer Option	10 Hours

In special circumstances, students must seek written approval from the Dean, School of Education and Provost to replace the two-semester residency (EDUC 490 and EDUC 495) with a one-semester student residency (EDUC 493). This is intended for students who transfer into OCU and may need an extra semester to complete Student-Educator Residency Prerequisites. Other courses might be required during the one-semester residency. Students who are approved for this option must meet the 120-hour requirement for a Bachelor's Degree.

Students must complete one of the following concentrations:

<b>Early Childhood Education Concentration: 12 Hours</b>			
EC	215	Health, Safety and Nutrition	3 Hours
EC	245	Infant and Child Development	3 Hours
EC	341	EC Programs and Management	3 Hours
EC	405	Families in Transition	3 Hours

<b>English Concentration Language Arts: 9 Hours</b>			
ENG	201	Introduction to Literature	3 Hours
ENG	210	Intro British Literature	3 Hours
ENG	215	Intro to American Literature	3 Hours

<b>Health and Physical Education Concentration: 12 Hours</b>			
HPE	205	Foundations of Physical Education	2 Hours
HPE	210	Health Education	2 Hours
HPE	301	Adaptive Physical Education	3 Hours
HPE	312	Principals of Motor Learning	2 Hours
HPE	405	Teaching Strategies of Physical Education	3 Hours

<b>Life Science - Biology Concentration: 9–10 Hours</b>			
BIO	101	Introduction of Life Sciences	3 Hours
PHSC	101	Physical Science	3 Hours
Choose one 3- or 4-hour Science Elective in consultation with the advisor.			3–4 Hours

<b>Mathematics Concentration: 9 Hours</b>			
MATH	110	Mathematics and Its Applications	3 Hours
MATH	115	College Algebra	3 Hours
<b>Choose one of the following courses:</b>			
MATH	120	Trigonometry	3 Hours
MATH	125	Intro to Probability & Statistics I	3 Hours

<b>Special Education Concentration: 12 Hours</b>			
EDUC	260	Reading Across the Content Areas	3 Hours
SPED	284	Best Practices for Students with Emotional and Behavioral Disorders	3 Hours
SPED	306	Legal Issues in Special Education	3 Hours
SPED	375	Classroom and Behavior Management	3 Hours

### **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 Bachelor of Arts in in Special Education comprises 83 hours, including 72 Hours in the Professional Education Core and 9–12 hours in a teaching concentration. Students must also complete Foundational Core requirements and electives to reach the minimum of 120 hours required for a Bachelor's degree.

<b>SPECIAL EDUCATION—MILD INTERVENTION (ALL GRADE) MAJOR: 80 Hours</b>			
<b>Professional Education Core</b>			
EC	210	Introduction to Early Childhood Profession	3 Hours
EDUC	101	Foundations of Education	3 Hours
EDUC	213	Developmental Psychology	3 Hours
EDUC	220	Elementary Children's Literature	3 Hours
EDUC	240	Creative Arts	3 Hours
EDUC	275	Management, Instruction, Assessment	4 Hours

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SPED	103	Exceptional Children	3 Hours
SPED	270	Methods & Materials for Exceptional Learners	3 Hours
SPED	284	Characteristics of Emotional & Behavioral Disorders	3 Hours
SPED	306	Legal Issues in Special Education	3 Hours
<b>Student-Educator Residency Prerequisites that must be taken prior to residency:</b>			
EDUC	207	Foundations of the Science of Reading	3 Hours
EDUC	255	Geometry & Measurements for Elementary Teachers	2 Hours
EDUC	317	Literacy Acquisition Through Science of Reading	3 Hours
EDUC	335	Algebraic Thinking & Data Analysis for Elementary Teachers	3 Hours
EDUC	417	Science of Reading Defining the Movement	3 Hours
MATH	210	Numbers & Operations for Elementary Teachers	3 Hours
SPED	302	Diagnostic Assessment	3 Hours
SPED	337	Collaboration and consultation in Special Education	3 Hours
<b>Student-Educator Residency*</b>			
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.			
<b>First Semester Residency: 12 Hours</b>			
EDUC	307	Science of Reading Method Instruct and Practice	3 Hours
EDUC	350	Social Studies Methods	2 Hours
EDUC	490	Residency in Teaching I	7 Hours
<b>Second Semester Residency: 12 Hours</b>			
EDUC	355	Science Methods & Technology	2 Hours
EDUC	360	Math Concepts & Manipulatives	3 Hours
EDUC	495	Residency in Teaching II	7 Hours
<b>*One Semester Student Residency Transfer Option</b>			
EDUC	493	Student Residency Transfer Option	10 Hours

In special circumstances, students must seek approval from the Dean, School of Education and Provost to replace the two-semester residency (EDUC 490 and EDUC 495) with a one-semester student residency (EDUC 493). This is intended for students who transfer into OCU and may need an extra semester to complete Student-Educator Residency Prerequisites. Other courses might be required during the one-semester residency. Students who are approved for this option must meet the 120-hour requirement for a Bachelor's Degree.

### Bachelor of Science in Health and Physical Education

The Bachelor of Science in Health and Physical Education comprises 57–90 hours, including 35 hours in the Health and Physical Education Core and 11–12 hours of Supporting Biology courses, and concentration options in Applied Health and Fitness (11 hours) or Education All-Grade Licensure (44 hours). Students must also complete Foundational Core requirements and electives to reach the minimum of 120 hours required for a Bachelor's degree.

<b>HEALTH AND PHYSICAL EDUCATION MAJOR: 57–90 Hours</b>			
<b>Health and Physical Education Core: 35 Hours</b>			
HPE		Basic Skills	1 Hour
HPE		Basic Skills	1 Hour
HPE		Basic Skills	1 Hour
HPE		Basic Skills	1 Hour
HPE	201	Fitness and Wellness	2 Hours
HPE	205	Foundations of Physical Ed	2 Hours
HPE	210	Health and Nutrition	2 Hours
HPE	220	Rhythmic Activities	2 Hours
HPE	225	Recreational Activities	2 Hours
HPE	301	Adaptive Physical Education	3 Hours
HPE	305	Psychology of Coaching	2 Hours
HPE	312	Principles of Motor Learning	2 Hours
HPE	340	Exercise Physiology	3 Hours
HPE	401	Kinesiology	3 Hours
HPE	420	Assessment and Evaluation in HPE	2 Hours
HPE	425	Admin. & Organization of Physical Ed. & Sport	3 Hours

HPE	440	Community Health & Safety Education	3 Hours
<b>Supporting Biology Courses: 11–12 Hours</b>			
BIO	101	Intro to Life Sciences OR	3–4 Hours
BIO	111	Principles of Biology I	
BIO	321	Principles of Human Anatomy & Physiology I	4 Hours
BIO	322	Principles of Human Anatomy & Physiology II	4 Hours

### ***Applied Health and Fitness Concentration***

Applied Health and Fitness is for students seeking a Bachelor’s degree without licensure to work in community health facilities, etc. The 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 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.

<b>Applied Health and Fitness Concentration: 11 Hours</b>			
HPE	240	Principles of Strength & Conditioning	2 Hours
HPE	415	Lifetime Sports & Fitness Programming	3 Hours
HPE	435	Recreation and Fitness Practicum	3 Hours
HPE	450	Health & Physical Education Capstone	3 Hours

### ***Health and Physical Education with All-Grade Licensure Concentration***

The Health and Physical Education with All-Grade Licensure Concentration is for those students seeking state licensure to teach physical education and health in an all grade (K–12) school system. The 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.

<b>Education All-Grade Licensure Concentration: 44 Hours</b>			
EDUC	101	Foundations of Education	3 Hours
EDUC	207	Foundations of the Science of Reading	3 Hours

EDUC	213	Developmental Psychology	3 Hours
EDUC	275	Management, Assessment, Instruction	4 Hours
EDUC	260	Reading Across the Content Area	3 Hours
SPED	103	Exceptional Children	3 Hours
<b>Student-Educator Residency*</b>			
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.			
<b>First Semester Residency</b>			
EDUC	270	Secondary Practicum	2 Hours
EDUC	230	Assessment of Student Learning	3 Hours
EDUC	490	Residency in Teaching I	7 Hours
<b>Second Semester Residency</b>			
EDUC	495	Residency in Teaching II	7 Hours
HPE	405	All Grade Physical Education Teaching Strategies	3 Hours
HPE	430	Teaching Strategies of School Health	3 Hours
<b>*One Semester Student Residency Transfer Option</b>			
EDUC	493	Student Residency Transfer Option	10 Hours
In special circumstances, students must seek approval from the Dean, School of Education and Provost to replace the two-semester residency (EDUC 490 and EDUC 495) with a one-semester student residency (EDUC 493). This is intended for students who transfer into OCU and may need an extra semester to complete Student-Educator Residency Prerequisites. Other courses might be required during the one-semester residency. Students who are approved for this option must meet the 120-hour requirement for a Bachelor's Degree.			

### Secondary Education Licensure

The School of Education provides a Secondary Education Licensure Concentration for students seeking certification to teach at the middle school or high school level in the following content areas: Applied Mathematics, Biology, English Language Arts, History, and Physical Science. Consult the School of Arts and Sciences section of the catalog for descriptions of these majors.

<b>Secondary Education Licensure: 38 Hours</b>			
EDUC	101	Foundations of Education	3 Hours
SPED	103	Exceptional Children	3 Hours
EDUC	213	Developmental Psychology	3 Hours
EDUC	275	Management, Assessment, and Instruction	4 Hours
EDUC	346	Secondary Education Methods	3 Hours
EDUC	260	Reading Across the Content	3 Hours
EDUC	400	Secondary Education Certification Preparation	0 Hours
<b>Student-Educator Residency*</b>			
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.			
<b>First Semester Residency</b>			
EDUC	270	Secondary Practicum	2 Hours
EDUC	230	Assessment of Student Learning	3 Hours
EDUC	490	Residency in Teaching I	7 Hours
<b>Second Semester Residency</b>			
EDUC	495	Residency in Teaching II	7 Hours
HPE	405	All Grade Physical Education Teaching Strategies	3 Hours
HPE	430	Teaching Strategies of School Health	3 Hours
<b>*One Semester Student Residency Transfer Option</b>			
EDUC	493	Student Residency Transfer Option	10 Hours
In special circumstances, students must seek approval from the Dean, School of Education and Provost to replace the two-semester residency (EDUC 490 and EDUC 495) with a one-semester student residency (EDUC 493). This is intended for students who transfer into OCU and may need an extra semester to complete Student-Educator Residency Prerequisites. Other courses might be required during the one-semester residency. Students who are approved for this option must meet the 120-hour requirement for a Bachelor's Degree.			

### ***Minors***

The School of Education offers minors in Secondary Education and Servant Leadership.

**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 Physical Science. The education minor requires 21 hours of professional education courses. State testing and student teaching are not required since this is a non-licensure track.

<b>Secondary Education Minor (25 Hours)</b>			
EDUC	101	Foundations of Education	3 Hours
EDUC	213	Developmental Psychology	3 Hours
EDUC	260	Reading Across the Content Areas	3 Hours
EDUC	270	Secondary Practicum	2 Hours
EDUC	275	Management, Assessment, Instruction	4 Hours
EDUC	346	Secondary Teaching Methods	3 Hours
SPED	103	Exceptional Children	3 Hours

**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.

<b>Servant Leadership Minor (15 Hours)</b>			
LDR	438	Leadership and Management	3 Hours
LDR	462	Servant Leadership	3 Hours
LDR	463	Community Servant Leadership	3 Hours
LDR	464	Leadership Practicum	3 Hours
<b>Choose One Course (3 Hours)</b>			
LDR	445	Studies in Management	3 Hours
LDR	456	Servant Leadership in the Professions	3 Hours
LDR	460	Team Building	3 Hours

## 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 program can do so with Chapman’s 4+1 option.

The Chapman School of Religious Studies offers the following programs of study:

- **Associate of Arts in Christian Studies**
- **Bachelor of Arts in Christian Studies**
  - *Pastoral Ministry Concentration*
  - *Christian Missions Concentration*
- **Bachelor to Master’s Degree Program (4 + 1)**
- **Certificate in Christian Studies**
- **Minors**
  - *Christian Missions*
  - *Pastoral Ministry*
  - *Philosophy*

### *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***

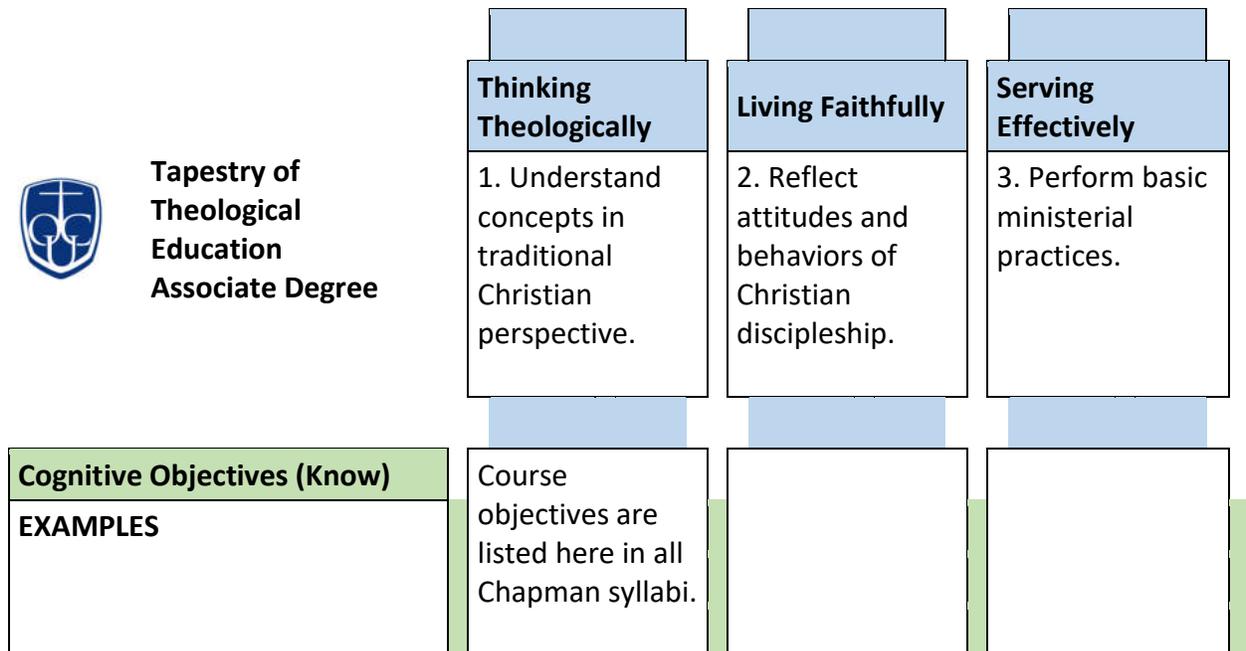
Robert Asa, Ph.D.  
 Douglas Low, Ph.D.  
 Thomas Walls, Ph.D.

***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><b>Remembering</b> - recall or recognize information long-term</p> <p><b>Evaluating</b> - make judgments based on criteria</p> <p><b>Creating</b> - generate new ideas and concepts</p>			
<p><b>Affective Objectives (Feel)</b></p> <p><b>EXAMPLES</b></p> <p><b>Receiving</b> - be open in attitude to alternate points of view</p> <p><b>Valuing</b> - appreciate and support perspectives and practices</p> <p><b>Characterizing</b> - reflect behavior consistently in personal and interpersonal context</p>			
<p><b>Behavioral Objectives (Do)</b></p> <p><b>EXAMPLES</b></p> <p><b>Imitating</b> - replicate a behavior observed in others</p> <p><b>Performing</b> - model behavior for others</p> <p><b>Adapting</b> - modify a behavior according to contextual needs</p>			



**Tapestry of  
Theological  
Education  
Bachelor’s Degree**

	<b>Thinking Theologically</b>	<b>Living Faithfully</b>	<b>Serving Effectively</b>
	1. Analyze perspectives in light of the intellectual traditions of the church.	2. Model appropriate perspectives and practices for engagement in society and the church.	3. Conduct essential ministry practices.
<b>Cognitive Domain (Know)</b>	Course objectives are listed here in all Chapman syllabi.		
<b>EXAMPLES</b>			
<p><b>Remembering</b> - recall or recognize information long-term</p> <p><b>Evaluating</b> - make judgments based on criteria</p> <p><b>Creating</b> - generate new ideas and concepts</p>			
<b>Affective Domain (Feel)</b>			
<b>EXAMPLES</b>			
<p><b>Receiving</b> - be open in attitude to alternate points of view</p> <p><b>Valuing</b> - appreciate and support perspectives and practices</p> <p><b>Characterizing</b> - reflect behavior consistently in personal and interpersonal context</p>			
<b>Behavioral Domain (Do)</b>			

<p><b>EXAMPLES</b></p> <p><b>Imitating</b> - replicate a behavior observed in others</p> <p><b>Performing</b> - model behavior for others</p> <p><b>Adapting</b> - modify a behavior according to contextual needs</p>		
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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 30 credit 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			
PS	100	Introduction to Ministry and the Church	3 Hours
CRS	101	Biblical Literacy	3 Hours
CE	201	Introduction to Christian Education	3 Hours
CH	201	Introduction to Church History	3 Hours
CM	301	Evangelism and Church Growth	3 Hours
Christian Studies Electives: 15 Hours			
Choose 15 Hours of Unrestricted Electives with the Approval of the Advisor.			15 Hours

## 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 25–26 credit hours and a Christian Studies Core of 30 credit hours. Nine of the Christian Studies credit hours are electives restricted to Christian Studies. The associate program requires the successful completion of 60 credit hours.

<b>Christian Studies Major: 30 Hours</b>			
PS	100	Introduction to Ministry and the Church	3 Hours
CRS	101	Biblical Literacy	3 Hours
CE	201	Introduction to Christian Education	3 Hours
PS	300	Pastoral Counseling	3 Hours
CE	305	Worship Leadership	3 Hours
CH	201	Introduction to Church History	3 Hours
CM	301	Evangelism and Church Growth	3 Hours
<b>Christian Studies Electives: 9 Hours</b>			
Choose 9 Hours of Unrestricted Electives with the Approval of the Advisor.			9 Hours

## 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 36 hours to complete. Students must also choose an area of specialization, which requires 15 additional Christian Studies credit hours. The University's Foundational Core (FC) will prepare students for the Christian Studies Degree and will take 33–34 credit hours to complete. Including 28 credit hours of unrestricted electives, the degree requires the successful completion of 120 semester credit hours. Graduation from OCU requires a 2.0 GPA overall and a 2.3 GPA overall in the Christian Studies Major.

<b>CHRISTIAN STUDIES MAJOR: 51 Hours</b>			
<b>Christian Studies Core: 36 Hours</b>			
BIB	210	Old Testament I	3 Hours
BIB	220	Old Testament II	3 Hours
BIB	230	New Testament I	3 Hours
BIB	240	New Testament II	3 Hours
BIB	308	Christian Doctrine	3 Hours
CH	201	Introduction to Church History	3 Hours
PHIL	105	Critical Thinking	3 Hours
PHIL	220	Introduction to Ethics	3 Hours

PHIL	301	Christian Ethics (Prerequisite: PHIL 220)	3 Hours
PS	100	Introduction to Ministry and the Church	3 Hours
PS	310	Introduction to Preaching	3 Hours
PS	445	Practicum in Ministry	3 Hours
RS	425	Senior Capstone	3 Hours
<b>Choose one of the following courses (General Baptists Must Take CH 401):</b>			
CH	401	GB Heritage	3 Hours
CH	410	History of American Christianity	

### *Specializations*

#### ***Christian Missions Specialization***

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.

<b>Christian Missions Specialization: 15 Hours</b>			
<b>Choose one of the following Christian Missions courses (3 Hours):</b>			
CM	201	Introduction to Christian Missions	3 Hours
CM	225	Perspectives in Christian Missions	3 Hours
<b>Choose three of the following Christian Missions courses (9 Hours):</b>			
CM	205	History of Christian Missions	3 Hours
CM	206	Survey of World Religions	3 Hours
CM	210	The Biblical Basis of Missions	3 Hours
CM	301	Evangelism and Church Growth	3 Hours
CM	305	Current Trends in Missions	3 Hours
CM	401	Principles of Missionary Service	3 Hours
CM	445	Studies in Christian Missions	3 Hours
CM	447	Practicum in Missionary Service	3 Hours
<b>Choose one of the following Christian Education courses (3 Hours):</b>			
CE	201	Introduction to Christian Education	3 Hours
CE	301	Church Administration	3 Hours

CE	305	Worship Leadership	3 Hours
CE	310	Teaching in the Church	3 Hours
CE	315	Lay Leadership in the Church	3 Hours
CE	400	Family Ministry	3 Hours
CE	410	Teaching and Learning in the Online Classroom	3 Hours
CE	445	Studies in Christian Education	3 Hours

### ***Pastoral Leadership Specialization***

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.

<b>Pastoral Leadership Specialization: 15 Hours</b>			
PS	300	Pastoral Counseling	3 Hours
PS	311	Preaching Practicum	3 Hours
<b>Choose one of the following Christian Missions courses (3 Hours):</b>			
CM	201	Introduction to Christian Missions	3 Hours
CM	205	History of Christian Missions	3 Hours
CM	206	Survey of World Religions	3 Hours
CM	210	The Biblical Basis of Missions	3 Hours
CM	225	Perspectives in Christian Missions	3 Hours
CM	301	Evangelism and Church Growth	3 Hours
CM	305	Current Trends in Missions	3 Hours
CM	401	Principles of Missionary Service	3 Hours
CM	445	Studies in Christian Missions	3 Hours
CM	447	Practicum in Missionary Service	3 Hours
<b>Choose two of the following Christian Education courses (6 Hours):</b>			
CE	201	Introduction to Christian Education	3 Hours
CE	301	Church Administration	3 Hours
CE	305	Worship Leadership	3 Hours

CE	310	Teaching in the Church	3 Hours
CE	315	Lay Leadership in the Church	3 Hours
CE	400	Family Ministry	3 Hours
CE	410	Teaching and Learning in the Online Classroom	3 Hours
CE	445	Studies in Christian Education	3 Hours

### **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 credit hours.

<b>CHRISTIAN STUDIES IN PASTORAL LEADERSHIP MAJOR: 51 Hours</b>			
<b>Christian Studies Core: 36 Hours</b>			
BIB	210	Old Testament I	3 Hours
BIB	220	Old Testament II	3 Hours
BIB	230	New Testament I	3 Hours
BIB	240	New Testament II	3 Hours
BIB	308	Christian Doctrine	3 Hours
CH	201	Introduction to Church History	3 Hours
PHIL	105	Critical Thinking	3 Hours
PHIL	220	Introduction to Ethics	3 Hours
PHIL	301	Christian Ethics (Prerequisite: PHIL 220)	3 Hours
PS	100	Introduction to Ministry and the Church	3 Hours
PS	310	Introduction to Preaching	3 Hours
PS	445	Practicum in Ministry	3 Hours
RS	425	Senior Capstone	3 Hours
<b>Choose one of the following courses (General Baptists Must Take CH 401):</b>			
CH	401	GB Heritage	3 Hours
CH	410	History of American Christianity	
<b>Pastoral Leadership Specialization: 12 Hours</b>			
CE	201	Introduction to Christian Education	3 Hours
CE	305	Worship Leadership	3 Hours
CM	225	Perspectives in Missions	3 Hours
PS	300	Pastoral Counseling	3 Hours
<b>M.A. in Pastoral Leadership: 36 Hours</b>			
<b>M.A. Core: 30 Hours</b>			
B designates Biblical courses; H: Historical-Theological courses; and P: Practical courses			
MPL	501B	New Testament as Witness to Jesus and Word to the Church	3 Hours
MPL	502B	Old Testament as Christian Scripture	3 Hours

MPL	511H	Church History for Pastoral Leaders	3 Hours
MPL	512H	Christian Theology for Pastoral Leaders	3 Hours
MPL	522P	Servant as Worship Leader	3 Hours
MPL	530P	Leading in Contemporary Culture	3 Hours
MPL	531P	Service Through Spiritual Formation	3 Hours
MPL	535P	Service Leadership of Church Administration	3 Hours
MPL	540P	Servant Leader as Preacher I	3 Hours
MPL	541P	Servant Leader as Preacher II	3 Hours
<b>Capstone: 6 Hours</b>			
MPL	550	Capstone: Ministry Practicum	3 Hours
MPL	555	Capstone: Essay Writing	3 Hours

### Minors

The Chapman School of Religious Studies offers minors in Christian Missions, Pastoral Ministry, and Philosophy.

<b>Christian Missions: 18 Hours</b>			
PS	100	Introduction to Ministry and the Church	3 Hours
CRS	101	Biblical Literacy	3 Hours
CE	201	Introduction to Christian Education	3 Hours
CM	205	History of Christian Missions	3 Hours
CM	301	Evangelism and Church Growth	3 Hours
<b>Choose one of the following Christian Missions courses (3 Hours):</b>			
CM	201	Introduction to Christian Missions	3 Hours
CM	225	Perspectives in Christian Missions	3 Hours

<b>Pastoral Ministry: 18 Hours</b>			
PS	100	Introduction to Ministry and the Church	3 Hours
CRS	101	Biblical Literacy	3 Hours
CE	201	Introduction to Christian Education	3 Hours
CE	301	Church Administration	3 Hours
CE	305	Worship Leadership	3 Hours

PS	310	Introduction to Preaching	3 Hours
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<b>Philosophy: 18 Hours</b>			
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PHIL	105	Critical Thinking	3 Hours
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PHIL	310	History of Philosophy I: Ancient to Medieval	3 Hours
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PHIL	320	History of Philosophy II: Modern Philosophy	3 Hours
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<b>Choose three of the following Philosophy courses (9 Hours):</b>			
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PHIL	100	Introduction to Philosophy	3 Hours
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PHIL	210	Faith and Reason	3 Hours
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PHIL	220	Introduction to Ethics	3 Hours
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PHIL	301	Christian Ethics	3 Hours
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PHIL	401	Concentrated Special Topic Study	3 Hours
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## 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 25–26 hours and 34–35 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. It consists of the Foundational Core for Bachelor's programs of 33–34 hours, at least 30 hours at the 300 and 400 level, and a total of 120 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.

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## 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 Financial Accounting 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 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.

### Athletic Operations Management

**AOM 120–421 Internship in Athletic Operations Maintenance 14 hours**

AOM 120	Seminar in Athletic Operations Management	1–2 Hours
AOM 121	Practicum 1A	1–2 Hours
AOM 220	Practicum 2A	2–4 Hours
AOM 221	Practicum 2B	2–4 Hours
AOM 320	Practicum 3A	2–4 Hours
AOM 321	Practicum 3B	2–4 Hours
AOM 420	Practicum 4A	2–4 Hours
AOM 421	Practicum 4B	2–4 Hours

The internship series provides students with hands-on experience in athletic operations within a collegiate setting. With each year . . .

**AOM 410 Sports Broadcasting 3 Hours**

This course introduces students to the dynamic world of sports broadcasting, exploring the skills, techniques, and technologies essential for delivering compelling live and recorded sports coverage. Students will gain hands-on experience in play-by-play announcing, color commentary, sideline reporting, and production for television, radio, and digital media platforms. Through analysis of current industry practices and participation in mock broadcasts, students will develop a critical understanding of storytelling, audience engagement, and ethical considerations in sports media.

**AOM 415 Sports Event and Facility Management 3 Hours**

This course provides an in-depth exploration of the principles and practices involved in managing sports facilities and events. Using *Managing Sports Facilities, Fifth Edition* by Gil B. Fried and Matthew Kastel as the primary textbook, students will gain both theoretical knowledge and hands-on experience in the complexities of facility operations, design, maintenance, and event management within the sports industry.

### 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.)

**BIB 230      New Testament I      3 hours**

This course is an introduction to the historical background, literary nature, and theological message of the Books of the New Testament, with particular emphasis on the content and authority of these Books as Holy Scripture for the Church and the minister. The first semester usually covers the Synoptic Gospels (Matthew, Mark, and Luke) and the Gospel of John. (Christian Studies Core.)

**BIB 240      New Testament II      3 hours**

This course is an introduction to the historical background, literary nature, and theological message of the Books of the New 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 105, the course covers the remaining Books of the New Testament. (Christian Studies Core.)

**BIB 308      Christian Doctrine      3 hours**

A general introduction to the major themes and doctrines of Christian theology. (Christian Studies Core.)

**BIB 401      Elementary Greek I      3 hours**

This course is the beginning of the study of Koine Greek grammar, syntax, and vocabulary. Acquiring facility in reading the Greek New Testament is pursued.

**BIB 402      Elementary Greek II      3 hours**

This course completes the introduction to Koine Greek grammar, syntax, and vocabulary. As a continuation of BIB 401, completion of the basic elements of the language lays a foundation for life-long learning and reading of Greek for preaching and teaching.

**BIB 403      Old Testament Hebrew I      3 hours**

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

**BIB 404 Old Testament Hebrew II 3 hours**

An inductive study of intermediate Hebrew grammar based on a close reading of the Hebrew text of an Old Testament book. Skill in discerning nuances of Hebrew grammar and syntax is stressed. Emphasis is placed on vocabulary building, accurate translation, exegesis, and pronunciation. Theological issues arising out of the Hebrew text are considered.

**BIB 445 Studies in Biblical Literature 3 hours**

Advanced Bible study with the theme changing each time the course is offered. Themes of previous semesters have included: the writings of the prophets, studies in Paul, poetic literature of the Old Testament, the Pentateuch, and the Parables of Jesus.

### Biology

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

**BIO 101 Introduction to Life Science 3 hours**

A course designed for non-science majors, introducing students to the study of living organisms. The course includes basic introductions to cell and molecular biology as well as a brief kingdom survey of organisms (bacteria, protists, fungi, plants, and animals) and their biology. (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 160 Medical Terminology 3 Hours**

This course introduces students to the essential language of medicine, focusing on the fundamental principles of medical terminology. Students will learn how to break down complex medical terms into their component parts: prefixes, suffixes, roots, and combining forms. Emphasis will be placed on understanding the terminology related to body systems, diseases, diagnostic tests, treatments, and medical procedures.

**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 or permission of instructor.

**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 320 Cell and Molecular Biology 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 permission of instructor. (HPE Majors can take BIO 321 if they have completed BIO 101. **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 permission 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 permission of instructor.

**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 permission of instructor.

**BIO 405      Ecology and Field Biology      3–4 hours**

Relationships between organisms and their environment; approaches and practices for studying these relationships. The course may be offered with or without a lab. **Prerequisites:** BIO 112 and CHEM 102 or permission 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 permission 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 permission 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:** BIO 105 or BIO 112 or 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      1–3 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. This is a variable credit course: 1 credit hour = 50 hours of field experience; 2 credit hours = 100 hours of field experience and 3 credit hours = 150 hours of field experience. Can be repeated for a total of 6 hours.

**Prerequisites:** BIO 112, CHEM 102, and junior or senior standing.

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**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.

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.

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**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.

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**Christian Education****CE 201 Introduction to Christian Education 3 hours**

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

**CE 301 Church Administration 3 hours**

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

**CE 305 Worship Leadership 3 hours**

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

**CE 310 Teaching in the Church 3 hours**

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

**CE 315 Lay Leadership in the Church 3 hours**

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

**CE 400 Family Ministry 3 hours**

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

**CE 410 Teaching and Learning in the Online Classroom 3 hours**

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

**CE 405 Women's Ministry 3 hours**

An introduction to the field of women's studies this course will provide opportunities for learners to examine and analyze women in Scripture and Church history as well as integrate concepts and practices of women ministering to women. General topics of study are: the place of women in the Christian faith, the role of women in ministry, and building an effective women's ministry in the local church.

**CE 445 Studies in Christian Education 3 hours**

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

**Christian Missions****CM 101 Spanish for Ministry I 3 hours**

This course introduces students to Spanish culture and language through a combination of text, online resources and classroom instruction. Equal emphasis is placed on developing skills in areas of grammar, reading, and speaking this increasingly important language. Same as SPAN 101 and MDV 571M.

**CM 102 Spanish for Ministry II 3 hours**

This course continues the practice of listening, speaking, reading, and writing skills that are taught in CM 101. Same as SPAN 102 and MDV 572M.

**CM 201 Introduction to Christian Missions 3 hours**

This course is a survey of the study of Christian missions. It is designed for those wanting to know more about Christian ministry in other cultures. It also serves as a foundation for other mission courses and equips students to teach missions in a local church.

**CM 202 Spanish for Ministry III 3 hours**

This course is an integrated study of the language and cultures of the Spanish-speaking world. Accuracy in oral, aural, reading, and writing skills will be stressed as a means to expression and comprehension of the language. Same as SPAN 201 and MDV 573M. **Prerequisite:** CM 102 or equivalent.

**CM 203 Spanish for Ministry IV 3 hours**

This course continues the integrated study of the Spanish language and culture. (Cross listed as SPAN 202 and MDV 574M) **Prerequisite:** CM 202 or equivalent.

**CM 205 History of Christian Missions 3 hours**

A historical survey of missions from Pentecost to the present day, with emphasis on the strategies and events that have assisted and hindered the progress of missions.

**CM 206 Survey of World Religions 3 hours**

A survey course which introduces students to the origin, history, basic tenets, and worldview of the major religious traditions of the world.

**CM 210      The Biblical Basis of Missions      3 hours**

This course will examine the mission teachings of both the Old and New Testaments. Emphasis will be given to the biblical nature and task of worldwide outreach.

**CM 225      Perspectives on Christian Missions      3 hours**

This course is a survey of modern mission's methods and issues enlightened by relevant historical and biblical reference in the *Perspectives on the World Christian Movement: A Reader* and its companion volume, *Perspectives on the World Christian Movement: The Study Guide*. Four specific perspectives of the modern missionary movements (the Biblical Perspective, the Historical Perspective, the Cultural Perspective, and the Strategic Perspective) will be utilized in this survey approach.

**CM 300      Introduction to Short-Term Missions      3 hours**

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

**CM 301      Evangelism and Church Growth      3 hours**

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

**CM 305      Current Trends in Missions      3 hours**

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

**CM 310      The Church Engaging Postmodernity      3 hours**

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

**CM 401      Principles of Missionary Service      3 hours**

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

**CM 445      Studies in Christian Missions      3 hours**

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

**CM 446      World Religions      3 hours**

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

**CM 447      Practicum in Missionary Service      3 hours**

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

### 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 17<sup>th</sup> century to the present. Critical issues in the more general field of American religious history will also be explored. Same as HIS 410.

**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 213 Introduction to Broadcasting 3 hours**

This course examines the history and principles of commercial/educational broadcasting, covering such topics as programming, research, sales, promotions, broadcast engineering, and federal regulations. **Prerequisite:** COMM 202.

**COMM 325 Interpersonal and Intercultural Communication 3 hours**

Students will learn and develop the skills needed for effective interpersonal and intercultural communication. Areas of study include perception, verbal and nonverbal messages, listening, relationship development, emphasizing how individuals from different cultures or subcultures communicate. **Prerequisite:** COMM 202.

**COMM 355 Online Journalism 3 hours**

This course is designed to prepare students for the rapidly changing world of online communication, as it relates to journalism. Students will learn to write and update stories across multiple platforms, with an emphasis on social media and emerging technologies. **Prerequisite:** COMM 202.

**COMM 440 Internship in Communication 1–3 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. This is a variable credit course: 1 credit hour = 50 hours of field experience; 2 credit hours = 100 hours of field experience and 3 credit hours = 150 hours of field experience. Can be repeated for a total of 6 hours. **Prerequisite:** COMM 202 and junior standing.

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## 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. Same as CRT 100.

**CS 106      Introduction to Computer Science      3 hours**

We live in a digital world, and to shape it, you need to understand the systems that power it. This course teaches you not just how computers work, but how they have—and will continue to—evolve. You'll get a taste for coding by building your own website, design AI-powered products, learn how to break down technical problems, and become a wiser digital citizen in the process.

**CS 111      Programming for Everyone I      3 hours**

Programming is not just about coding; it's about solving problems and thinking logically. This course is a general introduction to coding in Python, one of the most popular and powerful programming languages. Step-by-step, you'll use functions, logic, loops, and libraries to take your ideas from concept to reality. By the end, you'll be able to create useful applications from scratch, but more importantly solve technical problems - a key skill for everyone.

**CS 125      Programming for Everyone II      3 hours**

This course teaches you to build data-powered software products. Building on fundamentals of Python programming, you'll learn how to build software that interacts with other software, stays up-to-date, and is something that people want to use and build on top of. In doing so, you'll master all the skills necessary to pursue advanced programming and app development.

**Prerequisites:** CS 111.

**CS 200      Web Development      3 hours**

Have you ever wondered how you'd manage without websites—no online banking, instant information, or social media? Fortunately, web development brings these essential services to life. In this course, you'll learn the fundamentals of web development, from HTML and CSS to JavaScript. You'll discover how to create visually appealing and interactive sites. By the end, you'll build responsive, user-friendly websites that captivate and engage users. **Prerequisites:** CS 111.

**CS 211      Data Structures      3 hours**

Ever wondered how search engines like Google can find what you need in milliseconds? The secret lies in efficient data structures. In this course, you will learn the fundamentals of data

structures and why they are so crucial for optimizing performance. You'll explore linked lists, stacks, queues, trees, and graphs, and learn where to use them. By the end, you'll implement these structures to make your programs faster and be well-prepared for coding interviews.

**Prerequisites:** CS 125.

**CS 235 Career Navigation and Exploration in Computer Science 3 hours**

This course will help you find a job in Software Engineering upon graduation. Not just any job; one that meets your personal and financial needs and makes you excited about the future. In this course, you'll explore career paths in Software Engineering, potential salary outcomes, and different roles. Then, you'll pick target jobs and opportunities that are the best fit for you, and make a clear plan of action toward securing them. **Prerequisites:** CS 125.

**CS 300 Application Development I—Backend 3 hours**

This course is all about equipping you with the skills to build dynamic, database-driven web applications—the core of great app development. You'll create powerful backend scripts using Java and JavaScript, build RESTful APIs, and develop middleware for user authentication and session management. By the end, you'll create apps that are not only functional but also beautiful, engaging, and solve real-world problems. **Prerequisites:** CS 200.

**CS 310 Algorithms 3 hours**

Imagine having to wait hours to buy a product online due to slow load speeds. That's the world without efficient algorithms. Algorithms are crucial for many everyday applications, such as enabling GPS systems to find the best routes and online stores to load quickly. In this course, you'll uncover the magic behind algorithms, learning divide-and-conquer, dynamic programming, and greedy algorithms. By the end, you'll build scalable applications that won't break. **Prerequisites:** CS 211 and MATH 115 or higher.

**CS 315 Modern Technologies 3 hours**

Ready to take your coding skills to the next level? It's time to explore the cutting-edge technologies that elevate you from a simple programmer to a software engineer. Discover tools like Docker, Jira, cloud computing, and GitHub that are essential for building scalable and secure products people can actually use. When you understand why these technologies matter and how they impact the industry, you'll be ready to build real applications and stay ahead in tech. **Prerequisites:** CS 211 and MATH 115 or higher.

**CS 351 Application Development II—Frontend 3 hours**

This course will have you building sleek, dynamic web apps using tools, such as React and Angular. Learn to create stunning front-end interfaces, seamlessly connect them with backend services, and ensure everything runs smoothly. You'll dive into component-based architecture, manage state like a pro, and master the art of making your apps fast and responsive. By the end, you'll be ready to create full-stack applications that stand out and wow users.

**Prerequisites:** CS 200 and CS 300.

**CS 395      Software Development      3 hours**

Ever wondered what it takes to turn a great idea into a fully functional software product? This course covers everything from concept to implementation. Learn to use Git for efficient code management, ensure quality with comprehensive testing, and streamline delivery with CI/CD pipelines. Discover design patterns and apply SDLC methods. By the end, you'll be equipped to tackle any software project with confidence and expertise. **Prerequisites:** CS 200, CS 235, and CS 300.

**CS 411      Computer Systems      3 hours**

Curious about what happens under the hood of your computer? This course explores the inner workings of computer systems while teaching you the C programming language. Learn the fundamentals of operating systems, memory management, and file systems. Explore how microprocessors execute instructions and how peripherals communicate with the main system. By the end, you'll have an understanding of computer architecture and be able to optimize system performance using C. **Prerequisites: Junior Status.**

**CS 480      Capstone Project—Product Launch      3 hours**

Ready to bring everything you've learned together? This is your opportunity to apply your skills to a real-world challenge. In this course, you'll design, develop, and deliver a comprehensive software project from start to finish. Collaborate with peers, implement advanced programming concepts, and use industry-standard tools. By the end, you'll have a polished project to showcase your abilities and a deep understanding of the entire software development lifecycle. **Prerequisites:** Senior Status, CS 310, CS 351, CS 395, CS 411, MATH 115, MATH 212, and Permission of Advisor. CS 411 and MATH 212 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. Same as CS 100.

**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 21<sup>st</sup> century. The course provides comprehensive overview of Law Enforcement, Law Enforcement organizations – operations and conduct, and policing in the 21<sup>st</sup> century.

**CJ 105      Community Policing      3 hours**

Explores how community policing is both a philosophy and an organizational strategy that allows police and community residents to work closely together in new ways to solve the problems of crime, fear of crime, physical and social disorders, and neighborhood decay.

**CJ 110      Juvenile Justice      3 hours**

This course examines the juvenile justice system in the United States. Areas examined will be the role of the juvenile courts, the role of police agencies, and the role of correctional agencies. The course will focus on current issues involving juveniles within the correctional system and the overarching needs of society.

**CJ 118      Introduction to Courts      3 hours**

An examination of the basic structure of the court system and court process is examined. Current trends of the court system are explored and discussed.

**CJ 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 203                    Criminal Law and Procedure                    3 hours**

An in-depth study of crime, law, and punishment with an emphasis on the substantive provisions of criminal law that define the elements of various crimes and the parties to those crimes and an emphasis on criminal procedures including search and seizure, arrest, and the criminal trial. There will be an overview of the criminal justice system focusing on the constitutional and statutory framework for the judicial branch of government, the rights of the accused before and during the trial, process, victim's rights, sentencing, and appeal rights, and public policy issues. Recent United States Supreme Court decisions as well as other relevant cases will be analyzed. **Prerequisite:** CJ 101 or permission of the instructor.

**CJ 291                    Applied Data Analysis                    3 hours**

The course teaches students to perform data analysis through real-world criminal justice and psychological examples. The course teaches students to handle data collection and organization and interpretation while teaching them practical skills for descriptive and inferential statistics and data visualization and sampling methods. The course includes ethical discussions about data handling because students need to understand their duty to protect confidential information. Students will learn to convert unprocessed data into useful evidence that supports just decisions in justice systems and mental health services and social science research. Same as PSY 291 and SOC 291. **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 303 Criminal Investigations in the Correctional Environment 3 hours**

This course introduces criminal investigations within the correctional environment, including procedures and reviews of the historical development and investigative process related to administrative and criminal investigative functions. Topics include drug investigations, escape investigations, sex offenses, theft investigations, homicide investigations, prison undercover operations, confidential informants, evidence collection, the role of intelligence, affidavits and warrants, and court preparation and testimony. **Prerequisite:** CJ 101 and CJ 150 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 310 Victimology 3 hours**

Theories and history shaping the bio-psycho-social and environmental characteristics of crime and violent victimization are examined with emphasis on their intersection with issues of race, gender, class, ethnicity, and sexual orientation.

**CJ 311 Principles of Security 3 hours**

An overview of the field of security. The course will discuss the role and development of security, its applications, and its relationships to society. It will present a total picture of security to include personnel, safety, fire, administration, access controls, and physical and information security.

**CJ 315 Conflict Management in Criminal Justice 3 hours**

This course will examine the nature of conflict and individual and group decision making processes. It will explore ways to minimize destructive consequences of conflict as well as identifying and negotiating solutions to problems that occur in a correctional setting.

**Prerequisite:** CJ 101 or permission of the instructor.

**CJ 320            Police Administration and Organization            3 hours**

Introduces the basic organization structures of law enforcement patrol and administration. Principles of command, unity of command, span of control, evaluation of promotion, etc., will also be discussed.

**CJ 323            Basics of Crime Scene Investigation            3 hours**

This course covers basic considerations, guidelines, and procedures that help in the investigation of crime scenes so that field investigators do not avoid oversight, ensure thoroughness of the search, and comply with both the legal and scientific requirements pertaining to the use of physical evidence. The course utilizes a practical hands-on approach to evidence identification, documentation, collection and handling of evidence from the crime scene. This course includes lab study designed to reinforce important forensic and investigative skills. **Prerequisite:** CJ 302 or permission of the instructor.

**CJ 325            Drugs and Criminal Justice            3 hours**

An introduction into how drugs are related to crime looking at the variety of connections including the possession, manufacture, and distribution of drugs. Exploring the relationship of crime to the effects they have on the user's behavior and the generating violence and other illegal activity in connection with drug trafficking.

**CJ 330            Report Writing for Criminal Justice            3 hours**

This course examines how to write clear, accurate and grammatically correct reports used in law enforcement and correctional settings. Other criminal justice-based communication instruments, such as note taking, field interviewing, spelling of key criminal justice terminology, and court testimony will be addressed. **Prerequisite:** CJ 101 or permission of the instructor.

**CJ 375            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. **Prerequisite:** CJ 101 or permission of the instructor.

**CJ 400            Offender Assessment System            3 hours**

The course will examine the criminal classification of offenders; prediction of criminal behavior; and rehabilitation of specific types of offenders. The topics will be examined from both clinical and research perspectives. Potential topics may include human aggression; assessing dangerousness; borderline personality disorder; risk factors in physical and sexual assault of adults and children; and offender treatment programs. **Prerequisite:** CJ 150 or permission of the instructor.

**CJ 410            Probation and Parole            3 hours**

An examination of the functions of probation and parole officers. The theoretical and practical aspects of probation and parole will be examined in depth. **Prerequisite:** CJ 150 or permission of the instructor.

**CJ 415      Criminological Theory      3 hours**

This course focuses on the major theoretical explanations for crime and delinquency.

**CJ 420      Correctional Administration      3 hours**

Covers the organization, supervision, and administration of officers and inmates and techniques used in institutions. Legal trends concerning the rights of prisoners will be discussed.

**CJ 423      Advanced Crime Scene Investigation      3 hours**

This course steeped in application of advanced crime scene techniques including identification, collection, and processing techniques. Students will be challenged with advanced theories and methodologies pertaining to proper crime scene assessment, search, and acquisition of various types of evidence. As such, an in-depth, hands-on approach with laboratory activities and simulations will serve to engage students at a critical level beyond mere lecture-based contemplation. **Prerequisite:** 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**

This course offers an in-depth exploration of current topics, trends, and issues affecting the criminal justice system. Students will examine how contemporary challenges influence law



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## Cybersecurity

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

**CYS 101 Introduction to Cybersecurity 3 Hours**

In today's world, no one is safe from cyber-attacks, but everyone can be prepared. This course will teach you how malicious actors use social manipulation and technology to launch devastating attacks – and provide you with the tools you'll need to defend against them. Whether you pursue one of the many available jobs in cybersecurity or just want to secure your own privacy, you'll learn how to make the Internet safer. **Prerequisite:** None.

**CYS 201 Career Navigation and Exploration in Cybersecurity 3 Hours**

This course will help you find a job in Cybersecurity upon graduation. Not just any job; one that meets your personal and financial needs and makes you excited about the future. In this course, you'll explore career paths in Cybersecurity, potential salary outcomes, and different roles. Then, you'll pick target jobs and opportunities that are the best fit for you, and make a clear plan of action toward securing them. **Prerequisite:** CYS 101.

**CYS 211 Network and System Security 3 Hours**

Modern organizations know that even the strongest systems can be vulnerable to cyberattacks. As a result, jobs in cybersecurity are rapidly expanding as companies look to secure their digital assets. This course will teach you how to secure those assets by identifying and fixing potential security vulnerabilities. By the end of the course, you will be able to identify and remedy common network and systems vulnerabilities. **Prerequisite:** CYS 101.

**CYS 221 Cybercrime and Governance 3 Hours**

This course explores the critical role of governance in mitigating cybercrime and ensuring the integrity of digital environments. You will learn how governments detect and stop cybercrimes, and become familiar with the laws and policies in place to deter cybercriminals. Develop and implement robust security policies procedures that align with legal and ethical standards and help create a resilient, compliant digital ecosystem. **Prerequisite:** CYS 101.

**CYS 301 Security Operations 3 Hours**

The moments after a breach can make or break an organization. When the unthinkable happens and a cybercrime is discovered, the actions taken by the security operations team can either contain the damage and restore order or lead to catastrophic consequences. This course examines the tools and techniques used to conduct investigations into cybercrimes and teaches the defensive skills necessary to ensure a breach doesn't occur in the first place. **Prerequisite:** CYS 211.

**CYS 311 Ethical Hacking 3 Hours**

To stop a hacker, you need to be able to think like a hacker. In this course, you will learn hands-on techniques for attacking and penetrating networks and systems. You'll learn the tools to

launch these offensive tactics, and then complete a hands-on project where you will be asked to ethically hack a real system. **Prerequisite:** CYS 211

**CYS 401      The Future of Cybersecurity      3 Hours**

Technology is racing forward, and cybersecurity must stay ahead to meet new challenges and threats. In this class, you will learn about the changing landscape of cybersecurity, emerging mobile technologies that are likely to be targeted, and new forms of cyber-attacks being launched. By the end of the course, you will be able to implement the most cutting-edge practices in cybersecurity in order to protect against attacks. **Prerequisite:** CYS 211.

**CYS 490      Cybersecurity Capstone      3 Hours**

The Capstone course is the culmination of the Cybersecurity program, allowing students to apply their knowledge to real-world challenges. Students will undertake a comprehensive project integrating various aspects of cybersecurity, including log analysis, vulnerability assessment, incident response, ethical hacking, and cloud security. This project will develop critical thinking skills and prepare students for major cybersecurity certifications. **Prerequisite:** CYS 211, CYS 221, CYS 301, CYS 311, CYS 401, and Permission of Advisor.

### Early Childhood

**EC 210      Introduction to Early Childhood Profession      3 hours**

Introduces the profession of Early Childhood Education. Examines early childhood philosophy, historical perspective, goals, and implementation of play theory, special needs, curriculum, and regulations. This course addresses developmentally appropriate practices for children ages birth through 8 years old.

**EC 215      Health, Safety, and 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 with families they will work with in the future.

**EC 238      Field Experience in Early Childhood      3 hours**

This course provides an opportunity for pre-service teachers to observe children (infants, toddlers, two-year olds, three-year olds, and four-year olds) in selected community or pre-school settings. Pre-service teachers will work closely with pre-school staff and the parents. The pre-service teacher should expect to assist in planning and implementing developmentally appropriate activity lesson plans.

**EC 245      Infants and Child Development      3 hours**

Students will explore infant and early childhood development through course readings, lectures, and discussion, presentations, group projects, research, and online certification. This

course studies physical, social, emotional, cognitive, and moral development 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 are considered. Field experience and observations with children birth to age eight are a requirement of this course.

**EC 322 Early Childhood Curriculum 3 hours**

This course will examine the principles and practices involved in planning, implementing and evaluating developmentally appropriate evidence-based curriculum for children from 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. 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 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 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 436 Field Experience in Early Childhood: Language Arts and Social Studies 3 hours**

This field-based course provides hands-on experience teaching language arts and social studies in an early childhood setting. Students will work alongside experienced educators in a licensed childcare facility or NAEYC-accredited program to: Design and implement developmentally appropriate lessons in language arts and social studies - Foster positive relationships that support each child's sense of worth and community belonging - Differentiate instruction based on individual learning styles, needs, and backgrounds - Assess and document children's growth in literacy and social understanding - Collaborate with families and educational teams to support children's learning. This course emphasizes the integration of theory and practice, allowing students to apply knowledge in authentic teaching contexts.

**EC 437 Field Experience in Early Childhood: Math, Science, and Fine Arts 3 hours**

This field-based practicum provides supervised experience teaching math, science, and the fine arts in an early childhood setting. Students will be placed in a licensed childcare facility or

NAEYC-accredited program and will work alongside experienced educators. Students will plan, teach, and reflect on developmentally appropriate lessons that integrate STEM and the arts through authentic, hands-on activities connected to children’s interests and real-world contexts. Students will use technology purposefully to enhance learning and will foster curiosity, creativity, inquiry, and problem-solving. Students will assess and document children’s growth in mathematical thinking, scientific investigation, and artistic expression. Students will strengthen partnerships with families and connect them to relevant community resources with support from the cooperating teacher and course instructor.

**EC 438            Field Experience in Early Childhood Classroom Environments and            3 hours**  
**Teaching Practice**

This field-based practicum focuses on creating responsive learning environments and strengthening practical teaching skills in early childhood settings. Students will be placed in a licensed childcare facility or NAEYC-accredited program and will collaborate with experienced educators. Students will design and organize engaging indoor and outdoor learning spaces, including learning centers and interactive displays that promote exploration and discovery. Students will assist with daily routines, planning, material preparation, and developmentally appropriate guidance strategies while creating physically and emotionally safe classrooms. Students will observe individual children and small groups, document learning, and use reflective practice to improve instructional decisions and relationships. Taken alongside additional EC coursework, this practicum strengthens environmental design, classroom organization, and responsive teaching in authentic contexts.

**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 determining 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 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 275      Management, Assessment, and Instruction      4 hours**

Through collaboration with others, for the purpose of establishing an inclusive community of learners, teacher candidates will adapt instruction and assessment and will manage the

learning environment to meet the needs of all learners. Teacher candidates will learn strategies and approaches to meet the academic, social, and emotional needs of students that include, but are not limited to establishing classroom rules and procedures, managing cooperative learning groups, maintaining appropriate student behavior, planning and conducting instruction, and using various assessments to evaluate student learning.

**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 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 335      Algebraic Thinking and Data Analysis for Elementary Teachers      3 hours**

A mathematics course designed specifically for Elementary Education majors for preparation for the Praxis I exam and for teaching experiences. Topics include: algebraic thinking and manipulations, proportional reasoning, percentages, statistics and probability, and data analysis.

**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 400      Secondary Education Certification Preparation      0 hours**

This course is designed to help students prepare for certification in their subject field in Secondary Education Professional Certification. This course must be successfully completed in the semester immediately preceding a student-teacher residency assignment. Pass/Fall.

**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 student's needs.

**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     7 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 493     Student Residency Transfer Option     10 hours**

This course is a one-term student residency option intended for transfer students who may need an extra semester to complete Student-Educator Residency Prerequisites. Students must seek approval from the Dean, School of Education and Provost to replace the two-semester residency (EDUC 490 and EDUC 495). 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.

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## 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. Throughout the semester, students will explore how American writers have defined the nation's values, voices, and experiences.  
**Prerequisite:** ENG 101 or permission of the instructor.

**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. Course may be repeated about a new topic. **Prerequisite:** ENG 101 and ENG 210.

**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. Course may be repeated about a new topic. **Prerequisite:** ENG 101 and ENG 215.

**ENG 309 Special Topics in Literature 3 Hours**

An intensive study of a selected topic, author, genre, or theme in literature, with an emphasis on drama and performance texts, though topics may also include related studies in poetry and other literary forms. Specific topics will vary with each offering and may include studies in world drama, modern plays, verse drama, poetry in performance, or comparative approaches to literature and the arts. Course may be repeated with a new topic. **Prerequisite:** ENG 101.

**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 be taken for credit three (3) times if different topics are selected.

**ENG 325 Writing for the Media 3 hours**

This course is designed to teach students the fundamentals of newswriting, reporting, and information gathering for print and nonprint media. There is an emphasis on interview skills, note taking, and editing techniques. **Prerequisite:** ENG 101 or permission of instructor.

**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 330 Professional and Technical Writing 3 Hours**

A study of written communication for professional and technical audiences in varying formats. Various assignments will be used to study, create, and revise form and content to meet concrete goals. An emphasis is placed on writing clearly and concisely. **Prerequisite:** ENG 101.

**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 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 times. **Prerequisite:** ENG 101.

**ENG 465      Research Seminar (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:** All English Major coursework should be completed prior to, or concurrent with, this course 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. May be taken for credit up to four times.

**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. May be taken for credit up to four times.

**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

<b>HPE 101</b>	<b>Basic Skills in Tennis</b>	<b>1 hour</b>
<b>HPE 102</b>	<b>Basic Skills in Fitness Training</b>	<b>1 hour</b>
<b>HPE 103</b>	<b>Basic Skills in Weight Training</b>	<b>1 hour</b>
<b>HPE 104</b>	<b>Basic Skills in Softball</b>	<b>1 hour</b>
<b>HPE 105</b>	<b>Basic Skills in Flag Football</b>	<b>1 hour</b>
<b>HPE 106</b>	<b>Basic Skills in Volleyball</b>	<b>1 hour</b>
<b>HPE 108</b>	<b>Basic Skills in Badminton</b>	<b>1 hour</b>
<b>HPE 110</b>	<b>Basic Skills in Soccer</b>	<b>1 hour</b>
<b>HPE 111</b>	<b>Basic Skills in Basketball</b>	<b>1 hour</b>
<b>HPE 112</b>	<b>Basic Skills in Golf</b>	<b>1 hour</b>
<b>HPE 114</b>	<b>Basic Skills in Pickleball</b>	<b>1 hour</b>
<b>HPE 115</b>	<b>Study Skills in Basic Skills</b>	<b>1 hour</b>
<b>HPE 116</b>	<b>Study Skills in Table Tennis</b>	<b>1 hour</b>

The classes in basic skills provide physical activities for 2 hours for each 1 hour of 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, and 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 aid. **Prerequisites:** BIO 321 and BIO 322.

**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.

**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 and 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 and 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 of the environment. In addition, essential knowledge, attitudes, and skills for healthful community living and solving 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 6 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 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.

**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.

**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.

**HIS 300      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.

**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 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 GOV 393. **Prerequisite:** Junior standing or permission of instructor.

**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      1–3 hours**

his course offers students the opportunity to serve a one-semester public internship at a historical venue of their choosing. This is a variable credit course: 1 credit hour = 50 hours of field experience; 2 credit hours = 100 hours of field experience and 3 credit hours = 150 hours of field experience. Can be repeated for a total of 6 hours. **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.

**Prerequisite:** HIS 123 or permission of instructor.

**HIS 493      Europe in Crisis, 1919–1945      3 hours**

A comprehensive examination of European politics, economics, culture, and society from the end of World War I to the end of World War II, emphasizing the struggle between democracy and totalitarianism. **Prerequisite:** HIS 223.

**HIS 499      The World since 1945      3 hours**

This course offers a comprehensive study of World History since 1945, with a particular emphasis on the rise of the United States and Soviet Union as global superpowers, the efforts to combat communism during the Cold War, and the innovative social and cultural transformations occurring in the decades following World War II. **Prerequisite:** HIS 113, HIS 123, 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.

### **Information Technology**

**IT 101      Introduction to Information Technology Systems      3 Hours**

Information Technology continues to be one of the most important topics in the modern workforce. This course will introduce you to the fundamentals of the field and teach you a range of valuable professional skills, including how to set up operating systems, how to troubleshoot problems, and how to build a computer. By the end of this course, you'll be prepared to take your next steps in IT and start solving technology problems on your own.

**IT 150      Networking Technologies and Telecommunications      3 Hours**

Whether a workplace is just a few people connected to a wireless router, or a financial giant, wired directly into the Nasdaq, it likely relies heavily on Network Technologies. This course will teach you how networks work, and how to set up and secure them. By the end of this course, you will be able to manage and maintain a range of different network types. This online class has optional live sessions. **Prerequisite:** IT 101.

**IT 201      PostgreSQL      3 Hours**

Modern applications often rely on databases and, by extension, need software systems to manage those databases. One such system is PostgreSQL, which is notable for including many features that help facilitate application development and protect data. By the end of this course, you will be able to use PostgreSQL to manage databases and support application development and integration. This online class has optional live sessions. **Prerequisite:** CS 111.

**IT 210      Google Cloud Computing Foundations      3 Hours**

This course will introduce you to the fundamentals of Cloud Computing, Infrastructure and Networking, and will explore how the cloud is used in a range of situations, including IT, App Development and Machine Learning. By the end of the course you will know what the cloud is,



**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.

**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. **Prerequisite:** LDR 463.

### 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 and 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 LDR 438.

**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. Same as LDR 460.

**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. Same as LDR 462.

**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. Same as LDR 463.

**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. **Prerequisite:** MGT 463.

**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 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 110 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 statistics course covering the following topics: 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**

Continuation of MATH 125 that includes the following topics: 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 401    Differential Equation    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.

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## 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 156      Pep Band      1 Hour**

This course is designed for students who participate in OCU Pep Band rehearsals and performances. The student will receive 1 credit hours per semester. The course may be taken for credit up to eight times.

**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 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.

### Nutrition

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

**NUTR 101      Introduction to Nutrition      3 hours**

The choices we make about food and nutrition shape our health and wellness throughout our lives. This course dives into the factors influencing our dietary choices, from cultural influences to personal tastes. We'll explore macronutrients, micronutrients, governmental dietary guidelines, and practical assessment tools to design nutrition plans that improve well-being and weight management. This online class has optional live sessions.

**NUTR 102      Food Science      3 hours**

Food Science lives at the intersection of culture, health, and innovation. By understanding the composition of foods, we can determine the best methods for their preparation, and how different cooking and preservation techniques affect food quality, safety, and nutritional value. Learn about food categories, such as the role of lactose and casein in dairy, and the science behind various preparation methods. This online class has optional live sessions. Prerequisite: NUTR 101 or permission of instructor.

**NUTR 201      Food Economics      3 hours**

Food Economics isn't just about numbers—it's about people. Inequalities in our global food system often mirror the broader disparities in society. By understanding these systems, we can bring about transformative change. This course tackles the essentials: preventing foodborne illnesses, mastering procurement, and ensuring production quality. You'll learn the real-world calculations behind food costs and discover how food systems can save lives. This online class has optional live sessions. **Prerequisite:** NUTR 102 or permission of instructor.

**NUTR 301      Life Cycle Nutrition I      3 hours**

From preconception to adolescence, nutrition shapes our health trajectories. This course explores how early choices, like breastfeeding or formula feeding, impact a child's development milestones and potential food allergies. As children grow, we'll examine how dietary needs and relationships with food evolve, especially during adolescence. Learn about the pivotal role of

nutrition during early life and how it can mold health and self-perception. This online class has optional live sessions. Prerequisite: NUTR 201 or permission of instructor.

**NUTR 302 Life Cycle Nutrition II 3 hours**

In adulthood, nutritional habits solidify. We'll explore how early adulthood sets foundational food choices, and middle adulthood introduces complexities with work, family, and the onset of chronic diseases. Lastly, we'll explore the challenges faced in geriatric nutrition, including the impacts of polypharmacy. Throughout, a recurring theme will be weight management, emphasizing its role in promoting sustained health and activity. This online class has optional live sessions. **Prerequisite:** NUTR 301 or permission of instructor.

**NUTR 401 Medical Nutrition Therapy 3 hours**

Through this course, students will gain insights into how medical and social histories play a crucial role in accurate nutrition diagnoses. The course also highlights various counseling techniques and introduces therapeutic diets tailored to address specific health challenges. Emphasizing the importance of monitoring and evaluating outcomes, this course prepares students for effective and informed interventions. This online class has optional live sessions. **Prerequisite:** NUTR 302 or permission of instructor.

**NUTR 450 Nutrition Internship 1–3 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. Course can be taken multiple times, to earn up to 6 hours. **Prerequisites:** CHEM201, BIO 112, NUTR 401 and junior or senior standing.

### 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 20<sup>th</sup> century continental philosophy with a special focus on its impact on theology.

### Physical Science

**PHSC 101 Introduction to Physical Science 3 hours**

Introduces the student to the topics of physics, chemistry, astronomy, weather, and geology. A student taking this course is expected to have competency in algebra. **Prerequisite:** MATH 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 thermodynamics, 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.)

**Psychology**

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

**PSY 101      General Psychology      3 hours**

A broad introduction to the many approaches to the study of human behavior and the effects of drugs, health, culture, etc. This includes new trends in research and professional fields and an awareness of the embryonic nature of psychology studies.

**PSY 201      Introduction to Counseling      3 hours**

This course provides an overview of the counseling profession. Focus is placed upon various approaches to counseling, including Cognitive, Behavioral, and Solution-focused counseling. Time will be spent discussing types of counseling, such as marital, addictions, and career counseling. **Prerequisite:** PSY 101.

**PSY 212      Sports Psychology      3 hours**

This course explores the role of psychology as it is related to the enhancement of athletic performance. Various mental training skills that can enhance one's athletic performance will be covered. Some of the areas related to this course that will be explored include motivation, self-confidence, goal setting, burnout, stress and anxiety, leadership, imagery, healthy attitudes towards sports participation and other sports-related activity. Personality as it relates to competition will also be investigated. **Prerequisite:** PSY 101.

**PSY 220      Social Welfare Policies      3 hours**

This course introduces students to social welfare policies and issues in the United States. The economic, religious, political, and other socio-cultural influences of social welfare policies and services, as they relate to individual and institutions, are explored. Same as SOC 220. **Prerequisite:** PSY 101 or permission of instructor.

**PSY 251      Industrial/Organizational Psychology      3 hours**

This course will conduct an in-depth study of the scientific psychological principles, procedures, and methods applied to human behavior in organizations. Throughout the course, students will learn to apply the methods and principles of I-O Psychology to improve job satisfaction, maximize employ efficiency and motivation, and develop management style of supervising employee performance. **Prerequisite:** PSY 101 or permission of instructor.

**PSY 260      Life Span Human Behavior & Development      3 hours**

A survey of human development over the total life span from conception to death is considered. Emphasis is placed on psycho-social development, biological and socio-cultural contexts, and methods for studying human development. Theories that address developmental changes in cognition, behavior, personality, social roles, and interpersonal relationships are explored. **Prerequisite:** PSY 101 or permission of instructor.

**PSY 290      Social & Cultural Diversity      3 hours**

This course examines various cultures and diverse societies, with an emphasis on differences in race, age, social class, religion, and family. Students will gain insight into how social and cultural differences impact an individual's ability to acclimate into new environments as well as

empathize with individuals coming into their environment from another culture. Same as SOC 290. **Prerequisite:** PSY 101 or SOC 201 or permission of instructor.

**PSY 291      Applied Data Analysis      3 hours**

The course teaches students to perform data analysis through real-world criminal justice and psychological examples. The course teaches students to handle data collection and organization and interpretation while teaching them practical skills for descriptive and inferential statistics and data visualization and sampling methods. The course includes ethical discussions about data handling because students need to understand their duty to protect confidential information. Students will learn to convert unprocessed data into useful evidence that supports just decisions in justice systems and mental health services and social science research. Same as CJ 291 and SOC 291. **Prerequisite:** PSY 101 and MATH 110 or higher.

**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 permission 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 permission 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 permission 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 permission 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 permission 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 permission 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 permission 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 permission 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 permission 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 permission of instructor.

**PSY 410      Internship in Psychology      1–3 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. This is a variable credit course: 1 credit hour = 50 hours of field experience; 2 credit hours = 100 hours of field experience and 3 credit hours = 150 hours of field experience. Can be repeated for a total of 6 hours. **Prerequisite:** Eighteen hours of Psychology and Junior or Senior standing.

**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 permission of instructor.

**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.)

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**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 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 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      Applied Data Analysis      3 hours**  
The course teaches students to perform data analysis through real-world criminal justice and psychological examples. The course teaches students to handle data collection and organization and interpretation while teaching them practical skills for descriptive and inferential statistics and data visualization and sampling methods. The course includes ethical discussions about data handling because students need to understand their duty to protect confidential information. Students will learn to convert unprocessed data into useful evidence that supports just decisions in justice systems and mental health services and social science research. Same as CJ 291 and SOC 291. **Prerequisite:** SOC 201 and MATH 110 or higher.

**SOC 301 Contemporary Social Problems 3 hours**

A sociological analysis of such current issues such as war, population, poverty, health, medical care, and ageism. This class is intended for sophomores and above. **Prerequisite:** SOC 201 or permission 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. Same as CM 101.

**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. Same as CM 102.

**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. Same as CM 202. **Prerequisite:** SPAN 102 or equivalent.

**SPAN 202 Intermediate Spanish II 3 hours**

This course continues the integrated study of the Spanish language and culture. Same as CM 203. **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****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.

**UNIV 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.

**UNIV 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.

**UNIV 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.

## ADMINISTRATION, FACULTY, AND STAFF

### Executive Officers

<b>Ron Dempsey</b> , Ph.D.	President
<b>Clint Woolsey</b> , M.B.A.	Vice President for Administration and Finance/CIO
<b>Ron Dempsey</b> , Ph.D.	Acting Provost
<b>Bradley Knotts</b> , M.S.Ed.	Associate Vice President for Student Life
<b>Todd Mosby</b>	Associate Vice President for Development, Marketing, and Communications

### Faculty

**Mary Jane Bernhardt** – Instructor of Mathematics (2025)

B.A., M.A., University of Evansville

**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

**Stephen Custer** – Interim Dean, School of Business; 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** – Interim Dean, School of Education; Professor of Education (1999)

B.S., University of Southern Indiana; M.S., Indiana Wesleyan University; Ed.D., Oakland City University

**Charles W. Davis** – Lecturer in Criminal Justice (2024)

B.S., M.S., University of Phoenix

**Ellie Dillow** – Instructor of Biology (2025)

B.S., Indiana University

**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

**Shayla Hughes** – Visiting Instructor of Psychology (2025)  
B.S., University of Southern Indiana; M.Ed., Lindsey Wilson College

**Clint Kemper** – Instructor of Biology (2024)  
B.S., Purdue University

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

**Sarah Kruse** – Science of Reading Specialist  
A.S., Vincennes University; B.S., University of Southern Indiana; M.S., Benedictine University

**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

**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

**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.D. 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

**Zach Wilson** – Lecturer of Computer Science  
B.S., Indiana University–Purdue University Indianapolis; M.B.A., M.S., Ball State University

### **Emeritus and Posthumous Emeritus Faculty**

<b>Robert L. Asa</b> , Ph.D.	Professor of Old Testament Emeritus
<b>Michael J. Atkinson</b> , Ed.D.	Professor of Biology Posthumous Emeritus
<b>Alpha L. Beckett</b>	Assistant Professor of Welding Technology Emeritus
<b>Richard V. Beesley</b> , Ed.D., D.D., Litt.D.	Executive Vice President of the University Emeritus and Professor of Religious Studies Emeritus
<b>Catherine Gonzales</b> , Ed.D.	Associate Professor of Education Emerita
<b>William R. Hasselbrinck</b> , Ph.D., Ph.D.	Distinguished Professor of Social Science Emeritus

<b>Thomas E. Leuze, Ph.D.</b>	Professor of Christian Education and Religious Studies Emeritus
<b>Douglas A. Low, Ph.D.</b>	Professor of New Testament and Religious Studies Emeritus
<b>Randy K. Mills, Ed.D.</b>	Professor of Social Science Emeritus
<b>Denise Pinnick, Ed.D.</b>	Full Librarian Emerita
<b>Patricia D. Schafer, Ph.D.</b>	Associate Professor of Physical Education Emerita
<b>Carolyn E. Spitler, M.M.</b>	Associate Professor of Music Emerita
<b>Patricia Swails, Ph.D.</b>	Professor of Education Emerita
<b>Thomas R. Walls, Ph.D.</b>	Professor of Missional Studies Emeritus

### **Staff**

<b>Alexander, Jacob</b>	Head Coach, Men's and Women's Swimming
<b>Baysinger, Hannah</b>	Director of Upward Bound
<b>Bell, Melisa</b>	Bookstore Clerk
<b>Bladen, Jamie</b>	Head Coach, Women's Soccer
<b>Blough, Retana Cynthia</b>	Founding Director of Marching and Pep Band
<b>Blume, Kellie</b>	Facilities Service Worker
<b>Boren, Danielle</b>	Business Office Assistant
<b>Bowdre, Paul</b>	Assistant Provost for Assessment and Institutional Effectiveness
<b>Brown, Sandra</b>	Facilities Service Worker
<b>Buchta, Patti</b>	Associate Athletic Director
<b>Burnett, Javin</b>	Residence Hall Director
<b>Calderon, Juan</b>	Head Athletic Trainer
<b>Caldwell, Shannon</b>	Assistant Director of Business Office
<b>Catt, Jessica</b>	Facilities Service Worker
<b>Cobb, Courtney</b>	Director of Graduate Recruitment and Admissions
<b>Collins, Cody</b>	Director of Facilities Services
<b>Corn, Anita</b>	Facilities Service Worker
<b>Custer, Stephen</b>	Interim Dean, School of Business
<b>Davis, Camy</b>	Interim Dean, School of Education

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<b>Dempsey, Amanda</b>	First Lady
<b>Dias Gentil, Rylan</b>	Assistant Coach, Men's Soccer
<b>Dixon, Colin</b>	Head Coach, Men's Tennis
<b>Donnell, Patrick</b>	Assistant Coach, Men's Soccer
<b>Edrington, Rusten</b>	Facilities Service Worker
<b>Egle, Connie</b>	Facilities Service Worker
<b>Engler, Ashley</b>	Administrative Assistant
<b>Epkey, Joe</b>	Head Coach, Women's Tennis
<b>Epps, Otis</b>	Head Coach, Women's Basketball
<b>Ewin, Hunter</b>	Associate Director of Information Technology
<b>Ewin, Lenzie</b>	Program Coordinator, School of Education
<b>Ferber, Walt</b>	Assistant Sports Information Director
<b>Fletcher, Tommy Ray</b>	Director of Athletics
<b>French, Samuel</b>	Head Coach, Men's Basketball
<b>Gowen, Henry</b>	Security Officer
<b>Grimes, Emily</b>	Outreach Coordinator
<b>Grimes, Marc</b>	Advisor Directions
<b>Grubb, Sara</b>	Facilities Service Worker
<b>Guillozet, Blake</b>	Head Coach, Men and Women's Cross Country
<b>Hacker, Robert</b>	Director of Ed.D. Program
<b>Hawkins, Megan</b>	Mentor Tutor
<b>Hayes, Dalonda</b>	Advisor Directions
<b>Heldt, Amy</b>	Facilities Services Coordinator
<b>Hinshaw, Larry</b>	Assistant Coach and Assistant Transportation
<b>Hollinger, Jennifer</b>	Administrative Assistant/Online Academic Advisor
<b>Honaker, Jeremy</b>	Assistant Coach, Baseball
<b>Hope, Hailee</b>	Assistant Coach, Softball
<b>Hopkins, Kelly</b>	Facilities Service Worker
<b>Hopkins, Carmen</b>	Facilities Service Worker
<b>Hose, David</b>	Sports Information Director
<b>Hose, Heather</b>	Academic Success Coordinator
<b>Hotaling, Dakota</b>	Assistant Coach, Men's Basketball

<b>Houghton, Leah</b>	Personal Counselor
<b>Hughes, Caleb</b>	Head Coach for eSports
<b>Hurst, Scott</b>	Head Sprint Football Coach
<b>Joyner, Gabrielle</b>	Assistant Coach, Women's Basketball
<b>Julian, Charity</b>	Director of College and Career Directions
<b>Kegg, Jack</b>	Head Coach, Men and Women's Track
<b>Kiefer, Ty</b>	Facilities Service Worker
<b>Kirby, Stephanie</b>	Director of Human Resources
<b>Lantrip, Jennifer</b>	Director of Admissions
<b>Lasher, Andrew</b>	Head Coach, Baseball
<b>Leinenbach, Brehan</b>	Mentor Tutor
<b>Malone, Zachary</b>	Assistant Coach, Sprint Football
<b>McDaniel, Jervaise</b>	Director of Graduate Studies
<b>McGregor, Michael</b>	Chief of Campus Police
<b>McIntosh, Lori</b>	Advisor Directions
<b>McIntosh, Cassidy</b>	Human Resources Generalist
<b>Mercer, Ronald</b>	Dean, Chapman School of Religious Studies and Seminary
<b>Michaud, Kenneth</b>	Assistant Coach, Men's Tennis
<b>Miskell, Anita</b>	Student Account Manager
<b>Modafari, Brian</b>	Assistant Coach, Softball
<b>Moody, Jacob</b>	Network Administrator
<b>Moore, Tiffany</b>	Admissions Operations Coordinator
<b>Moore, Roy</b>	Campus Pastor
<b>Moorman, Allyson</b>	Head Women's Volleyball Coach
<b>Moreno, Oscar</b>	Assistant Coach, Women's Soccer
<b>Morris, Dayne</b>	Mentor Tutor
<b>Mosby, Kimberly</b>	Director of Library Services
<b>Murphy, Justin D.</b>	Dean, School of Arts and Science
<b>Newberry, Will</b>	Assistant Coach, Baseball
<b>Nossett, Mary</b>	Executive Assistant to the President
<b>Pancake, Candy</b>	Director of Purchasing
<b>Pauw, Elaine</b>	Associate Director of Academic Success Services

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<b>Popa, Tristan</b>	Assistant Coach, Men's Basketball
<b>Price, Chelsea</b>	Assistant Coach, Women's Soccer
<b>Robertson, Shawna</b>	Executive Assistant to the Vice President for Administration
<b>Robinson, Callie</b>	Residence Hall Director
<b>Romershausen, Samuel</b>	Technical Support Analyst
<b>Russell, Amber</b>	Mentor Tutor
<b>Sandefer, Constance</b>	Assistant Registrar
<b>Schwartz, Laura</b>	Assistant Coach, Track and Field
<b>Seeley, Scott</b>	Assistant Coach, Sprint Football
<b>Sell, Lynnette</b>	Academic Affairs Coordinator
<b>Sell, Adam</b>	Head Coach, Men's Soccer
<b>Sharp, Nicole</b>	Director of Financial Aid
<b>Sloan, Phillip</b>	Facilities Service Worker
<b>Smithers, Erin</b>	Cafeteria Student Worker Supervisor
<b>Sorgius, Kayla</b>	Financial Aid Program Coordinator
<b>Thurston, Kathi</b>	Administrative Assistant
<b>Toopes, Madison</b>	Social Media and Public Relations Assistant
<b>Toopes, Tyler</b>	Head Coach, Men's and Women's Golf
<b>Turner, Andrea</b>	Webmaster
<b>Twigger, Benjamin</b>	Head Coach, Men's Volleyball
<b>Vazquez-Sanchez, Alex</b>	Assistant Coach, Women's Volleyball
<b>Wappel, Derek</b>	Head Coach, Women's Tennis
<b>Ward, McKendree</b>	Head Coach, Softball
<b>Wells, Angela</b>	Facilities Service Worker
<b>Wilder, James</b>	Advancement and Alumni Relations/Marketing Assistant
<b>Wilmes, Terry</b>	Purchasing Coordinator
<b>Wilson, Rachel</b>	Data Specialist
<b>Young, Tisha</b>	Financial Aid Program Coordinator

## Offices and Contact Information

### Main Campus Offices

<b>Office of Academic Affairs</b>	Murray Administration Center 138 N. Lucretia Street Oakland City, IN 47760 <a href="mailto:academicaffairs@oak.edu">academicaffairs@oak.edu</a> 812-749-1238
<b>Office of Admissions</b>	Murray Administration Center 138 N. Lucretia St. Oakland City, IN 47660 <a href="mailto:ocuaudit@oak.edu">ocuaudit@oak.edu</a> 800-737-5125
<b>Office of Advancement &amp; Alumni Relations</b>	Murray Administration Center 138 N. Lucretia St. Oakland City, IN 47660 <a href="mailto:gifts@oak.edu">gifts@oak.edu</a> 812-749-1228
<b>Barger Richardson Library</b>	605 W. Columbia Street Oakland City, IN 47660 812-749-1267
<b>Business Office</b>	Murray Administration Center 138 N. Lucretia Street Oakland City, IN 47760 812-749-1243
<b>Calling and Career Center</b>	Bower-Suhrheinrich Student Life Center 720 W. Sherman Street Oakland City, IN 47660 812-749-1394
<b>Office of Financial Aid</b>	Murray Administration Center 138 N. Lucretia St. Oakland City, 47660 <a href="mailto:finaid@oak.edu">finaid@oak.edu</a> 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 6<sup>th</sup> 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