



OAKLAND CITY UNIVERSITY
2020-2021 Undergraduate Academic Catalog



OAKLAND CITY UNIVERSITY

Message from the President

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

The U.S. News and World Report has recognized Oakland City University as one of the top universities in the Midwest. In addition, OCU has been voted as one of the safest colleges and universities in the state of Indiana. The school holds the distinction of being accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools (NCA), the International Assembly for Collegiate Business Education (IACBE), The National Council for Accreditation of Teacher Education (NCATE) and The Association of Theological Schools (ATS).

Please review this catalog and discover the program(s) which will assist you in achieving your goals and dreams. You will discover that Oakland City University offers a wide variety of programs in which students can personalize the degree program that is right for them and meets their intellectual and career needs. OCU is not for everyone; but we are right for you.

Sincerely,

A handwritten signature in black ink that reads "Ken V. Dempscy". The signature is written in a cursive style with a large, stylized 'K' and 'D'.

Table of Contents

| | |
|--|-----------|
| Message from the President | 2 |
| About the Catalog | 12 |
| Revisions and Addendum to the Catalog | 12 |
| Disclaimer | 12 |
| Nondiscrimination/Equal Employment Opportunity | 12 |
| Equal Employment Opportunity | 13 |
| Americans with Disabilities Act | 13 |
| About the University | 14 |
| History | 14 |
| Mission and Vision | 15 |
| Governance | 16 |
| Board of Trustees | 16 |
| Officers of the University | 16 |
| Current and Past Presidents | 16 |
| Accreditation and Affiliation | 17 |
| Accreditation | 17 |
| Affiliation | 17 |
| Location and Facilities | 18 |
| Admissions | 19 |
| Admissions for Degree-Seeking Applicants | 19 |
| Holistic Review | 19 |
| Admissions Requirements | 20 |
| Admission with Condition | 21 |
| Additional Considerations for International Students | 21 |
| English Language Proficiency Requirements | 21 |
| Admissions Process | 22 |
| Admissions for Non-Degree Seeking Applicants | 23 |
| Application for Readmission | 23 |
| Financial Aid | 25 |
| Applying for Financial Aid | 25 |
| FAFSA Special Circumstances | 25 |
| General Eligibility Requirements for Federal Financial Aid | 25 |
| Enrollment Status | 26 |

| | |
|---|-----------|
| Types of Federal Financial Aid..... | 26 |
| Additional Federal Financial Aid Requirements..... | 28 |
| Entrance Counseling | 28 |
| Master Promissory Note | 28 |
| Exit Counseling | 28 |
| Verification..... | 29 |
| State of Indiana Financial Aid Programs | 29 |
| General Eligibility Requirements for State of Indiana Grants and Scholarships | 29 |
| Eligibility Period..... | 30 |
| Types of State of Indiana Financial Aid | 30 |
| OCU Institutional Aid..... | 31 |
| Veterans, Military, and Other Financial Aid Sources | 33 |
| Academic Standards Required for Federal Financial Aid Recipients | 33 |
| Satisfactory Academic Progress (SAP) Policy | 33 |
| Quantitative Standards (Pace of Progression) | 34 |
| Qualitative Standards (GPA) | 35 |
| Maximum Time Frame for Eligibility | 35 |
| Consequences of Failing to Meet Satisfactory Academic Progress | 35 |
| Financial Aid Denial Notification..... | 36 |
| Correcting Academic Deficiencies..... | 36 |
| Appeals to Regain Eligibility | 36 |
| Penalties for Drug Law Violations for Currently Enrolled Students | 37 |
| Academic Progress Requirements for State Financial Aid..... | 37 |
| Credit Completion Requirements | 37 |
| State of Indiana GPA Requirements..... | 38 |
| Financial Aid Return Policy | 38 |
| Refunds and the Return of Federal Title IV Funds | 38 |
| Refunds and the Return of Indiana State Grant Funds..... | 39 |
| Return of Military Tuition Assistance..... | 39 |
| Refunds and the Return of Institutional Funds..... | 40 |
| Appeals for Return of Funds | 40 |
| Summer Aid | 40 |
| Student Life | 41 |
| Campus Offices and Student Services..... | 41 |
| Housing/Residence Life | 41 |

| | |
|---|-----------|
| Food Services | 41 |
| Safe Environment | 42 |
| Consumer Information | 42 |
| Counseling Services | 42 |
| Student Engagement | 42 |
| Honor Societies | 42 |
| University Approved Clubs, Organizations, and Other Activities..... | 43 |
| OCU Clubs/Organizations..... | 44 |
| On Campus Activities | 47 |
| Student Conduct | 48 |
| University Regulations | 48 |
| Student Support | 49 |
| Career Services..... | 49 |
| Student Success | 49 |
| Student Support Services..... | 49 |
| Academic Policies and Procedures | 50 |
| Student Classification | 50 |
| Academic Year | 51 |
| Academic Load | 51 |
| Academic Load for Traditional Students..... | 51 |
| Academic Load for Non-traditional Students | 52 |
| Registration | 54 |
| Eligibility and Registration Periods..... | 54 |
| Traditional Students Registering for Online Courses | 54 |
| Independent Study Courses | 55 |
| Auditing Courses | 55 |
| Course Wait List | 55 |
| Cancellation of Registration | 56 |
| Change of Registration (Adding or Dropping Courses) | 56 |
| Withdrawing from Courses | 57 |
| Attendance..... | 57 |
| Attendance Guidelines..... | 57 |
| Absences | 58 |
| Course Withdrawals Due to Excessive Absences | 58 |
| Withdrawal from the University | 58 |

| | |
|--|-----------|
| Withdrawal Types | 58 |
| Financial Implications of Withdrawals | 59 |
| Leave of Absence | 59 |
| Military Leave of Absence | 61 |
| Special Circumstances Leave of Absence..... | 61 |
| Credit Hours..... | 61 |
| Definitions of a Credit Hour | 61 |
| Definition of Faculty Instructional Contact | 62 |
| Appeal and Review of the Credit Hour Policy | 62 |
| Procedural Implications of the Credit Hour Policy..... | 62 |
| Transfer Credit Policy | 66 |
| Concurrent Enrollment Programs (Dual Credit and Early College)..... | 67 |
| Credit by Examination and Experiential Learning..... | 67 |
| Credit by Examination..... | 68 |
| Experiential Learning..... | 70 |
| Transcripted Service Credit | 70 |
| Grades | 70 |
| Grading System | 70 |
| Incomplete Grades (I)..... | 71 |
| Withdrawal (W), Administrative Withdrawal for Excessive Absences (WE) and Student Withdrawal Failure (WF)..... | 72 |
| Pass/No Credit Option | 72 |
| Grade Reports | 73 |
| Dean’s List | 73 |
| Repeating Courses | 73 |
| Academic Standards..... | 73 |
| Academic Good Standing..... | 74 |
| Academic Progress | 74 |
| Academic Probation..... | 74 |
| Academic Honor Code..... | 75 |
| Grade Appeals and Other Academic Grievances/Due Process | 75 |
| Academic Dismissal | 75 |
| Academic Bankruptcy..... | 75 |
| Academic Exception Petition | 76 |
| Education Records..... | 76 |

| | |
|---|-----------|
| Disclosures without Consent..... | 77 |
| Directory Information Disclosure..... | 78 |
| Updating Student Record Information | 79 |
| Transcript Requests..... | 79 |
| Student Right to Education Record Information..... | 80 |
| Inactivity of Student Records | 81 |
| Graduation..... | 81 |
| Graduation Honors..... | 81 |
| Time Limitation for Degree Completion | 81 |
| Degree Application and Graduation Fee..... | 82 |
| Commencement Ceremony and Graduation Dates..... | 82 |
| Diplomas | 82 |
| Correctional Education Academic Policies..... | 82 |
| Learning Resources | 83 |
| Barger-Richardson Learning Resource Center | 83 |
| Moodle Online Learning Center..... | 84 |
| Academic Programs | 85 |
| Academic Degrees..... | 85 |
| Organizational Structure and Programs of Study | 85 |
| School of Arts and Sciences | 85 |
| School of Business..... | 86 |
| School of Education..... | 87 |
| Chapman School of Religious Studies | 87 |
| Adult and Professional Studies | 88 |
| Correctional Education Programs | 90 |
| General Requirements for Academic Programs | 90 |
| General Requirements for Associate Degrees | 90 |
| General Requirements for Bachelor’s Degrees..... | 90 |
| Residency Requirement | 91 |
| Requirements for Additional Degrees | 91 |
| Requirements for Minors..... | 91 |
| Foundational Core Curriculum | 91 |
| Foundational Core Mission | 92 |
| Foundational Core Vision..... | 92 |
| Foundational Core Goals, Outcomes, and Objectives | 92 |

| | |
|--|------------|
| Foundational Core Requirements for Associate Degrees | 95 |
| Foundational Core Curriculum Requirements for Bachelor’s Degrees | 96 |
| Assessment of Academic Programs and Student Learning..... | 97 |
| School of Arts and Sciences | 99 |
| About the School..... | 99 |
| Faculty of the School of Arts and Sciences..... | 99 |
| Mission of the School of Arts and Sciences..... | 99 |
| Objectives of the School of Arts and Sciences | 100 |
| Professional Programs | 100 |
| Associate of Science Degree Programs | 100 |
| Associate of Science in Criminal Justice | 100 |
| Bachelor of Arts Degree Programs | 101 |
| Bachelor of Arts in Communication | 101 |
| Bachelor of Arts in English | 103 |
| Bachelor of Science Degree Programs | 105 |
| Bachelor of Science in Biology | 105 |
| Bachelor of Science in Criminal Justice (Traditional/Main Campus Program)..... | 107 |
| Bachelor of Science in Criminal Justice (Online Program) | 109 |
| Bachelor of Science in History | 110 |
| Bachelor of Science in Psychology | 113 |
| Other Minors..... | 115 |
| University Studies Programs | 115 |
| Associate of Arts in University Studies..... | 115 |
| Bachelor of Arts in University Studies..... | 115 |
| School of Business..... | 118 |
| About the School..... | 118 |
| Faculty of the School of Business..... | 118 |
| Mission of the School of Business..... | 119 |
| Objectives of the School of Business | 119 |
| Degrees Offered..... | 119 |
| Associate Degree Programs | 120 |
| Associate of Science in Accounting..... | 120 |
| Associate of Science in Business Administration | 120 |
| Bachelor’s Degree Programs | 121 |
| Bachelor of Science in Business Administration | 121 |

| | |
|---|------------|
| Bachelor of Science in Creative Technologies..... | 124 |
| Bachelor of Applied Science in Operations Management (2+2 Transfer Program)..... | 124 |
| Bachelor of Science in Secondary Business Education | 126 |
| Bachelor of Science in Secondary Business Education with Licensure | 127 |
| Adult and Professional Studies Programs | 128 |
| Associate of Science Degree in Business Administration..... | 129 |
| Bachelor of Science in Business Administration | 130 |
| Business Certificate Offerings | 132 |
| School of Education | 134 |
| About the School..... | 134 |
| School of Education Faculty | 134 |
| Degrees Offered..... | 134 |
| Accreditation | 135 |
| Mission and Conceptual Framework of the School of Education | 135 |
| Teacher Licensing..... | 136 |
| The Process of Teacher Education at OCU..... | 137 |
| Requirements for Admission to the Teacher Education Program | 137 |
| Requirements for Field Experiences | 137 |
| Requirements for Admission to Student Teaching | 137 |
| Associate Degree Programs | 138 |
| Associate of Arts in Early Childhood Education | 138 |
| Bachelor’s Degree Programs | 138 |
| Bachelor of Arts in Early Childhood Education | 139 |
| Bachelor of Arts in Early Childhood Education Licensure (P-3) Concentration | 139 |
| Bachelor of Arts in Elementary Education..... | 140 |
| Bachelor of Arts in Special Education - Mild Intervention (All Grade)..... | 143 |
| Bachelor of Science in Health and Physical Education Programs | 144 |
| Chapman School of Religious Studies..... | 148 |
| About the School..... | 148 |
| Faculty of the Chapman School of Religious Studies | 148 |
| Mission of the Chapman School of Religious Studies | 148 |
| Objectives of the Chapman School of Religious Studies..... | 148 |
| Certificate in Christian Studies | 150 |
| Associate Degree Programs | 151 |
| Associate of Arts in Christian Studies..... | 151 |

| | |
|---|------------------------------|
| Bachelor's Degree Programs | 152 |
| Bachelor of Arts in Christian Studies | 152 |
| Course Abbreviations | 158 |
| Course Descriptions | 159 |
| Accounting | 159 |
| Art | 160 |
| Biblical Studies | 161 |
| Biology | 162 |
| Business | 165 |
| Chemistry | 168 |
| Christian Education | 170 |
| Church History | 171 |
| Christian Religious Studies | 173 |
| Christian Missions | Error! Bookmark not defined. |
| Communication | 173 |
| Computer Science | 175 |
| Criminal Justice, Corrections, and Forensic Science and Technology | 176 |
| Early Childhood | 181 |
| Economics | 183 |
| Education | 183 |
| English | 187 |
| Fine Arts | 190 |
| Geography | 191 |
| German | 191 |
| Government | 191 |
| Health and Physical Education | 192 |
| History | 195 |
| Human Resource Management | 198 |
| Management | 199 |
| Marketing | 202 |
| Mathematics | 203 |
| Music | 205 |
| Music Technology | 207 |
| Office Administration | 208 |
| Philosophy | 209 |

| | |
|--|------------|
| Physical Science | 210 |
| Physics | 210 |
| Practical Studies | 211 |
| Psychology | 211 |
| Religious Studies | 215 |
| Social Sciences | 215 |
| Sociology | 215 |
| Spanish | 217 |
| Special Education | 217 |
| Sports Administration | 218 |
| University Studies | 219 |
| Administration, Staff, and Faculty | 221 |
| Executives | 221 |
| Staff | 221 |
| Faculty | 223 |
| Emeritus Faculty | 226 |
| Offices and Contact Information | 227 |
| Main Campus Offices | 227 |
| Approved Locations | 228 |
| 2020-2021 Academic Calendars | 229 |
| Main Campus and Traditional Graduate Programs | 229 |
| Non-Traditional Programs—Fully-Online and Adult and Professional Studies | 234 |

About the Catalog

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

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

Revisions and Addendum to the Catalog

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

Disclaimer

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

Nondiscrimination/Equal Employment Opportunity

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

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

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

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

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

Equal Employment Opportunity

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

Americans with Disabilities Act

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

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

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

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

About the University

History

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

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

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

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

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

In January 2008, the Board of Trustees elected Ray G. Barber, D.Min., as the ninth President. In his inaugural address, Dr. Barber cast a vision for Oakland City University to concentrate its endeavors in meeting students' needs through a threefold vision. First, the institution must fulfill its role as an academy of higher education. 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.

In July 2019, Dr. Ron Dempsey was named the tenth President of Oakland City University.

Mission and Vision

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

Mission

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

Vision

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

Governance

Board of Trustees

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

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

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

Officers of the University

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

Current and Past Presidents

| | |
|-------------------------------------|--------------|
| A.D. Williams, D.D. | 1885 – 1895 |
| Joseph B. Cox (interim) | 1895 – 1903 |
| William P. Dearing, D.D., LL.D. | 1903 – 1945 |
| James E. Cox, Ph.D., Litt.D. | 1945 – 1955 |
| Onis F. Chapman, D.D. | 1955 – 1965 |
| Carl E. Shepard, Ph.D., LL.D. | 1965 – 1968 |
| Ben M. Elrod, Th.D., Ed.D., D.Hum. | 1968 – 1970 |
| Laurence N. Barrett Ph.D. (interim) | 1970 – 1971 |
| Bernard A. Loposer, Th.D. | 1971 – 1973 |
| James W. Murray, Ph.D. | 1974 – 2007 |
| Alton D. Davis, D.Min. (interim) | 2007 – 2008 |
| Ray G. Barber, D.Min. | 2008 – 2019 |
| Ron D. Dempsey, Ph.D. | 2019-Present |

Accreditation and Affiliation

Accreditation

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

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

Affiliation

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

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

- National Association of College and University Business Officers (NACUBO)
- National Association for Business Teachers

Location and Facilities

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

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

Admissions

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

Undergraduate applicants include the following:

- Degree 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.
- Non-degree seeking applicants do not intend to pursue or complete a degree with Oakland City University. This includes dual credit students. Undergraduate students are only allowed to complete a maximum of 12 credit hours as a non-degree student, excluding dual credit, early college, and certificate-seeking students.

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

Admissions for Degree-Seeking Applicants

Holistic Review

When the Office of Admissions receives a completed application, staff begins a comprehensive, holistic review. The university considers the applicant as a whole individual, not merely select parts, such as GPA or test scores. Applicants are evaluated based on who will contribute to OCU's academic community in meaningful ways. Holistic review 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: SAT or ACT tests are considered equally—neither is preferred over the other. While standardized tests provide an important way to evaluate a student's potential (free from the variation in grading rigor that occurs from school-to-school and teacher-to-

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

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

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

Admissions Requirements

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

| Background | Requirements |
|---------------------------|---|
| High School Record | <ul style="list-style-type: none"> • A grade point average (GPA) of 2.75 or higher. OR <ul style="list-style-type: none"> • A grade point average (GPA) of 2.5 or higher, and • An SAT score of 960/1290 or greater or an ACT score of eighteen (18) or greater (unless the student is over twenty-one (21) years old). OR <ul style="list-style-type: none"> • A GED score of 480 or greater or a TASC passing score, and • An SAT score of 960/1290 or greater or an ACT score of eighteen (18) or greater (unless the student is over twenty-one (21) years old). |
| College Record | <ul style="list-style-type: none"> • Six (6) or more hours completed post high school at an accredited institution, and • A 2.0 or higher-grade point average in college-level coursework. |

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.

Admission with conditions status will be removed after all the required credentials for regular admission have been received and twenty-four (24) credit hours have been completed with an overall 1.5 GPA. Students admitted with conditions will have two (2) semesters in which to remove themselves from conditional status.

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

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

Additional Considerations for International Students

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

- Official transcripts for all secondary and post-secondary coursework, translated into English by an accredited organization (e.g., World Education Services (WES))
- English Language Proficiency test scores

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 application, contract, and deposit
- Health forms

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

English Language Proficiency Requirements

Oakland City University requires all non-native English speakers to prove the ability to dominate the English language that is necessary for success in college level classes taught in English.

International students can submit ACT and/or SAT test scores to demonstrate language proficiency. Students who do not have access to ACT or SAT testing, and for whom English is not the native language, must submit scores received on the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). OCU requires the following English language test scores for admission consideration:

| Test | Required Minimum Scores | OCU School Code |
|--|--|------------------------|
| TOEFL IBT (Internet-based Test) https://www.ets.org/toefl | Total score of 70, with minimum section scores of: <ul style="list-style-type: none"> • 18 for Listening • 18 for Writing • 19 for Reading • 19 for Speaking | TOEFL: 1585 |
| IELTS https://www.ielts.org/default.aspx | Total minimum Overall Band Score of 6.5 on the 9-Band scale, with a minimum score of 6 in each category (Listening, Reading, Writing, Speaking). | |
| SAT and/or ACT https://collegereadiness.collegeboard.org/sat | <ul style="list-style-type: none"> • SAT score of 960/1290 or greater • ACT score of 18 or greater | SAT: 1585 ACT: 1228 |

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

Admissions Process

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

- OCU Application for Admissions (available online on the Admissions page of the OCU website at <https://apply.oak.edu/apply> or by calling 1-800-737-5125)
- Official transcripts for all secondary (high school) and post-secondary (college) coursework
- Official SAT and/or ACT scores (optional based on admissions on previously listed criteria).
- Official GED and/or TASC test scores, when applicable

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

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

Admissions for Non-Degree Seeking Applicants

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

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

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

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

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

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

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

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

Application for Readmission

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

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

Financial Aid

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

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

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

Applying for Financial Aid

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

FAFSA Special Circumstances

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

General Eligibility Requirements for Federal Financial Aid

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

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

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

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

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

Enrollment Status

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

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

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

Types of Federal Financial Aid

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

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

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

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

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

Additional Federal Financial Aid Requirements

Entrance Counseling

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

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

Master Promissory Note

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

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

Instructions for completing the Master Promissory Note appear below:

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

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

Exit Counseling

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

Instructions for completing exit counseling appear below:

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

Verification

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

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

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

State of Indiana Financial Aid Programs

General Eligibility Requirements for State of Indiana Grants and Scholarships

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

- Be an Indiana resident by December 31st of the year prior to applying for aid (i.e. December 31, 2016 for the 2018-2019 school year) and remain a resident of Indiana throughout the academic year.
- Be a U.S. citizen or eligible noncitizen.
- Be a high school graduate or possess an equivalent credential (e.g., GED).
- Attend, or plan to attend, an eligible post-secondary institution.
- Be enrolled, or plan to enroll, in a course of study leading to an associate or first bachelor's degree, or a certificate at select institutions.
- Be a full-time student, or plan to enroll as a full-time student. In addition, to renew a maximum state award each year, students must earn a minimum number of credit hours. For more information, visit the Indiana Commission for Higher Education's website at www.in.gov/che.

- Show financial need according to program rules.
- File the FAFSA by April 15 prior to the academic year or intended enrollment.
- Be in good standing with prior federal aid (e.g., not in default with federal loans, unresolved overpayment of federal aid).

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

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

Eligibility Period

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

Types of State of Indiana Financial Aid

- ***21ST Century Scholarship Program.*** Affirmed 21st Century Scholars must graduate from an eligible Indiana high school with a final cumulative GPA of at least 2.0 on a 4.0 scale. In addition to the General Eligibility Requirements (GERs), students must refrain from criminal activity and the illegal use of controlled substances including alcohol. Students graduating from high school prior to 2012 must enroll full-time at an eligible Indiana institution within two years of graduation. Those graduating in 2012 and after must enroll full-time at an eligible institution within one year of graduation. Once awarded, student must complete a minimum of thirty (30) credit hours each academic year in order to maintain this scholarship. Failure to meet Indiana Commission for Higher Education requirements will result in the loss of the scholarship.
- ***Adult State Grant.*** Enacted by the 2015 General Assembly, [*You Can. Go Back.*](#) is a statewide campaign that aims to help the 750,000+ Hoosier adults with some college but no degree finish what they started. With \$7.5 million in state grants available for adult students, the Indiana Commission for Higher Education (CHE) is reaching out to Hoosiers directly and connecting them with Indiana colleges that are committed to eliminating barriers for returning adults. Students who receive Adult Student Grant must complete at least eighteen (18) credit hours or their equivalent in the previous academic year and maintain satisfactory academic progress as defined by your institution.
- ***EARN (Employment Aid Readiness Network) Indiana.*** Earn Indiana is the state's work-study program. Students with financial need have access to resume-building, experiential, paid internships, while employers receive state matching funds—50% of the student's hourly rate—for hiring these students. EARN Indiana has partnered with [Indiana INTERNnet](#) to

better match students and employers, and to assist employers in finding the perfect fit for their team.

- *Financial Aid for Military and Public Safety Officers.* Please visit www.in.gov/che/4498.htm for a complete listing of financial aid offered to military and public safety officers.
- *Financial Aid for Teachers.* Please visit www.in.gov/che/4498.htm for a complete listing of financial aid offered for students seeking a teaching degree.
- *Frank O'Bannon Grant.* The Frank O'Bannon Grant includes both the Higher Education Award and the Freedom of Choice Award. The grant is designed to provide access for Hoosier students to attend eligible public, private, and proprietary institutions. Eligibility for the grant is based on financial need as determined by the FAFSA. The grant may be used toward tuition and regularly assessed fees.
- *Mitch Daniels Early Graduation Scholarship.* The Mitch Daniels Early Graduation Scholarship is a one-time \$4,000 scholarship for students who graduate from a publicly supported high school at least one year early. The scholarship may be used toward tuition and fees and any remaining funds shall be remitted to the student. This scholarship may not be used for remedial coursework.

OCU Institutional Aid

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

- *Athletic Scholarships.* Oakland City University is a NCAA Division II school. The university currently offers thirteen (13) intercollegiate sports for which athletic aid is available. Athletic aid is offered to those student athletes selected by the respective coach as eligible for collegiate participation. Students who wish to apply for athletic scholarship should contact the appropriate athletic coach or the Office of Admissions.
- *Diversity in Education Scholarships.* Oakland City University awards this scholarship annually with an initial award of \$500 as part of its efforts to create a diverse student body in the School of Education. This scholarship is available to new full time, degree-seeking education majors who will reside on campus. Current enrolled OCU students are not eligible to apply. This scholarship is awarded to students selected by the university's Scholarship Committee and is renewable contingent upon academic renewal requirements. Applications are available on the university website at <http://www.oak.edu/file/100/download?token=mvbEDWJD>.
- *Diversity and Multicultural Scholarships.* This scholarship is awarded annually with an initial award of \$500 to promote a multicultural student body on campus. This scholarship is available to full time, degree seeking freshmen and transfer students who will reside on campus. Current enrolled OCU students are not eligible to apply. This scholarship is awarded to students selected by the University's Scholarship Committee and is renewable contingent upon academic renewal requirements. Applications are available on the university website at <http://www.oak.edu/forms/diversity-multicultural-scholarship-application>.

- ***Dollars for Scholars.*** Students who receive private gift money through a Dollars for Scholars Chapter will have the amount of that gift, up to \$2,500, matched by the university.
- ***Early Acceptance Award:*** Students who complete their admissions file by January 1 may qualify to receive a \$500 Early Acceptance Award.
- ***Endowment Scholarships.*** Endowed scholarships offered by the university are specific to areas of study and/or other criteria. Traditional students are eligible to apply. The process involves an application procedure through the Financial Aid Office, and approval is granted by the University Scholarship Committee. Applications are available on the university website at <http://www.oak.edu/forms/endowment-scholarship-application>.
- ***General Baptist Scholarships.*** A General Baptist Scholarship of \$1,000 is available to new full-time traditional undergraduate students. To be eligible, the student, the student's parents, or the spouse of the student must be a member of a General Baptist church. This scholarship is renewable as long as the student remains academically eligible. Applications are available on the university website at <http://www.oak.edu/file/94/download?token=DJOODIyR>.
- ***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).
- ***Military Scholarship.*** Oakland City University is proud to honor our currently enlisted service men and women and their dependents by offering military scholarships in several programs. Applications are available on the university website at <http://www.oak.edu/file/95/download?token=NvdZuL17>.
- ***OAK Award:*** Students who visit the OCU campus receive a \$500 OAK Award. To schedule a visit of campus, please complete the online form at <https://www.oak.edu/forms/schedule-visit>.
- ***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.
- ***Presidential Scholarships:*** Students who meet the eligibility requirements established by the university may qualify for the Presidential Scholarship in place of the Merit-based Scholarships. The student must have a minimum ACT 27 or SAT 1240 score as well as a minimum 3.75 GPA on their high school transcript. An application and interview process is conducted to select Presidential Scholarship recipients. The Presidential Scholarship is renewable for up to 120 credit hours, provided the student maintains the required 3.5 cumulative GPA at OCU.
- ***Worship Arts Scholarships.*** This scholarship is awarded annually with an initial award of \$500 as part of Oakland City University's efforts to enhance excellence in the worship arts. The scholarship is available to full time, degree-seeking Music majors concentrating in Worship Arts or Christian Studies majors concentrating in Worship Leadership. Scholarship recipients must reside on campus. Current enrolled OCU students are not eligible to apply.

The scholarship is awarded to students selected by the University's Scholarship Committee and may require an interview. The scholarship is renewable contingent upon academic renewal requirements. Applications are available on the university website at <http://www.oak.edu/forms/worship-arts-scholarship-application>.

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. 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)

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

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

Academic Standards Required for Federal Financial Aid Recipients

Satisfactory Academic Progress (SAP) Policy

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

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

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

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

Quantitative Standards (Pace of Progression)

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

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

Qualitative Standards (GPA)

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

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

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

Maximum Time Frame for Eligibility

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

Consequences of Failing to Meet Satisfactory Academic Progress

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

- Financial Aid SAP Warning:** This hold is assigned to a student who has failed to meet FA SAP upon the first infraction. Students will be eligible to receive FA during the warning term. If SAP is not met in the following term, the student will be placed on FA Suspension or FA Probation based on the [appeal process](#). If the student successfully meets FA SAP

requirements by the end of the warning period, the hold will be removed and the student will retain financial aid eligibility.

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

Financial Aid Denial Notification

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

Correcting Academic Deficiencies

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

Appeals to Regain Eligibility

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

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

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

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

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

Penalties for Drug Law Violations for Currently Enrolled Students

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

Academic Progress Requirements for State Financial Aid

Credit Completion Requirements

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

- **Adult Grant Recipients.** Students who receive Adult Student Grant must complete at least eighteen (18) credit hours or their equivalent in the previous academic year and maintain satisfactory academic progress as defined by the university.

State of Indiana GPA Requirements

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

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

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

Financial Aid Return Policy

Refunds and the Return of Federal Title IV Funds

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

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

| | | |
|--|---|--|
| Number of days completed by student % of semester completed/Title IV aid earned | = | Total number of days in semester* |
|--|---|--|

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

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

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

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

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

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

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

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

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

Refunds and the Return of Indiana State Grant Funds

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

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

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

Return of Military Tuition Assistance

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

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

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

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

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

Refunds and the Return of Institutional Funds

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

Appeals for Return of Funds

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

Summer Aid

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

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

Student Life

Campus Offices and Student Services

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

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

Housing/Residence Life

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

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

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

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

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

Food Services

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

Safe Environment

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

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

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

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

Consumer Information

Consumer information is disseminated to students through various media (e.g., this catalog). The Office for Student Life makes consumer information available through the Student Handbook, available on the Student Resources page of the OCU website at <http://intranet.oak.edu/current-students/student-resources.php>. Consumer information for students is also available on the website at <http://www.oak.edu/about-ocu/consumer-information.php>. Notification of the availability of the consumer information is sent to all students each semester by the Office for Student Life via the students' OCU e-mail address.

Counseling Services

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

Student Engagement

Honor Societies

Oakland City University recognizes four fraternal organizations/societies:

Alpha Psi Omega

This is a national co-educational honorary dramatic fraternity.

Kappa Delta Psi

This is a national teacher educational honorary fraternity.

Order of the Sword and Shield National Honor Society

This is a national honor society for students majoring in criminal justice.

Sigma Kappa Sigma

This is a local honor society for outstanding students.

University Approved Clubs, Organizations, and Other Activities

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

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

Requirements for Club Officers

Each club recognized by Oakland City University will be able to elect their own officers provided they meet the following requirements:

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

NOTE: No student can serve as an officer for more than one club/organization at a time.

Requirements for Club Members

All enrolled students are eligible to participate in university clubs provided candidates meet the following requirements:

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

All Oakland City University sponsored student clubs and organizations that choose to open a bank account must have two signatures on the account with one of the signatures being that of the sponsor. In addition, the Director of Student Life must have access to the account in the case of an emergency.

All Oakland City University sponsored student clubs and organizations are allowed to fund raise for specific activities related to their club/organization upon approval from the Office for Student Life and the Executive Offices. The solicitation of gifts must be pre-approved by the Office for Advancement.

OCU Clubs/Organizations

The following list includes clubs and organizations (current and recent) as well as other ways to get involved outside the classroom.

Ambassadors for Christ

Ambassadors for Christ, is a Christian club, structured for any OCU student who wishes to deepen his/her faith in Christ through leadership and evangelism. Since this club exists to take students to a new level in their faith journey, it is important that members of this club already have a personal relationship with Jesus Christ.

Athletics/Intercollegiate Sports

Oakland City University is a member of the National Collegiate Athletic Association (NCAA) Division II and National Christian College Athletic Association (NCCAA) Division I. Men may participate in intercollegiate basketball, cross country, baseball, golf, soccer, and tennis. Women may participate in intercollegiate golf, volleyball, softball, cross country, soccer, tennis, and basketball. All student athletes must meet eligibility requirements.

Biology Club

Biology club is a group of students interested in the sciences and the environment, but it is open to anyone interested regardless of major. They organize recycling activities on campus, take field trips to zoos and natural areas, and do community service projects.

Business Club

The mission of the Business Club is to engage students in a social environment that will also enrich their minds in the art of business. The club will help students become positive leaders and enrich their intellectual sides.

Cheerleading

Cheerleaders participate at athletic/intercollegiate sports. Tryouts are held at the beginning of every school year. Anyone who meets the following requirements is eligible for the tryout audition:

1. Must meet the GPA standards set for the NCAA intercollegiate athletes;
2. Must be in good academic standing;
3. Must be in good disciplinary standing, including not being on social or disciplinary probation.

Criminal Justice Student Association (CJSA)

The purpose of the CJSA is to promote the gaining of knowledge and general understanding of the criminal justice field, to provide students with an exciting, challenging, and rewarding experience, to provide students with specific information concerning the numerous and varied fields within the criminal justice system, to provide connections of communication between the OCU community and the Criminal justice community of the Tri-Student region, to provide members with skills, training and advice that will help in their future.

Da Capo

Da Capo, Oakland City University's music club, strives to enrich the collegiate experience of its members by offering opportunities for participation in activities and events relating to music performance and community service. Membership is open to all current OCU students who meet campus organization requirements.

Drama Club

Drama Club is a club for OCU students to expand knowledge, skills & appreciation of the theatrical arts. This club will also give students the opportunity to participate in plays, trips, and activities as a way to enhance educational goals of theatrical discipline and give back to the community.

Fellowship of Christian Athletes (FCA)

Fellowship of Christian Athletes (FCA) is an international non-profit Christian sports ministry based in Kansas City, Missouri. Founded in 1954, FCA's mission is "to lead every coach and athlete into a growing relationship with Jesus Christ and His church." Its vision is "to see the world transformed by Jesus Christ through the influence of coaches and athletes." At OCU, all students are welcome and encouraged to participate in the club.

International Club

The international club at OCU has a mission to include each and every student on campus. The goal is to bring together people from different backgrounds and cultures and to enlighten cultural differences on campus.

Intramural Sports

The Oakland City University intramural program provides a broad range of activities and competition for all students. Individual and team competition is available seasonally throughout the year. Included in the intramural program are such sports as basketball, softball, volleyball, euchre, pocket billiards, spades, horseshoes, flag football, and badminton. Other sports may also be included and will be announced before competition begins.

Jazz Band

The OCU Jazz Band is a group of musicians who perform at recitals and choir performances. OCU Jazz Band is one of two instrumental music ensembles on campus. Jazz Band plays a variety of jazz styles, concentrating on Dixieland and Big Band Swing. Jazz Band rehearses once a week and performs in concert each semester. Students are encouraged to audition for OCU Jazz Band during posted audition times at the beginning of each semester.

Musical Ambassadors

The Great Command is a Christian musical group that serve as ambassadors for the university throughout the General Baptist denomination as well as the nation. Auditions for this group is conducted during the summer months for the upcoming academic year.

OCU Education Club

OCU Education Club is a club of students dedicated to fostering the growth and development of students of all ages by providing members with numerous opportunities to develop their professional and leadership skills, participate in service learning, and expanding their community involvement.

Pep Band

The OCU Pep Band is a group of musicians who perform at athletic events, primarily men's and women's basketball games. The Pep Band works closely with the cheerleaders to promote school spirit and excitement. Students may audition for Pep Band during organization days in the early part of the Fall semester.

Psychology Club

The organization is composed of Psychology majors & OCU students who express interest in the field. The goal of the club is to increase understanding in the field, facilitate interaction among students and enrich the student's social experience as well as learning more about how the field of psychology can be used in service to others.

Student Ambassadors for the Office of Admissions

Student Ambassadors is a group of students who serve as hosts for the Office of Admissions. These students coordinate campus tours throughout the year and assist with other Admissions activities. The Office of Admissions chooses 10 to 15 Student Ambassadors each year from a pool of applicants. Students interested in becoming a Student Ambassador may obtain an application from the Office of Admissions.

Student Ambassadors must meet the following requirements:

1. Must have a cumulative GPA of at least 3.0;
2. Must not have failed to receive credit for ANY classes during the previous academic year;
3. Must be in good academic standing; and
4. Must be in good disciplinary standing, including not being on social or disciplinary probation.

Student Government Association (SGA)

SGA is composed of elected representatives of the student body. It is organized to integrate and coordinate student activities and life on campus, to cooperate with the faculty and administration in the daily functioning of the university, to advance the welfare of the university, and to promote an awareness of an interest in the vital issues affecting the university community.

The O.C. Collegian

The Collegian is the Oakland City University student newspaper. It seeks to present to its readers an accurate and comprehensive image of the university and an ongoing reflection of the individuals, activities, and history of Oakland City University.

Theologs

This organization is for students interested in the ministry or in any other Christian vocation. It promotes a common standard of Christian conduct and provides fellowship and Christian service on campus.

University Choir

The University Choir provides choral experience for music majors and minors and other interested students. It also provides musical performances and appreciation of musical events for the university family and the surrounding community.

OCU Student Section

The mission of the Student Section is to provide support, cheering and excitement while creating an atmosphere at Mighty Oaks sporting events that is engaging for all ages, athletes and students.

On Campus Activities

New Student Orientation

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

Religious Activities

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

Social Activities

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

Cultural Activities

Each year, various informative and entertaining cultural programs are presented in regularly scheduled convocations, lectures, concerts, recitals, dramatic productions, and exhibits. Also, the Residence Life Staff periodically offer programs covering a wide range of important and timely issues.

Student Conduct

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

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

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

University Regulations

- ***Motorized Vehicles.*** Any student, regardless of classification or GPA, is permitted to have a motorized vehicle on campus.
- ***Weapons.*** For safety reasons, possession of any kind of firearm or lethal weapon (including hunting equipment) is prohibited on the Oakland City University properties or locations, including in vehicles parked on campus property. Please refer to the Student Handbook on the OCU website for the complete policy on weapons. <http://intranet.oak.edu/current-students/student-resources.php>.
- ***Music and Other Copyrighted Materials.*** Any student caught illegally downloading copyrighted materials will be subject to dismissal from the university. If legal action is taken against the student for illegal pirating of software and/or music, the university is not responsible for the student's legal fees and/or fines. For a complete copy of the Information Technology (IT) Resources, please see the Student Handbook available on the Student Resources page of the OCU website at <http://intranet.oak.edu/current-students/student-resources.php>.
- ***Money and Valuables.*** Each member of the university community is requested to keep money and other valuables in a safe place. The university is not responsible for such articles in the event of loss or theft.

- *Students Bringing Children to Class.* Students' children are not permitted to accompany their parent to class. Periodic visits with a parent during non-class time may be appropriate, i.e., lunch in the cafeteria or other eating establishment on campus. However, parents must remember university facilities are not designed for young children and children must be supervised at all times. If there is an emergency where a student needs to bring a child to class, permission must be granted by the Director for Student Life and course instructor.

Student Support

Career Services

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

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

Student Success

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

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

Student Support Services

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

Academic Policies and Procedures

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

Student Classification

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

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

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

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

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

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

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

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

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

Academic Year

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

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

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

- Financial aid award years are comprised of forty-eight (48) weeks of enrollment for programs with 8-week course sessions and fifty (50) weeks of enrollment for programs with 5-week course sessions. The weeks of enrollment may be completed consecutively or not.
- Students must successfully complete thirty (30) credit hours during the financial aid award year before advancing to a new academic year.

Academic Load

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

Academic Load for Traditional Students

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

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

Fall/Spring Overload Status. Traditional students can register for up to eighteen (18) credit hours during the Fall or Spring semesters. Enrolling in nineteen (19) or more credit hours may have significant financial consequences; therefore, students should consult with Financial Aid and Business Offices prior to registration. Those wishing to register for nineteen (19) or more credit hours in a Fall or Spring semester must request approval from the Provost by completing and submitting the Academic Overload Request form to the Office of Academic Affairs during the registration process. This form and instructions for completing and submitting it are available on the Registrar's page of the OCU website under Student Forms at <https://www.oak.edu/academics/office-registrar>.

Requests will only be considered under the following circumstances:

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

Summer Term Academic Load. Traditional students can also register for up to fifteen (15) hours in the Summer term. The recommended maximum load during the May Session is six (6) credit hours, and the maximum load during the Short Summer Session is nine (9) credit hours. Students wishing to register for sixteen (16) or more credit hours in the Summer term must request approval from the Provost by completing and submitting the Academic Overload Request form to the Office of Academic Affairs during the registration process. This form and instructions for completing and submitting it are available on the Registrar's page of the OCU website under Student Forms at <https://www.oak.edu/academics/office-registrar>.

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

Academic Load for Non-traditional Students

Students in non-traditional programs have an academic load based on the length of the sessions for each course. The following academic load is expected in most cases:

| Course Session Length | Program(s) | Delivery Mode(s) | Credit Hours Required for Full-Time Status and Payment Period Length |
|-----------------------|--|--|--|
| 8 weeks | <ul style="list-style-type: none"> • Associate of Arts in Early Childhood Education • Bachelor of Arts in Christian Studies | Fully Online | 15 credit hours in 24 weeks |
| 5 weeks | <ul style="list-style-type: none"> • Associate of Science in Business Administration • Bachelor of Science in Business Administration • Bachelor of Applied Science in Operation Management | Fully Online Adult and Professional Studies | 15 credit hours in 25 weeks |
| | <ul style="list-style-type: none"> • Bachelor of Science in Criminal Justice | Fully Online | |
| | <ul style="list-style-type: none"> • Associate of Arts in University Studies • Bachelor of Arts in University Studies | Fully Online Adult and Professional Studies | 15 credit hours in 25 weeks |

Students in 8-week fully online programs enroll in more than one course at specific sessions during the year. In contrast, students in 5-week programs usually enroll in one course per session. Students wishing to take more than one course in the same session in the 5-week programs must request approval from the Provost as outlined below. For students in the 5-week programs, enrolling in two courses in the same session may have significant financial consequences. Students should consult with Financial Aid and Business Offices prior to registration.

Taking Two (2) Non-Traditional Courses in the Same 5-Week Session (Doubling Up). Students wishing to take more than one course in the same 5-week session must request approval from the Provost.

Requests will only be considered under the following circumstances:

- The request must be submitted to the student's advisor or Support Specialist at least ten (10) business days prior to the start of the session in which the student wants to take more than one course;
- The student has completed at least the first payment period (15 hours of coursework for undergraduate students);
- The student has a cumulative grade point average of 3.0 or higher; and
- The student has never been administratively withdrawn for non-attendance or non-payment.

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

To request taking more than one course at a time, students must submit a completed Academic Overload Request form to his/her advisor or Academic Program Coordinator (APC). This form along with instructions for how to complete this process is available on the Registrar's page of the OCU website under Student Forms at <https://www.oak.edu/academics/office-registrar>.

Registration

Eligibility and Registration Periods

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

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

Traditional Students. Registration for continuing students takes place during the preceding semester and during the first few days of each semester according to the schedule published by the Office of Academic Affairs in the academic calendar available on the Registrar's page of the OCU website under Student Forms at <https://www.oak.edu/academics/office-registrar>. Registration for new students is held during accepted student days, orientation, registration periods, and on opening days of a semester as designated by the academic calendar.

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

Non-traditional Students. Completed Registration forms are due at the Office of Academic Affairs within established deadlines published in the Non-traditional Academic Calendar available on the Registrar's page of the OCU website under Student Forms at <https://www.oak.edu/academics/office-registrar>.

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

Traditional Students Registering for Online Courses

Online courses are available for traditional students beginning their sophomore year (after 30 or more credit hours have been earned). Students may enroll in three (3) credit hours of online coursework during the Fall or Spring semesters provided they are enrolled in at least fifteen (15) total credit hours in that semester. During the Summer term, traditional students are restricted to six (6) credit hours of online coursework with no more than three (3) credit hours in any online session. Students wishing to take additional online courses must request approval from their

advisor and the Provost during registration using the Additional Online Course/s Request form. Generally, students with a GPA of less than 3.0 are not approved to take additional online courses. The form, along with instructions for how to complete this process, is available on the Registrar's page of the OCU website under Student Forms at <https://www.oak.edu/academics/office-registrar>.

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/office-registrar>.

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

Auditing Courses

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

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

Course Wait List

A course wait list is for traditional 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.

- The total number of available seats on a wait list is five (5).
- Students cannot be placed on a wait list until their open registration has begun (see [Academic Calendar](#)).

- The last day to be placed on a wait list for a class is 12:00 noon, one day before the deadline to add or drop classes (see [Academic Calendar](#)).
- Students can wait list for multiple sections of the same class.

Cancellation of Registration

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

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

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

Change of Registration (Adding or Dropping Courses)

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

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

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

Change of Registration forms, along with instructions for how to submit them, are available on the Registrar's page of the OCU website under Student Forms at <https://www.oak.edu/academics/office-registrar>.

Withdrawing from Courses

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

- Students who withdraw from a course between the add/drop date and the last date to withdraw from a course receive a grade of W. A grade of W counts toward a student's attempted hours but does not count towards his/her GPA.
- Except in extraordinary circumstance (e.g., medical issues, military leave), students who withdraw from a course after the last date to withdraw from a course receive a grade of WF. A grade of WF counts toward a student's attempted and earned hours affecting his/her GPA.

To withdraw from a course, students must complete a Change of Registration form in collaboration with their advisor or Academic Program Coordinator (APC) and submit it to the Office of Academic Affairs. The form and instructions for completing it are available on the Registrar's page of the OCU website under Student Forms at <https://www.oak.edu/academics/office-registrar>.

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

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

Attendance

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

Attendance Guidelines

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

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

Absences

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

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

Course Withdrawals Due to Excessive Absences

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

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

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

Withdrawal from the University

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

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

Withdrawal Types

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

Different policies and procedures apply for each type of withdrawal:

Student-Initiated Withdrawals. Students wishing to withdraw from the university must do so in collaboration with the Office of Student Life (traditional students) or with their advisor (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/office-registrar>. Withdrawal from University forms are then processed by the Office of Academic Affairs, the Financial Aid Office, and the Business Office. If this procedure is not followed grades of F will be assigned.

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

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

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

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

Financial Implications of Withdrawals

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

Leave of Absence

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

The following details apply to all Leave of Absence requests:

- Leaves of Absence must be approved by the Provost and may be granted for a maximum of 180 days.
- Upon return from a Leave of Absence, a student is reinstated in his or her enrolled program and provided commensurate time to complete any pending coursework.
- If a student does not return within the established 180-day leave period, he or she is considered to have withdrawn from the university.

Students are encouraged to consult with their academic advisors or Academic Program Coordinators (APCs) to discuss whether they are eligible for a leave of absence and how to request it. In addition, students should consult with the Financial Aid and Business Offices to discuss financial implications for students placed on leave and for those failing to return after the 180-day leave period.

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

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

Non-traditional students. Students enrolled in fully online programs and Adult and Professional Studies programs requesting a Leave of Absence may qualify for one of the following options regarding their coursework:

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

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

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

- Drop or withdraw from current course(s) that the student has started and future course(s) he/she is registered for; and/or

- Request a grade of incomplete (I) for course(s) the student has started.

Military Leave of Absence

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

To request a leave of absence for military service students must complete a Leave of Absence form and submit it along with a copy of their military orders to the Office of Academic Affairs before he/she ceases attending or participating in a course. The Leave of Absence form and instructions for how to complete this process are available on the Registrar's page of the OCU website under Student Forms at <https://www.oak.edu/academics/office-registrar>.

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/office-registrar>.

Credit Hours

Definitions of a Credit Hour

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

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

Faculty may design and develop courses which have multiple combinations of learning experiences to meet students varied learning styles and promote student engagement to meet course and program learning outcomes. These activities may include, but are not limited to, lectures,

discussions, written papers, examinations, class presentations, discussion forum posts, chat participation, and any other appropriate student product demonstrating student learning and meeting of program learning outcomes. Standardized rubrics for measuring learning are expected. Program rubrics for papers, presentations, and other appropriate student products will be developed and approved. Disaggregated and aggregated data are to be available and submitted to the Dean of the respective school, the Director of Assessment, and the Provost after each term. Upon program completion, data will be further aggregated to determine overall successful completion of the program and student learning by course and program.

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

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

Definition of Faculty Instructional Contact

At Oakland City University faculty instructional contact is defined as the establishment of communication between the instructor and students through face-to-face instructional delivery or any synchronous or asynchronous electronic delivery system. Communication may occur between an instructor and an individual student or a group of students, through faculty-student observations of an activity or action, or in instances where a student receives significant course information through a learning management system so he/she may interact with peers and the instructor at a collegiate level to meet or exceed learning outcomes stated in a course syllabus.

Appeal and Review of the Credit Hour Policy

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

Procedural Implications of the Credit Hour Policy

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

Face-to-Face Classroom Activity (e.g., Lectures, Seminars, Recitals, etc.). A student earns one semester credit hour upon successful completion of course requirements that include fifteen (15) 50-minute sessions of classroom instruction with an expectation of two (2) hours of out-of-class preparation

or student work for each classroom session throughout a semester or term. Students participating in face-to-face classrooms earn one credit hour per contact hour of instructional activity. The fifteen (15) sessions may be dispersed over the fifteen (15) weeks of a semester or in a shortened format of increased contact hours during a week for fewer than fifteen (15) weeks so that an equivalent total number of contact hours and out-of-class hours are met.

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

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

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

Faculty Supervised Group Activity (e.g., Laboratory, Field Trip, Physical Education Basic Skills, Practicum, Internship, Workshop, Group Studio). A student will earn one semester credit hour for the equivalent of two (2) contact hours per week for fifteen (15) sessions of successful completion of a faculty supervised activity, where each activity period is 110 minutes or more in duration with little or no outside preparation expected.

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

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

Supervised Student Activity (e.g., Independent Study, Individual Studio, Tutorial). A student will earn one semester credit hour for successfully completed independent study or studio work for the

equivalent of forty-five (45) 50-minute sessions of supervised student academic activity. These are defined as activities in which the student is given initial guidance, on-going criticism and review, and final evaluation of performance by a faculty member.

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

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

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

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

Blended Learning/Hybrid Course Activity (Reduced Seat-Time). Blended learning or hybrid courses integrate face-to-face instruction with online learning. This blend of instructional delivery and learning activity reduces seat-time requirements. Face-to-face meetings are preceded, followed, and/or replaced by faculty-facilitated synchronous or asynchronous online instructional activities that collectively are equivalent to the learning experience of a fully face-to-face course.

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

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

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

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

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

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

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

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

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

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

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

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

Transfer Credit Policy

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

The following additional considerations will be given to transfer credit:

- Transfer from non-accredited colleges and universities is evaluated on the basis of articulation agreements with OCU. If an articulation agreement does not exist, credits will not transfer.
- For a course to transfer, the student must have earned at least a C- grade.
- Course grades and grade point averages are not transferred, only credits are transferred.
- Institutional exams, classes with the grade of pass, remedial courses, first-year seminar/orientation classes, and life experience or portfolio credit will not qualify for transfer from another institution. 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.
- The Registrar is responsible for equating quarter hours to semester hours used at the university.
- For international transcripts to be reviewed for transferability of credits, the transcripts must be officially translated into English and converted to a 4.0 grading system by an accredited organization such as World Education Services (WES). A fee may be associated with the translation.
- Official transcripts from American Council on Education (ACE) will be considered for transfer credit. ACE evaluates and provides credit recommendations for educational

offerings for a significant number of corporate universities and other extra-institutional learning providers (e.g., military AARTS, corporate management training).

- An individual who holds an associate degree will not be required to take Foundational Core courses toward a bachelors degree except for Biblical Literacy (CRS 101) and Christian Thought (CRS 102) unless his/her associate degree's general education curriculum is less than thirty (30) credit hours. If the associate degree required less than thirty (30) credit hours, then courses will be transferred on a course by course basis. If transferring in with an earned bachelor's degree, the same policy will apply.
- Courses for the chosen major older than ten (10) years are typically not accepted. The university reserves the right to accept these courses with the approval of the Dean of the respective school and the Provost.

To transfer credits from other accredited institutions, a student must submit an official transcript. Unofficial transcripts are not accepted. The Registrar will review and approve transferable credits in collaboration with a faculty member from the program, the Dean, and the Provost. No transfer credit from work completed prior to matriculation will be applied to a students' degree program after the first semester of enrollment.

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

Concurrent Enrollment Programs (Dual Credit and Early College)

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

Students wishing to transfer credits earned through concurrent enrollment programs must submit official transcripts of all college-level coursework for review and evaluation. Transfer of credit from such programs follows the university's general transfer policy, criteria, and procedure, as outlined in earlier sections of this catalog.

Credit by Examination and Experiential Learning

OCU students can earn credit by examination or experiential learning if they are enrolled at the university and pursuing a program of study with OCU. The total number of credits a student can earn based on examinations, work or service learning may vary. However, students must meet the

residency requirement (fifteen hours of coursework at OCU for an associate degree, or thirty hours for a bachelor's degree) excluding credit earned through examinations or experiential learning.

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

Credit by Examination

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

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

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

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

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

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

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

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

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

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

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

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

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

Students interested in earning credit for departmental examinations must complete an Application for Departmental/Proficiency Exam, request approval by the Dean of the school, and pay a nonrefundable \$100 per credit hour fee prior to the administration of the exam. This form, along

with instructions for how to complete this process are available on the Academics page of the OCU website at <http://intranet.oak.edu/academics/index.php>.

Experiential Learning

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

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

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

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

Transcribed Service Credit

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

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

Grades

Grading System

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

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

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

Incomplete Grades (I)

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

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

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

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

Important Considerations when Applying for a Grade of Incomplete

- An incomplete grade, "I", is only to be given when extreme situations arise that a student cannot control and which prevent him/her from completing course requirements by the

end of the enrollment semester. These include serious illness or accidents, extreme family issues, and like situations. It does not include poor time management in completing assignments, excessive absences without documentation, or missing one or more exams unless it is due to the serious illness or accident.

- Students are expected to continue participating and completing assignments as best as they can during the time the course was originally scheduled and during the period of the Incomplete unless extenuating circumstances prevent them from doing so.
- A student's grade in the course at the time of the request will be considered when reviewing the request. The grade should include all completed assignments at the point of the request. Requests for Incompletes for courses in which a student has a failing grade due to poor participation, missing assignments, and/or other reasons within the student's area of responsibility may not be approved.
- A student may request an Incomplete before the end of the semester or a course and it may be granted if circumstances warrant. Except for extraordinary circumstances, Requests for Incompletes should be submitted towards the end of a course after a student has attempted to complete most assigned coursework within the designated time of the course.

To request an incomplete, students must complete the Request for Incomplete Grade form in collaboration with their course instructor and submit it to the Office of Academic Affairs for approval. The Request for a Grade of Incomplete form, along with instructions for how to complete and submit, is available on the Registrar's page of the OCU website under Student Forms at <https://www.oak.edu/academics/office-registrar>.

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

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

Pass/No Credit Option

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

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

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

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

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

Grade Reports

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

Dean's List

To qualify for the Dean's List, a student must be a candidate for a degree, enrolled as a full-time student, and maintain a grade point average of 3.50 or higher. The Dean's List is for traditional students and is published at the end of Fall and Spring semesters.

Repeating Courses

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

Academic Standards

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

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

Academic Good Standing

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

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

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

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

Academic Progress

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

Academic Probation

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

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

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

- Additional course requirements: students must enroll in Study Skills (T105);
- Limited academic/course load: maximum enrollment at thirteen (13) semester hours during their second semester under probation; and

- Participation in extracurricular activities: students must drop all extracurricular activities until his or her probationary status is removed.

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

Academic Honor Code

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

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

Grade Appeals and Other Academic Grievances/Due Process

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

Academic Dismissal

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

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

Academic Bankruptcy

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

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

Academic Exception Petition

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

Education Records

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

1. The right to inspect and review the student’s education records within forty-five (45) days of the day Oakland City University receives a request for access. A student should submit to the Registrar or Provost a written request that identifies the record(s) the student wishes to inspect. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student’s education records that the student believes is inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

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

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

3. The right to provide written consent before Oakland City University discloses Personally Identifiable Information (PII) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

The university discloses education records without a student’s prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by Oakland City University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official may also include a volunteer or contractor outside of Oakland City University who performs

an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the university with respect to the use and maintenance of PII from educational records, such as an attorney, auditor, or collection agent or a student volunteering to assist another university official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for Oakland City University.

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

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

Disclosures without Consent

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student –

- To other school officials, including teachers, within Oakland City University whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as “directory information” under §99.37. (§99.31(a)(11))
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school’s rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))
- To parents of a student regarding the student’s violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

Directory Information Disclosure

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

- A playbill, showing a student’s role in a drama production;

- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

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

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

Updating Student Record Information

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

To notify the university of such changes (e.g., address, phone number, email address, legal name), students can complete the Change of Personal Information form 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 unofficial transcripts (no signature, no seal) and/or official transcripts (including signature and seal) the following ways:

- In person, by completing a Transcript Request form and submitting payment in the Office of Academic Affairs.

- By mail, downloading, completing and mailing the Transcript Request form to the Office of Academic Affairs.
- Online at www.oak.edu/academics by requesting an electronic transcript through the National Student Clearinghouse.

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

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

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

Student Right to Education Record Information

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

Release of Information. The following student information maintained in the Registrar's Office is considered public and will be released upon request (see Family Educational Rights and Privacy Act of 1974): name, address (local and permanent), affirmation of current enrollment, and degree(s) received.

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

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

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

Inactivity of Student Records

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

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

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

Graduation

Graduation Honors

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

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

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

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

Time Limitation for Degree Completion

Students seeking an associate degree must complete it within three (3) years of initial enrollment, while students seeking a bachelor's degree must complete it within six (6) years of initial enrollment. Students who do not complete their degrees in the established timeline are subject to the terms and conditions of the latest issue of the catalog and will be expected to meet the academic

requirements set forth in it. The online edition of the catalog posted on the university website is the most current catalog.

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

Degree Application and Graduation Fee

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

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

Commencement Ceremony and Graduation Dates

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

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

Diplomas

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

Correctional Education Academic Policies

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

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

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

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

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

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

Learning Resources

Barger-Richardson Learning Resource Center

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

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

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

OCU's library has always been committed to its endeavor to provide a facility that would support student learning and faculty/staff research and advancement. Through the WMS program, both on

campus students and online students have access to all the material owned by this library and the option to borrow from libraries worldwide. Students will be given access information once enrollment is completed.

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

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

| Regular Library Hours | |
|------------------------------|--------------------|
| Monday-Thursday | 8:00 am – 4:30 pm |
| Friday | 11:00 am – 3:00 pm |
| Saturday & Sunday | 6:00 pm -10:00 pm |

Moodle Online Learning Center

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

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

Academic Programs

Academic Degrees

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

Organizational Structure and Programs of Study

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

School of Arts and Sciences

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

| Department | Programs of Study | Minors |
|------------------|--|--|
| Biology | Bachelor of Science in Biology <i>Biotechnology Concentration</i> <i>Human Biology Concentration</i> <i>Life Science Education Licensure</i> | Biology Chemistry |
| Communication | Bachelor of Arts in Communication <i>Graphic Design Concentration</i> <i>Journalism Concentration</i> <i>Public Relations Concentration</i> <i>Web Design Concentration</i> <i>Health Communication Concentration</i> | Communication Journalism |
| Criminal Justice | Associate of Science in Criminal Justice | |
| | Bachelor of Science in Criminal Justice <i>Criminal Justice Generalist Concentration</i> <i>Investigative Forensics Concentration</i> | Criminal Justice Investigative Forensics Corrections |
| English | Bachelor of Arts in English <i>English with Secondary Education Licensure</i> | English Creative Writing |
| History | Bachelor of Science in History <i>History with Secondary Education Licensure</i> | History Social Science Global Studies |
| Mathematics | Bachelor of Science in Applied Mathematics <i>Science Concentration</i> <i>Business Concentration</i> <i>Science/Business Concentration</i> <i>Secondary Education Licensure</i> | Mathematics |
| Psychology | Bachelor of Science in Psychology | Psychology |

| | | |
|--------------------|---|--|
| | <i>Addictions Counseling Concentration</i> | |
| University Studies | Associate of Arts in University Studies | |
| | Bachelor of Arts in University Studies <i>Business Administration Concentration</i> <i>Education Concentration</i> <i>Psychology Concentration</i> | |

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

- Associate of Arts in University Studies
- Bachelor of Arts in University Studies
Business Administration Concentration
- Bachelor of Science in Criminal Justice

School of Business

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

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

| Department | Programs of Study | Minors |
|-------------------------|--|---|
| Accounting | Associate of Science in Accounting | |
| Business Administration | Associate of Science in Business Administration | |
| | Bachelor of Science in Business Administration <i>Accounting Concentration</i> <i>Human Resource Management Concentration</i> <i>Management Concentration</i> <i>Marketing Concentration</i> <i>Sports Administration Concentration</i> | Accounting Business Entrepreneurship & Innovation |
| Business Education | Bachelor of Science in Secondary Business Education <i>Secondary Business Education with Licensure Concentration</i> | |
| Creative Technologies | Bachelor of Science in Creative Technologies | |
| Management | Bachelor of Applied Science in Operation Management <i>Quality Systems Concentration</i> <i>Logistics & Product Distribution Concentration</i> <i>Leadership Concentration</i> | |

The School of Business also offers the following fully online programs:

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

School of Education

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

| Department | Programs of Study | Minors |
|-----------------------------|---|---------------------------|
| Health & Physical Education | Bachelor of Science in Health and Physical Education <i>Applied Health and Fitness Program Concentration</i> <i>Health and Physical Education with Licensure (All-Grade) Concentration</i> | Secondary Education Minor |
| Early Childhood | Associate of Arts in Early Childhood Education | |
| | Bachelor of Arts in Early Childhood Education <i>P-3 Licensure Program Concentration</i> | |
| Elementary Education | Bachelor of Arts in Elementary Education <i>Language Arts/English Concentration</i> <i>Fine Arts Concentration</i> <i>Historical Perspectives Concentration</i> <i>Life Science/Biology Concentration</i> <i>Mathematics Concentration</i> <i>Health & Physical Education Concentration</i> | Servant Leadership |
| Special Education | Bachelor of Arts in Special Education <i>Mild Intervention (All Grade) Concentration</i> | |

The School of Education also offers the following fully online program:

- Associate of Arts in Early Childhood Education

Chapman School of Religious Studies

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

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

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

- Associate of Arts in Christian Studies
- Bachelor of Arts in Christian Studies Pastoral Concentration

Adult and Professional Studies

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

| APS Site | Programs of Study | Minors |
|-------------------|--|--------|
| Bedford | Associate of Science in Accounting Associate of Science in Business Administration Associate of Arts in University Studies | |
| | Bachelor of Science in Business Administration <i>Management Concentration</i> <i>Human Resource Management Concentration</i> <i>Marketing Concentration</i> Bachelor of Applied Science in Operation Management <i>Quality Systems Concentration</i> <i>Logistics & Product Distribution Concentration</i> <i>Leadership Concentration</i> Bachelor of Arts in University Studies <i>Business Administration Concentration</i> | |
| Evansville | Associate of Science in Accounting Associate of Science in Business Administration Associate of Arts in University Studies | |
| | Bachelor of Science in Business Administration <i>Management Concentration</i> <i>Human Resource Management Concentration</i> <i>Marketing Concentration</i> Bachelor of Applied Science in Operation Management <i>Quality Systems Concentration</i> <i>Logistics & Product Distribution Concentration</i> <i>Leadership Concentration</i> Bachelor of Arts in University Studies <i>Business Administration Concentration</i> | |
| Jasper | Associate of Science in Accounting Associate of Science in Business Administration Associate of Arts in University Studies | |

| | | |
|-----------------------------------|---|--|
| | <p>Bachelor of Science in Business Administration <i>Management Concentration</i> <i>Human Resource Management Concentration</i> <i>Marketing Concentration</i></p> <p>Bachelor of Applied Science in Operation Management <i>Quality Systems Concentration</i> <i>Logistics & Product Distribution Concentration</i> <i>Leadership Concentration</i></p> <p>Bachelor of Arts in University Studies <i>Business Administration Concentration</i></p> | |
| Oakland City – Main Campus | <p>Associate of Science in Accounting Associate of Science in Business Administration Associate of Arts in University Studies</p> | |
| | <p>Bachelor of Science in Business Administration <i>Management Concentration</i> <i>Human Resource Management Concentration</i> <i>Marketing Concentration</i></p> <p>Bachelor of Applied Science in Operation Management <i>Quality Systems Concentration</i> <i>Logistics & Product Distribution Concentration</i> <i>Leadership Concentration</i></p> <p>Bachelor of Arts in University Studies <i>Business Administration Concentration</i></p> | |
| Plainfield | <p>Associate of Science in Accounting Associate of Science in Business Administration Associate of Arts in University Studies</p> | |
| | <p>Bachelor of Science in Business Administration <i>Management Concentration</i> <i>Human Resource Management Concentration</i> <i>Marketing Concentration</i></p> <p>Bachelor of Applied Science in Operation Management <i>Quality Systems Concentration</i> <i>Logistics & Product Distribution Concentration</i> <i>Leadership Concentration</i></p> <p>Bachelor of Arts in University Studies <i>Business Administration Concentration</i></p> | |
| Rockport | <p>Associate of Science in Accounting Associate of Science in Business Administration Associate of Arts in University Studies</p> | |
| | <p>Bachelor of Science in Business Administration <i>Management Concentration</i> <i>Human Resource Management Concentration</i> <i>Marketing Concentration</i></p> <p>Bachelor of Applied Science in Operation Management <i>Quality Systems Concentration</i> <i>Logistics & Product Distribution Concentration</i> <i>Leadership Concentration</i></p> <p>Bachelor of Arts in University Studies <i>Business Administration Concentration</i></p> | |

Correctional Education Programs

Oakland City University offers the following programs through correctional education:

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

General Requirements for Academic Programs

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

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

General Requirements for Associate Degrees

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

1. Be granted admission to the university as a degree-seeking student;
2. Must complete the First Year Experience (UNIV 101) course unless given an exemption by the Registrar;
3. Complete the Foundational Core curriculum and an area of specialization or major;
4. Complete a total of sixty (60) semester hours;
5. Earn a minimum cumulative grade point average (GPA) of 2.00;
6. Satisfy the residency requirement by completing at least fifteen (15) credit hours at OCU; and
7. Formally apply for the degree to the Office of Academic Affairs within established graduation deadlines.

General Requirements for Bachelor's Degrees

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

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

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

Residency Requirement

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

Requirements for Additional Degrees

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

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

Requirements for Minors

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

Foundational Core Curriculum

The role of the foundational core is to come alongside incoming students and give them a firm foundation, as the program name implies, in order that students might have a robust educational

experience and successfully maximize their learning potential. As foundational, the core is, ultimately, geared toward preparing first and second year students for their upper class experience so that majors can concentrate on field content rather than basic course skills.

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

Foundational Core Mission

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

Foundational Core Vision

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

Foundational Core Goals, Outcomes, and Objectives

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

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

2. It is the goal of *Foundational Core* for students to develop communication skills
 - a. by improving writing skills
 - i. Students will be able to identify major errors in writing, including sentence fragments, fused sentences, comma splices, pronoun/antecedent agreement, and subject verb agreement.
 - ii. Students will be able to demonstrate a comprehensive knowledge of the procedures and steps to follow in researching, documenting, and writing research papers through the writing of more than one research paper in correct format.
 - iii. Identify elements of the writing process and follow the process when writing.
 - b. by improving verbal presentation skills
 - i. Students will improve personal speaking skills through multiple forms of public communication.
 - ii. Students will be able to understand small group dynamics and work with a small group to create and deliver a speech.
3. It is the goal of *Foundational Core* to encourage students in responsible conduct
 - a. by encouraging ethical decision making
 - i. Students will be able to demonstrate informed ethical judgments in various situations, including professional, social, and personal contexts.
 - ii. Students will be able to articulate a set of personal moral guidelines, practices, or viewpoints that can be used in daily interaction with others.
 - b. by encouraging civic engagement
 - i. Students will be able to recognize opportunities for civic engagement.
 - ii. Students will be able to implement course material in performing civic engagement.
 - c. by encouraging physical education
 - i. Students will be able to articulate a plan for a healthy lifestyle.
 - ii. Students will appreciate the importance of physical exercise.
4. It is the goal of *Foundational Core* for students to demonstrate connection between historical and human contexts
 - a. by enhancing intercultural awareness
 - i. Students will be able to recognize diverse human traditions.
 - ii. Students will be able to value the perspectives of different cultures.
 - iii. Students will be able to describe how social relationships develop, persist, and change.
 - iv. Students will be able to articulate the complexity of human behavior as a function of the commonality and diversity within groups.
 - b. by engaging literary context
 - i. Students will be able to identify authors and genres from various periods of literature.
 - ii. Students will be able to analyze literature using textual evidence to support assertions.
 - iii. Students will be able to demonstrate connections between literary contexts, human contexts, and historical perspectives.

- c. by engaging in artistic contexts
 - i. Students will be able to identify artists, periods, and genres
 - ii. Students will be able to analyze artistic works using evidence to support assertions
 - iii. Students will be able to demonstrate connections between artistic contexts, human contexts, and historical perspectives.
 - d. by describing historical events and trends
 - i. Students will identify historical perspectives on the major themes, trends, events, ideologies, and conflicts that have defined the human experience.
 - ii. Students will analyze primary sources that emerged from a diverse range of chronological-and-cultural settings.
 - iii. Students will analyze the dynamic-and-ongoing conversation between the past and the present.
5. It is the goal of *Foundational Core* for students to understand the use of science in the natural world
- a. by gaining an understanding of the importance of the scientific method
 - i. Students will discover how the scientific method creates connections across the major areas of science (e.g. Physical Science, Life Science, and Environmental Science).
 - ii. Students will gain a better understanding of key theoretical scientific concepts in the major areas of science (e.g. Physical Science, Life Science, and Environmental Science).
 - b. by generating and analyzing scientific data
 - i. Students will utilize the scientific method in order to investigate the natural world (e.g. using instruments, quantitative/qualitative analysis).
 - ii. Students will appreciate the importance of scientific inquiry through research.
6. It is the goal of *Foundational Core* for students to engage with Christian ideals
- a. by improving Biblical literacy
 - i. Students will be able to identify major themes of the New and Old Testaments.
 - ii. Students will be able to recall the historical and cultural context of the New and Old Testaments.
 - b. by engaging historical, Christian traditions
 - i. Students will be able to identify major figures, events, movements, and theologies in the history of Christianity.
 - ii. Students will be able to analyze primary and secondary sources important for the study of Christian history.

Infused Competencies – information literacy/computer literacy/visual presentation skills/Christian Values

Foundational Core Requirements for Associate Degrees

The Foundational Core curriculum for associate degree programs consists of thirty (30) semester hours as follows:

| Foundational Core Requirements for Associate Degrees | | | |
|---|---------------|-----------------------------------|---------------------|
| <i>Dept.</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
| Arguments and Logical Reasoning (3 Hours) | | | |
| PHIL | 110 | Introduction to Philosophy | 3 |
| PHIL | 105 | Critical Thinking | 3 |
| PHIL | 210 | Faith and Reason | 3 |
| Quantification Literacy (3 Hours) | | | |
| MATH | 110 | Mathematics and Its Applications | 3 |
| MATH | 125 | Probability and Statistics | 3 |
| CJ | 125 | Statistics in Criminal Justice | 3 |
| BUS | 218 | Business Statistics | 3 |
| Communications Skills -Written (6 Hours) | | | |
| ENG | 101 | English Composition I | 3 |
| ENG | 102 | English Composition II | 3 |
| Communications Skills -Verbal (3 Hours) | | | |
| COMM | 202 | Fundamentals of Speech | 3 |
| BUS | 202 | Professional Presentations | 3 |
| Ethical Reasoning and Civic Engagement (3 Hours) | | | |
| PHIL | 220 | Introduction to Ethics | 3 |
| BUS | 285 | Business Law and Ethics | 3 |
| Intercultural Awareness (3 Hours) | | | |
| HIS | 233 | Non-Western Civilizations | 3 |
| PSY | 101 | General Psychology | 3 |
| SOC | 201 | Introduction to Sociology | 3 |
| BUS | 220 | Business Psychology | 3 |
| GEOG | 203 | World Regional Geography | 3 |
| CM | 206 | Survey of World Religions | 3 |
| Artistic Context (3 Hours) | | | |
| ART | 103 | Art Appreciation | 3 |
| MUS | 225 | History of American Popular Music | 3 |
| Science and the Natural World (3-4 Hours) | | | |
| BIO | 101 | Introduction to Life Sciences | 3 |
| BIO | 105 | Environmental Biology | 3 |
| BIO | 201 | Basic HA&P I | 3 |
| BIO | 202 | Basic HA&P II | 3 |
| CHEM | 101/L | General Chemistry with Lab | 4 |
| PHSC | 101 | Introduction to Physical Sciences | 3 |
| PHY | 101/L | General Physics with Lab | 4 |
| Christian Ideas (3 Hours) | | | |
| CRS | 101 | Biblical Literacy | 3 |

Foundational Core Curriculum Requirements for Bachelor's Degrees

The Foundational Core requirements for bachelor's degree programs is forty-one (41) semester hours as follows:

| Foundational Core Requirements for Associate Degrees | | | |
|---|---------------|--|---------------------|
| <i>Dept.</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
| Arguments and Logical Reasoning (3 Hours) | | | |
| PHIL | 110 | Introduction to Philosophy | 3 |
| PHIL | 105 | Critical Thinking | 3 |
| PHIL | 210 | Faith and Reason | 3 |
| Quantification Literacy (3 Hours) | | | |
| MATH | 110 | Mathematics and Its Applications | 3 |
| MATH | 125 | Probability and Statistics | 3 |
| CJ | 125 | Statistics in Criminal Justice | 3 |
| BUS | 218 | Business Statistics | 3 |
| Communications Skills -Written (6 Hours) | | | |
| ENG | 101 | English Composition I | 3 |
| ENG | 102 | English Composition II | 3 |
| Communications Skills -Verbal (3 Hours) | | | |
| COMM | 202 | Fundamentals of Speech | 3 |
| BUS | 202 | Professional Presentations | 3 |
| Ethical Reasoning and Civic Engagement (3 Hours) | | | |
| PHIL | 220 | Introduction to Ethics | 3 |
| BUS | 285 | Business Law and Ethics | 3 |
| Physical Wellbeing (2 Hours) | | | |
| HPE | 201 | Fitness and Wellness | 3 |
| MGT | 202 | Work/Life Management | 3 |
| Intercultural Awareness (3 Hours) | | | |
| HIS | 233 | Non-Western Civilizations | 3 |
| PSY | 101 | General Psychology | 3 |
| SOC | 201 | Introduction to Sociology | 3 |
| BUS | 220 | Business Psychology | 3 |
| GEOG | 203 | World Regional Geography | 3 |
| CM | 206 | Survey of World Religions | 3 |
| Literacy Context (3 Hours) | | | |
| ENG | 201 | Masterpieces of World Literature | 3 |
| ENG | 210 | Intro to British Literature | 3 |
| ENG | 215 | Intro to American Literature | 3 |
| Artistic Context (3 Hours) | | | |
| ART | 103 | Art Appreciation | 3 |
| MUS | 225 | History of American Popular Music | 3 |
| Historical Events and Trends (3 Hours) | | | |
| HIS | 113 | U.S. History to 1877 | 3 |
| HIS | 123 | U.S. History since 1877 | 3 |
| HIS | 213 | Western Civilization to 1600 | 3 |
| HIS | 223 | Western Civilization since 1600 | 3 |
| BUS | 232 | Business Economics in the Global Environment | 3 |

| Science and the Natural World (3-4 Hours) | | | |
|--|-------|-----------------------------------|---|
| BIO | 101 | Introduction to Life Sciences | 3 |
| BIO | 105 | Environmental Biology | 3 |
| BIO | 201 | Basic HA&P I | 3 |
| BIO | 202 | Basic HA&P II | 3 |
| CHEM | 101/L | General Chemistry with Lab | 4 |
| PHSC | 101 | Introduction to Physical Sciences | 3 |
| PHY | 101/L | General Physics with Lab | 4 |
| Christian Ideas (6 Hours) | | | |
| CRS | 101 | Biblical Literacy | 3 |
| CRS | 102 | Christian Thought | 3 |

** 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.

School of Arts and Sciences

About the School

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

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

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

Faculty of the School of Arts and Sciences

Atiat (Allison) Alsaaidh, Ph.D., Assistant Professor of Physics and Mathematics
 Michael (Mike) Atkinson, Ed.D., Professor of Biology
 Cynthia Blough-Retana, B.A., Lecturer in Music
 Paul Bowdre, Ed.D., Assistant Professor in Criminal Justice
 Korey Burns, M.F.A, Visiting Lecturer in Art
 Tyler Council, Ed.D., Visiting Assistant Professor in Biology
 Stan Coy, M.Ed., Lecturer in Communication and English
 Timothy Decker, Ph.D., Associate Professor of English
 Ashley Elliott, M.S., Lecturer in Psychology
 Stephen Kissel, Ph.D., Assistant Professor of History
 Brent Maguire, B.A., Visiting Lecturer in Criminal Justice
 Justin Murphy, Ph.D., Dean, Professor of History
 Denise Pinnick, Ed.D., Librarian
 Ervin Stanley, M.A., Lecturer in Math
 Sarah Wilson, Ph.D., Associate Professor of Chemistry

Mission of the School of Arts and Sciences

The School of Arts and Sciences is committed to cultivating the ethical development of the whole person, inspiring intellectual curiosity, and empowering the individual for service and leadership in local and global communities. Accordingly, the School of Arts and Sciences seeks to advance intellectual achievement through scholarly, creative, and technical expression; promote diversity by providing a variety of educational experiences and encouraging active participation in society; and stimulate the sound judgement and integrity necessary for responsible and productive global citizenship.

Objectives of the School of Arts and Sciences

A student in the School of Arts and Sciences will be able to:

1. Demonstrate proficiency in the major and an understanding of significant ideas in a variety of disciplines beyond the major,
2. Contribute to society through leadership and service, and
3. Exhibit responsible and ethical decision-making skills.

Professional Programs

Pre-Medicine and Dentistry

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

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

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

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

Associate of Science Degree Programs

Associate of Science in Criminal Justice

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

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

Bachelor of Arts Degree Programs

Bachelor of Arts in Communication

The Communication major equips students with strong writing and speaking skills, the ability to understand and use media in a responsible manner, and the choice to concentrate learning in one of five areas: graphic design, journalism, public relations, web design, and health communication. Students may choose from a broad range of electives to round out their major. A major in Communication consists of the Foundational Core curriculum plus twenty-four (24) semester hours in the Communication Core, and fifteen (15) semester hours in restricted electives in the chosen concentration.

Communication Core

| Communication Core (24 Hours) | | | |
|--------------------------------------|---------------|----------------------------------|---------------------|
| <i>Dept.</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
| ENG | 220 | Mass Media | 3 |
| ENG | 225 | Writing for the Media | 3 |
| COMM | 230 | Interpersonal Communication | 3 |
| COMM | 310 | On-Campus Practicum | 3 |
| COMM | 340 | Introduction to Persuasion | 3 |
| ENG | 401 | Advanced Speech | 3 |
| ENG | 410 | Modern English Usage and Editing | 3 |
| COMM | 420 | Law and Ethics in Communication | 3 |

Concentrations

| Graphic Design Concentration Core (15 Hours) | | | |
|---|---------------|-------------------|---------------------|
| <i>Dept.</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
| ART | 120 | Web Design I | 3 |
| ART | 250 | Graphic Design I | 3 |
| ART | 251 | Graphic Design II | 3 |

| | | | |
|---|-----|---|---|
| ART | 255 | Typography | 3 |
| COMM | 440 | Communication Internship or On-Campus Project and | 3 |
| Restricted Electives (15 Hours): Choose PSY 101 and 12 more credit hours from ART, COMM, ENG, MUT, PHIL, PSY or SS, with all at 200 level or higher with the exception of PHIL 105, or SS 101. | | | |

| Journalism Concentration Core (15 Semester Hours) | | | |
|--|-----|---|---|
| ENG | 240 | Feature Writing | 3 |
| COMM | 310 | On-Campus Practicum | 3 |
| COMM | 355 | Online Journalism | 3 |
| ART | 355 | Electronic Imaging: Introduction to Adobe Photoshop | 3 |
| COMM | 440 | Communication Internship | 3 |
| Restricted Electives (15 Hours): Choose PSY 101 and 12 more credit hours from ART, CJ, COMM, ENG, GOV, PHIL, PSY or SS, with all at 200 level or higher with the exception of PHIL 105. | | | |

| Public Relations Concentration Core (15 Semester Hours) | | | |
|--|-----|------------------------------|---|
| BUS | 101 | Introduction to Business | 3 |
| MKT | 201 | Principles of Marketing | 3 |
| MKT | 310 | Consumer Behavior | 3 |
| MKT | 340 | Social Media and E-Marketing | 3 |
| COMM | 440 | Communication Internship | 3 |
| Restricted Electives (15 Hours): Choose PSY 101 and 12 more credit hours from ACCT, ART, BUS, COMM, ECON, ENG, MKT, PHIL, or SS with all at 200 level or higher with the exception of PHIL 105. | | | |

| Web Design Concentration Core (15 Hours) | | | |
|---|-----|---|---|
| ART | 120 | Web Design I | 3 |
| ART | 222 | Web Design II | 3 |
| ART | 250 | Graphic Design I | 3 |
| ART | 330 | Web Design III | 3 |
| COMM | 440 | Communication Internship or On-Campus Project | 3 |
| Restricted Electives (15 Hours): Choose PSY 101 and 12 more credit hours from ART, COMM, ENG, MUT, PHIL, PSY, and SS with all at 200 level or higher with the exception of PHIL 105. | | | |

| Health Communication Concentration Core (18 Hours) | | | |
|--|-----|------------------------------------|---|
| COMM | 210 | Health Communication | 3 |
| MKT | 201 | Principles in Marketing | 3 |
| COMM | 320 | Technology in Health Communication | 3 |
| COMM | 330 | Health Care Systems | 3 |
| HPE | 440 | Community Health | 3 |
| COMM | 440 | Communication Internship | 3 |
| Restricted Electives (15 Hours): Choose PSY 101 and 12 more credit hours from ART, BIO, BUS, COMM, ECON, HPE, MKT, PHIL, or PSY with all at 200 level or higher with the exception of PHIL 105. | | | |

Minors

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

Journalism Minor: A minor in journalism consists of twenty-four (24) semester hours. Course requirements are as follows: ENG 220, ENG 225, ENG 240, COMM 310, ENG 410, COMM 420, and two electives (6 hours) chosen from ART 120, ART 222, ART 230, ART 250, ART 355, COMM 310, COMM 340, COMM 355, COMM 430, ENG 330, PHIL 105, PSY 101, PSY 290 and/or SS 101.

Bachelor of Arts in English

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

A major in English consists of thirty-six (36) semester hours of required English courses and electives.

English Core

| English Core Courses (36 Hours) | | | |
|---|---------------|---|---------------------|
| <i>Dept.</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
| ENG | 201 | Masterpieces of World Literature | 3 |
| ENG | 210 | Introduction to British Literature | 3 |
| ENG | 215 | Introduction to American Literature | 3 |
| ENG | 220 | Mass Media | 3 |
| ENG | 225 | Writing for the Media | 3 |
| ENG | 315 | Introduction to Literary Criticism | 3 |
| ENG | 326 | Adolescent and Young Adult Literature | 3 |
| ENG | 400 | CORE Preparation English Language Arts | 0 |
| ENG | 405 | Studies in Composition* | 3 |
| ENG | 412 | History and Usage of the English Language | 3 |
| ENG | 444 | Studies in Minority Literature* | 3 |
| ENG | 465 | Seminar in English | 3 |
| Choose One from the Following (3 Hours) | | | |
| ENG | 301 | Topics in British Literature* | 3 |
| ENG | 305 | Topics in American Literature* | 3 |
| ENG | 310 | Topics in World Literature* | 3 |
| *Can be taken more than once if the topic is different. | | | |

English Major with Secondary Education Licensure

Students pursuing an English major who are interested in teaching in secondary education settings can choose the following concentration which involves state licensure in secondary English

education. Additional licensure requirements, such as maintaining a 2.70 GPA in major courses, demonstrating proficiency in state licensure exams, and completing student teaching. Students pursuing this concentration must also complete elective courses to reach the program requirement of 120 hours.

English with Secondary Education Licensure

| English Core Courses (36 Hours) | | | |
|--|---------------|---|---------------------|
| <i>Dept.</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
| ENG | 201 | Masterpieces of World Literature | 3 |
| ENG | 210 | Introduction to British Literature | 3 |
| ENG | 215 | Introduction to American Literature | 3 |
| ENG | 220 | Mass Media | 3 |
| ENG | 225 | Writing for the Media | 3 |
| ENG | 315 | Introduction to Literary Criticism | 3 |
| ENG | 326 | Adolescent and Young Adult Literature | 3 |
| ENG | 400 | CORE Preparation English Language Arts | 0 |
| ENG | 405 | Studies in Composition* | 3 |
| ENG | 412 | History and Usage of the English Language | 3 |
| ENG | 444 | Studies in Minority Literature* | 3 |
| ENG | 465 | Research Seminar in English (CAPS) | 3 |
| Choose One from the Following (3 Hours) | | | |
| ENG | 301 | Topics in British Literature* | 3 |
| ENG | 305 | Topics in American Literature* | 3 |
| ENG | 310 | Topics in World Literature* | 3 |
| <i>*Can be taken more than once if the topic is different.</i> | | | |
| Professional Secondary Education Core (37 Hours) | | | |
| EDUC | 101 | Foundations of Education | 3 |
| EDUC | 103 | Exceptional Children | 3 |
| EDUC | 213 | Developmental Psychology | 3 |
| EDUC | 230 | Assessment of Learning | 3 |
| EDUC | 260 | Reading Across the Content | 2 |
| EDUC | 270 | Secondary Practicum | 2 |
| EDUC | 295 | Differentiated Instruction | 3 |
| EDUC | 315 | Classroom Management | 3 |
| EDUC | 346E | Secondary Education English Methods | 3 |
| Student Teaching – All requirements for student teaching must be met prior to starting placement, including First Aid/CPR certification and criminal background check. | | | |
| EDUC | 418 | Seminar in Education | 2 |
| EDUC | 419 | Student Teaching in Middle School (6 wks) and | 10 |
| EDUC | 420 | Student Teaching in High School (6 wks), or | |
| EDUC | 421 | Student Teaching High School (12 wks) | |

Minors

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

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

Bachelor of Science Degree Programs

Bachelor of Science in Biology

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

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

Biology Core

| Biology Core Courses (40 Hours) | | | |
|---------------------------------|----------|--|--------------|
| Dept. | Number | Name | Credit Hours |
| BIO | 105 | Environmental Biology | 3 |
| BIO | 111/111L | Principles of Biology I with Lab (Fall) | 4 |
| BIO | 112/112L | Principles of Biology II with Lab (Spring) | 4 |
| BIO | 315 | General Microbiology (<i>even Fall</i>) | 4 |
| BIO | 320 | Cell & Molecular Biology (<i>Fall</i>) | 4 |
| BIO | 410/410L | Principles of Genetics and Lab (<i>odd Fall</i>) | 4 |
| BIO | 440A | Biology Research Internship (off-campus) OR | 3 |
| BIO | 440B | Biology Research Practicum (on-campus) OR | |
| EDUC | 346ls | Secondary Life Science Methods (<i>Option III</i>) | |
| CHEM | 101 | General Chemistry I | 3 |
| CHEM | 101L | General Chemistry I Lab | 1 |
| CHEM | 102 | General Chemistry II | 3 |
| CHEM | 102L | General Chemistry II Lab | 1 |
| MATH | 115 | College Algebra (co-requisite with CHEM 101) | 3 |
| MATH | 125 | Introduction to Probability and Statistics (<i>Fall</i>) | 3 |

Concentrations

Option I: Human Biology

| Human Biology (29) | | | |
|---------------------------------------|---------------|--|---------------------|
| <i>Dept.</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
| BIO | 321/3 | Principles of Human Anat & Phys I w/Lab (<i>even Fall</i>) | 4 |
| BIO | 322/3 | Principles of Human Anat & Phys II w/Lab (<i>odd Spring</i>) | 3 |
| BIO | 401 | Developmental Biology | 3 |
| Cross-Discipline Courses for Option I | | | |
| CHEM | 201 | Organic Chemistry I (<i>Fall</i>) | 3 |
| CHEM | 201L | Organic Chemistry I Lab (<i>Fall</i>) | 1 |
| CHEM | 202 | Organic Chemistry II (<i>Spring</i>) | 3 |
| CHEM | 202L | Organic Chemistry II Lab (<i>Spring</i>) | 1 |
| CHEM | 315 | Biochemistry (<i>odd Spring</i>) | 3 |
| PHY | 101/L | General Physics I w/Lab (<i>odd Fall</i>) | 4 |
| PHY | 102/L | General Physics II w/ Lab (<i>even Spring</i>) | 4 |

Option II: Biotechnology Concentration

| Biotechnology (31) | | | |
|--|---------------|--|---------------------|
| <i>Dept.</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
| BIO | 430 | Cell Culturing (<i>odd Spring</i>) | 3 |
| BIO | 431 | Polymerase Chain Reaction (<i>even Spring</i>) | 3 |
| BIO | 432 | Proteomics (<i>even Fall</i>) | 3 |
| BIO | 433 | Bioinformatics (<i>odd Fall</i>) | 3 |
| Cross-Discipline Courses for Option II | | | |
| CHEM | 201 | Organic Chemistry I (<i>Fall</i>) | 3 |
| CHEM | 201L | Organic Chemistry I Lab (<i>Fall</i>) | 1 |
| CHEM | 202 | Organic Chemistry II (<i>Spring</i>) | 3 |
| CHEM | 202L | Organic Chemistry II Lab (<i>Spring</i>) | 1 |
| CHEM | 315 | Biochemistry (<i>odd Spring</i>) | 3 |
| PHY | 101/1 | General Physics I w/Lab (<i>odd Fall</i>) | 4 |
| PHY | 102/1 | General Physics II w/Lab (<i>even Spring</i>) | 4 |

Option III: General Biology with Life Science Secondary Education Licensure

The General Biology with Life Science Secondary Education Licensure option includes forty-eight (48) hours of Biology Core and supporting courses and thirty-six (36) hours of professional secondary education licensure courses. Students pursuing this option must maintain at least a 2.70 GPA in their science courses to meet licensure and School of Education requirements.

| Biology Core Courses & Supporting Studies (48 Hours) | | | |
|--|---------------|--------------------------|---------------------|
| <i>Dept.</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
| BIO | 105 | Environmental Biology | 3 |
| BIO | 111 | Principles of Biology I | 4 |
| BIO | 112 | Principles of Biology II | 4 |
| BIO | 315 | General Microbiology | 4 |

| | | | |
|---|----------|---|----|
| BIO | 320 | Cell & Molecular Biology | 4 |
| BIO | 410/410L | Principles of Genetics | 4 |
| CHEM | 101 | General Chemistry I | 3 |
| CHEM | 101L | General Chemistry I Lab | 1 |
| CHEM | 102 | General Chemistry II | 3 |
| CHEM | 102L | General Chemistry II Lab | 1 |
| MATH | 115 | College Algebra | 3 |
| MATH | 125 | Introduction to Probability and Statistics | 3 |
| BIO | 321/321L | Principles of Human Anatomy and Physiology I | 4 |
| BIO | 322/322L | Principles of Human Anatomy and Physiology II | 4 |
| PHSC | 101 | Introduction to Physical Science | 3 |
| Professional Secondary Education Core Courses (37 Hours) | | | |
| EDUC | 101 | Foundations of Education | 3 |
| EDUC | 103 | Exceptional Children | 3 |
| EDUC | 213 | Developmental Psychology | 3 |
| EDUC | 230 | Assessment of Learning | 3 |
| EDUC | 260 | Reading Across the Content | 2 |
| EDUC | 270 | Secondary Practicum | 2 |
| EDUC | 295 | Differentiated Instruction | 3 |
| Pass entry exam (SAT, ACT or CASA) interviews, 2 faculty dispositions, GPA 2.9 | | | |
| EDUC | 315 | Classroom Management | 3 |
| EDUC | 346LS | Secondary Education Life Science Methods | 3 |
| Student Teaching – All requirements for student teaching must be met prior to starting placement, including First Aid/CPR certification and criminal background check. | | | |
| EDUC | 418 | Seminar in Education | 2 |
| EDUC | 419 | Student Teaching in Middle School (5wks) and | 5 |
| EDUC | 420 | Student Teaching in High School (5wks), or | 5 |
| EDUC | 421 | Student Teaching High School (12wks) | 10 |

Minor

Biology Minor: A minor in Biology consists of thirty (34) semester hours. Course requirements are as follows: BIO 105, BIO 111/111L, BIO 112/112L, BIO 315/315L, BIO 320/320L, BIO 410/410L, CHEM 101/101L, CHEM 102/102L, MATH 115.

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

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

Criminal Justice Core

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

Options

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

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

Minors

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

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

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

Bachelor of Science in Criminal Justice (Online Program)

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

Criminal Justice Core

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

Restricted Electives

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

Bachelor of Science in History

The History program of study consists of 42 semester hours:

Students pursuing a history major without secondary education licensure must complete forty-two (42) semester hours in history, consisting of fifteen (15) semester hours of required history foundations courses, twenty-one (21) semester hours of 300 or 400 level history elective courses, and six (6) hours of required history capstone courses. Students must also complete foundational core requirements and take elective courses to reach the program minimum requirement of 120 hours.

A grade of C- or higher must be achieved in all prerequisites required for history courses unless the instructor and the Dean of the School of Arts and Sciences agree to waive the prerequisites.

Core Content Courses

| History Major (42 Hours) | | | |
|--|---------------|----------------------------------|---------------------|
| History Foundations (15 Hours) | | | |
| <i>Dept.</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
| HIS | 113 | United States History to 1877 | 3 |
| HIS | 123 | United States History since 1877 | 3 |
| HIS | 213 | Western Civilization to 1600 | 3 |
| HIS | 223 | Western Civilization since 1600 | 3 |
| HIS | 233 | Non-Western Civilizations | 3 |
| History Electives (21 Hours) | | | |
| Choose seven (7) 300 or 400 level history courses. | | | 21 |
| History Capstones (6 Hours) | | | |
| HIS | 483 | The United States since 1945 | 3 |
| HIS | 493 | Europe since 1919 | 3 |

Bachelor of Science in History with Secondary Education Licensure

Students pursuing a history major with secondary education licensure must complete forty-two (42) semester hours in history, consisting of eighteen (18) semester hours of required history foundations courses, eighteen (18) semester hours of 300 or 400 level history elective courses, and six (6) hours of required history capstone courses, and thirty-seven (37) hours of professional education coursework for a total of seventy-nine (79) semester hours. Students must also complete foundational core requirements and take elective courses to reach the program minimum requirement of 120 hours. In addition, students must meet additional requirements such as maintaining a 2.70 GPA in major courses, demonstrating proficiency in state licensure exams, and completing student teaching. Course requirements for this concentration are as follows:

| History Major with Secondary Education Licensure: 79 Hours | | | |
|---|---------------|-------------------------------|---------------------|
| History Major: 42 Hours | | | |
| History Foundations (18 Hours) | | | |
| <i>Dept.</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
| HIS | 113 | United States History to 1877 | 3 |

| | | | |
|---|---------------|--|---------------------|
| HIS | 123 | United States History since 1877 | 3 |
| HIS | 203 | History of the American Midwest | 3 |
| HIS | 213 | Western Civilization to 1600 | 3 |
| HIS | 223 | Western Civilization since 1600 | 3 |
| HIS | 233 | Non-Western Civilizations | 3 |
| HIS | 400 | Preparation for CORE: Social Studies Historical Perspectives | 0 |
| History Electives (18 Hours) | | | |
| Choose six (6) 300 or 400 level history courses. | | | 18 |
| History Capstones (6 Hours) | | | |
| HIS | 483 | The United States since 1945 | 3 |
| HIS | 493 | Europe since 1919 | 3 |
| Secondary Education Licensure: 37 Hours | | | |
| <i>Dept.</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
| EDUC | 101 | Foundations of Education | 3 |
| EDUC | 103 | Exceptional Children | 3 |
| EDUC | 213 | Developmental Psychology | 3 |
| EDUC | 230 | Assessment of Learning | 3 |
| EDUC | 260 | Reading Across the Content | 2 |
| EDUC | 270 | Secondary Practicum | 2 |
| EDUC | 295 | Differentiated Instruction | 3 |
| Pass entry exam (SAT, ACT or CASA) interviews, 2 faculty dispositions, GPA 2.9 | | | |
| EDUC | 315 | Classroom Management | 3 |
| EDUC | 346SS | Secondary Education Social Studies Methods | 3 |
| Student Teaching – All requirements for student teaching must be met prior to starting placement, including First Aid/CPR certification and criminal background check. | | | |
| EDUC | 418 | Seminar in Education | 2 |
| EDUC | 419 | Student Teach M.S. (6 weeks) and | 10 |
| EDUC | 420 | Student Teach H.S. (6 weeks), or | |
| EDUC | 421 | Student Teach H.S. (12 weeks) | |
| EDUC | 420 | Student Teach H.S. (6 weeks), or | |
| EDUC | 421 | Student Teach H.S. (12 weeks) | |

Minors

History Minor: The History minor is composed of twenty-four (24) semester hours of diversified History courses. The minor is composed of fifteen (15) semester hours of required History courses (HIS 113, HIS 123, HIS 213, HIS 223, HIS 233) and nine (9) semester hours of History electives at the 300 or 400 level.

Bachelor of Science in Applied Mathematics

The Bachelor of Science in Applied Mathematics provides students with a thorough knowledge of theoretical and applied mathematics in areas such as calculus, statistics, algebra, geometry and history. It gives students an opportunity to develop critical and logical thinking skills, as well their appreciation of the value of mathematics. This course of study includes thirty-five (35) credit hours of Foundational Core courses, thirty-eight (38) credit hours in Mathematics Core courses,

additional credit hours in a chosen concentration, and credit hours in unrestricted electives to complete the overall 120-hour completion requirement. Concentrations can be chosen in the fields of education, science, business, or a combination of science and business.

Mathematics Core

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

Concentrations

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

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

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

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

| Secondary Education (37 Hours) | | | |
|--|--------|----------------------------|--------------|
| Dept. | Number | Name | Credit Hours |
| EDUC | 101 | Foundations of Education | 3 |
| EDUC | 103 | Exceptional Children | 3 |
| EDUC | 213 | Developmental Psychology | 3 |
| EDUC | 230 | Assessment of Learning | 3 |
| EDUC | 260 | Reading Across the Content | 2 |
| EDUC | 270 | Secondary Practicum | 2 |
| EDUC | 295 | Differentiated Instruction | 3 |
| Pass entry exam (SAT, ACT or CASA) interviews, 2 faculty dispositions, GPA 2.9 | | | |
| EDUC | 315 | Classroom Management | 3 |

| | | | |
|---|------|---|----|
| EDUC | 346M | Secondary Education Mathematics Methods | 3 |
| Student Teaching – All requirements for student teaching must be met prior to starting placement, including First Aid/CPR certification and criminal background check. | | | |
| EDUC | 418 | Seminar in Education | 2 |
| EDUC | 419 | Student Teach M.S. (6 weeks) and | 10 |
| EDUC | 420 | Student Teach H.S. (6 weeks), or | |
| EDUC | 421 | Student Teach H.S. (12 weeks) | |

Minors

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

Bachelor of Science in Psychology

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

Psychology Core

| Psychology Core (48 Hours) | | | |
|----------------------------|---------------|---|---------------------|
| <i>Dept.</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
| PSY | 101 | General Psychology | 3 |
| PSY | 125 | Social Science Statistics I (Same as MATH 125) | 3 |
| PSY | 225 | Social Science Statistics II (Prerequisite: PSY 125) | 3 |
| PSY | 290 | Social & Cultural Diversity | 3 |
| PSY | 351 | Psychological Tests & Measures (Prerequisite: PSY 101) | 3 |
| PSY | 352 | Physiological Psychology (Prerequisite: PSY 101) | 3 |
| PSY | 360 | Life Span Human Behavior & Development (Prerequisite: PSY 101) | 3 |
| PSY | 372 | Abnormal Psychology (Prerequisite: PSY 101) | 3 |
| PSY | 390 | Psychoactive Drugs (Prerequisite: PSY101) | 3 |
| PSY | 401 | Social Psychology | 3 |
| PSY | 405 | Personality Theory & Individual Differences (Prerequisite: PSY 101) | 3 |
| PSY | 410 | Internship in Psychology (Prerequisite: PSY 101), or | 3 |
| PSY | 420 | Practicum in Addictions Counseling I | |
| PSY | 440 | Ethics and Professional Development (Prerequisite: PSY 101) | 3 |
| PSY | 445 | Studies in Psychology (Prerequisite: PSY 101) | 3 |

| Choose Two Psychology Electives (6 Hours) | | | |
|--|-----|--|---|
| PSY | 201 | Introduction to Counseling (Prerequisite: PSY 101) | 3 |
| PSY | 212 | Sports Psychology | 3 |
| PSY | 251 | Industrial/Organizational Psychology | 3 |
| PSY | 300 | Addictions Theory (Prerequisite: PSY 101) | 3 |
| PSY | 322 | Family Education | 3 |
| PSY | 340 | Addictions Counseling (Prerequisite: PSY 101) | 3 |
| PSY | 380 | Treatment Planning (Prerequisite: PSY 101) | 3 |
| PSY | 412 | Criminal Psychology (Prerequisite: PSY 101) | 3 |
| PSY | 430 | Practicum in Addictions Counseling II | 3 |

Specialization in Addictions Counseling

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

Minors

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

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

| | | | |
|-----|-----|---|---|
| PSY | 445 | Studies in Psychology (Prerequisite: PSY 101) | 3 |
|-----|-----|---|---|

Other Minors

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

| Chemistry Minor (22-23 Hours) | | | |
|---|---------------|---|---------------------|
| Required Courses (19 Hours): | | | |
| <i>Dept.</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
| CHEM | 101 | General Chemistry I | 3 |
| CHEM | 101L | General Chemistry I Laboratory | 1 |
| CHEM | 102 | General Chemistry II | 3 |
| CHEM | 102L | General Chemistry II Laboratory | 1 |
| CHEM | 201 | Organic Chemistry I | 3 |
| CHEM | 201L | Organic Chemistry I Laboratory | 1 |
| CHEM | 202 | Organic Chemistry II | 3 |
| CHEM | 202L | Organic Chemistry II Laboratory | 1 |
| CHEM | 315 | Biochemistry | 3 |
| Choose One Course from Following (3-4 Hours): | | | |
| CHEM | 301 | Quantitative Analysis (co-requisite: CHEM 301L) | 4 |
| CHEM | 301L | Quantitative Analysis Lab | 0 |
| CHEM | 351 | Introduction to Medicinal Chemistry | 3 |
| CHEM | 353 | Environmental Chemistry | 4 |
| CHEM | 445 | Research in Chemistry | 3 |

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 thirty (30) semester hours and thirty (30) semester hours in unrestricted electives in communication skills, humanities, social sciences, mathematics, and natural sciences.

Bachelor of Arts in University Studies

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

The Bachelor of Arts in University Studies offers three concentrations: Business Administration, Education, and Psychology. Any approved concentration from another degree program or any minor will also allow a student to complete the University Studies degree without a concentration.

The approved University Studies concentrations (i.e., Business Administration, Education and Psychology) include core courses that mirror OCU's bachelor's degrees in those areas but provide space for additional exploration in liberal arts and science courses.

The Bachelor of Arts in University Studies consists of the Foundational Core for bachelor's programs of forty-one (41) semester hours and at least thirty (30) semester hours at the 300 and 400 level. The total number of credits must reach at least 120 semester hours.

Concentration: Business Administration

| Core Content Courses (31 Hours) | | | |
|--|---------------|--|---------------------|
| At least 30 hours of electives in 300 & 400 level courses | | | |
| <i>Dept.</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
| ACCT | 201 | Principles of Accounting I | 3 |
| MGT | 201 | Principles of Management | 3 |
| MKT | 201 | Principles of Marketing | 3 |
| BUS | 205 | Business Law & Ethics | 3 |
| BUS | 206 | Management Information Systems | 3 |
| BUS | 218 | Business Statistics | 3 |
| BUS | 232 | Business Economics | 3 |
| BUS | 301 | Introduction to Human Resources Management | 3 |
| BUS | 330 | Business Finance | 3 |
| BUS | 425 | Business Capstone | 3 |
| MGT | 415 | International Business Management | 3 |
| MGT | 430 | Organizational Behavior | 3 |
| MGT | 435 | Strategic Management & Marketing | 3 |
| MGT | 438 | Management and Leadership | 3 |
| Unrestricted Electives (46 Hours) | | | |
| Requires 9 hours of 300 & 400 level courses | | | |

Concentration: Education

| Core Content Courses (29 Hours) | | | |
|--|---------------|----------------------------|---------------------|
| At least 30 hours of electives in 300 & 400 level courses | | | |
| <i>Dept.</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
| EDUC | 101 | Foundations of Educ | 3 |
| EDUC | 103 | Exceptional Children | 3 |
| MATH | 210 | Math for Elem Teachers | 3 |
| EDUC | 213 | Developmental Psych | 3 |
| EDUC | 230 | Assessment of Learning | 2 |
| EDUC | 260 | Reading Across the Content | 3 |
| EDUC | 310 | Language Arts Methods | 2 |
| EDUC | 315 | Classroom Management | 3 |
| EDUC | 350 | SS Methods | 2 |
| EDUC | 355 | Science / Tech Methods | 2 |
| EDUC | 450 | Senior Capstone | 3 |

| |
|---|
| Unrestricted Electives (50 Hours) |
| Requires 15 hours of 300 & 400 level courses |

Concentration: Psychology

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

School of Business

About the School

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

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

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

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

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

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

Faculty of the School of Business

Cathy A. Robb, Ed. D., Dean, Professor of Business
 Stephen Custer, Ed.D., Associate Professor of Business
 T. Ray Fletcher, M.S.M., Lecturer in Business
 Takenya Fulks, M.B.A., Lecturer in Business
 Jervaise McDaniel, Ed.D., Associate Professor of Business
 Rodger Minatra, Ed.D., Associate Professor of Business
 Robert Vaughan, 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 (5) broad-based objectives focused on goals for student learning across the curriculum.

Broad-Based Student Learning Goals:

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

Degrees Offered

Degrees offered by the School of Business include:

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

Associate Degree Programs

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

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

Associate of Science in Accounting

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

Business Core

| Business Core Courses (36 Hours) | | | |
|----------------------------------|---------------|--------------------------------|---------------------|
| <i>Dept</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
| ACCT | 201 | Principles of Accounting I | 3 |
| ACCT | 202 | Principles of Accounting II | 3 |
| ACCT | 301 | Intermediate Accounting I | 3 |
| ACCT | 302 | Intermediate Accounting II | 3 |
| ACCT | 325 | Accounting Information Systems | 3 |
| BUS | 101 | Introduction to Business | 3 |
| BUS | 185 | Business Technology | 3 |
| BUS | 215 | Critical Management | 3 |
| BUS | 218 | Business Statistics | 3 |
| BUS | 285 | Business Law and Ethics | 3 |
| MGT | 201 | Principles of Management | 3 |
| MKT | 201 | Principles of Marketing | 3 |

Associate of Science in Business Administration

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

Business Core

| Business Core Courses (33) | | | |
|-----------------------------------|---------------|--|---------------------|
| <i>Dept</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
| ACCT | 201 | Principles of Accounting I | 3 |
| ACCT | 202 | Principles of Accounting II | 3 |
| BUS | 101 | Introduction to Business | 3 |
| BUS | 175 | Business Mathematics | 3 |
| BUS | 185 | Business Technology | 3 |
| BUS | 206 | Management of Information Systems | 3 |
| BUS | 215 | Critical Mangement | 3 |
| BUS | 232 | Business Economics in the Global Economy | 3 |
| BUS | 218 | Business Statistics | 3 |
| MGT | 201 | Principles of Management | 3 |
| MKT | 201 | Principles of Marketing | 3 |

Bachelor's Degree Programs*Bachelor of Science in Business Administration*

The School of Business offers the Bachelor of Science degree in Business Administration with a concentration in accounting, human resource management, management, marketing, sports administration, or education. These programs are designed to prepare students for graduate study or for entry-level professional positions in business, industry, government, and education. The bachelor's degree in business consists of 120 semester hours, achieved by completing fifty-seven (57) semester hours in Business core courses, twenty-four (24) semester hours in the concentration, and additional hours of unrestricted electives to reach the 120-hour requirement.

The Bachelor of Science in Business Administration is available on main campus, at four (4) off campus locations (Bedford, Evansville, Jasper and Rockport) and as a fully online program.

Business Core

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

| Business Core for Concentrations in Accounting, Human Resources, Management, Marketing, Sports Administration (57 Hours) | | | |
|---|---------------|--|---------------------|
| <i>Dept</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
| ACCT | 201 | Principles of Accounting I | 3 |
| ACCT | 202 | Principles of Accounting II | 3 |
| BUS | 101 | Introduction to Business | 3 |
| BUS | 175 | Business Mathematics | 3 |
| BUS | 185 | Business Technology | 3 |
| BUS | 206 | Management Information Systems | 3 |
| BUS | 215 | Critical Management | 3 |
| BUS | 232 | Business Economics in the Global Economy | 3 |

| | | | |
|-----|-----|---|---|
| BUS | 218 | Business Statistics | 3 |
| BUS | 330 | Principles of Finance | 3 |
| BUS | 285 | Business Law and Ethics | 3 |
| BUS | 425 | Business Capstone | 3 |
| BUS | 440 | Business Internship Portfolio | 3 |
| HRM | 301 | Introduction to Human Resource Management | 3 |
| MGT | 201 | Principles of Management | 3 |
| MGT | 415 | International Business Management | 3 |
| MGT | 430 | Organizational Behavior | 3 |
| MGT | 435 | Strategic Management & Marketing | 3 |
| MKT | 201 | Principles of Marketing | 3 |

Concentrations

| Accounting (24 Hours) | | | |
|--------------------------------------|--------|--------------------------------|--------------|
| Dept | Number | Name | Credit Hours |
| Required Courses: | | | |
| ACCT | 301 | Intermediate Accounting I | 3 |
| ACCT | 302 | Intermediate Accounting II | 3 |
| ACCT | 315 | Managerial Accounting | 3 |
| ACCT | 325 | Accounting Information Systems | 3 |
| ACCT | 401 | Income Tax I | 3 |
| ACCT | 402 | Income Tax II | 3 |
| ACCT | 425 | Auditing | 3 |
| Choose One Additional Course: | | | |
| ACCT | 410 | Advanced Accounting | 3 |
| ACCT | 445 | Studies in Accounting | 3 |
| MGT | 460 | Team Building | 3 |

| Human Resource Management (24 Hours) | | | |
|---|--------|---|--------------|
| Dept | Number | Name | Credit Hours |
| Required Courses: | | | |
| HRM | 315 | Employee Recruitment, Training, and Development | 3 |
| HRM | 320 | Labor Relations | 3 |
| HRM | 401 | Employment Law | 3 |
| HRM | 404 | Compensation & Benefits | 3 |
| HRM | 407 | Workplace Safety, Security and Health | 3 |
| Choose Three Additional Courses: | | | |
| MGT | 310 | Operations and Facility Management | 3 |
| MGT | 425 | Entrepreneurship | 3 |
| MGT | 438 | Management & Leadership | 3 |
| MGT | 460 | Team Building | 3 |
| HRM | 445 | Studies in Human Resource Management | 3 |

| Management (24 Hours) | | | |
|--------------------------|--------|-----------------------|--------------|
| Dept | Number | Name | Credit Hours |
| Required Courses: | | | |
| ACCT | 315 | Managerial Accounting | 3 |

| | | | |
|---------------------------------------|-----|--|---|
| HRM | 401 | Employment Law | 3 |
| HRM | 407 | Workplace Safety, Security, and Health | 3 |
| MGT | 310 | Operations & Facility Management | 3 |
| MGT | 438 | Management and Leadership | 3 |
| MGT | 460 | Team Building | 3 |
| Choose Two Additional Courses: | | | |
| HRM | 315 | Employee Recruitment, Training & Development | 3 |
| HRM | 320 | Labor Relations | 3 |
| HRM | 404 | Compensation & Benefits | 3 |
| MGT | 425 | Entrepreneurship | 3 |
| MGT | 445 | Studies in Management | 3 |
| MGT | 454 | Quality Project Management | 3 |
| MGT | 462 | Servant Leadership | 3 |

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

| Sports Administration (24 Hours) | | | |
|---------------------------------------|---------------|---|---------------------|
| <i>Dept</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
| Required Courses: | | | |
| MGT | 310 | Operations & Facility Management | 3 |
| MKT | 340 | Social Media & E-Marketing | 3 |
| SA | 101 | Introduction to Sports Administration | 3 |
| SA | 301 | Sports Law | 3 |
| SA | 330 | Sports Marketing | 3 |
| SA | 425 | Athletic Administration | 3 |
| Choose Two Additional Courses: | | | |
| PSY or BUS | 212 or 220 | Sports Psychology or Business Psychology | 3 |
| SA | 445 | Studies in Sports Administration | 3 |
| MGT | 454 | Quality Project Management | 3 |
| MGT | 460 | Team Building | 3 |

Bachelor of Science in Creative Technologies

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

The goal of the Creative Technologies major is to provide an engaging, empowering environment where students apply technologies to projects of personal interest including projects that could be commercially viable. The program includes forty-one (41) credit hours for the Foundational Core, fifty-one (51) credit hours in the Creative Technologies Core and twenty-eight (28) credit hours of unrestricted electives.

| Creative Technologies (51 Hours) | | | |
|----------------------------------|---------------|---|---------------------|
| <i>Dept</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
| CRT | 100 | Intro to Creative Technologies | 3 |
| CRT | 101 | Introduction to Prototyping | 3 |
| CRT | 103 | Creative Computing | 3 |
| CRT | 205 | Physical Computing | 3 |
| CRT | 210 | Practical Electronics | 3 |
| ART | 250 | Graphic Design I | 3 |
| CRT | 310 | Innovation & Commercialization | 3 |
| CRT | 320 | Programmable Logic Controllers & Robotics | 3 |
| MGT | 425 | Entrepreneurship | 3 |
| MGT | 340 | Creativity, Innovation & Strategy | 3 |
| MKT | 340 | Social Media & E-Marketing | 3 |
| CRT | 390 | Design Studio | 3 |
| MGT | 435 | Strategic Management & Marketing | 3 |
| CRT | 420 | Special Topics in Creative Technologies | 3 |
| CRT | 440 | Technology Internship | 3 |
| CRT | 450 | Design Project Capstone | 3 |
| BUS | 425 | Business Capstone | 3 |

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

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

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

Business Core

| Business Core Courses (48 Hours) | | | |
|---|---------------|---|---------------------|
| <i>Dept</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
| ACCT | 201 | Principles of Accounting I | 3 |
| BUS | 101 | Introduction to Business | 3 |
| BUS | 175 | Business Mathematics | 3 |
| BUS | 185 | Business Technology | 3 |
| BUS | 206 | Management Information Systems | 3 |
| BUS | 232 | Business Economics in the Global Economy | 3 |
| BUS | 218 | Business Statistics | 3 |
| BUS | 330 | Principles of Finance | 3 |
| BUS | 285 | Business Law & Ethics | 3 |
| BUS | 425 | Business Capstone | 3 |
| HRM | 301 | Introduction to Human Resource Management | 3 |
| MGT | 201 | Principles of Management | 3 |
| MGT | 415 | International Business Management | 3 |
| MGT | 430 | Organizational Behavior | 3 |
| MGT | 435 | Strategic Management & Marketing | 3 |
| MKT | 201 | Principles of Marketing | 3 |

Concentrations

| Concentration in Quality Systems (9 Hours) | | | |
|---|---------------|----------------------------|---------------------|
| <i>Dept</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
| MGT | 452 | Quality Systems | 3 |
| MGT | 453 | Six Sigma Principles | 3 |
| MGT | 454 | Quality Project Management | 3 |

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

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

Minors

| Accounting (24 Hours) | | | |
|--|---------------|-----------------------------|---------------------|
| <i>Dept</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
| Required Courses: | | | |
| ACCT | 201 | Principles of Accounting I | 3 |
| ACCT | 202 | Principles of Accounting II | 3 |
| ACCT | 301 | Intermediate Accounting I | 3 |
| ACCT | 302 | Intermediate Accounting II | 3 |
| ACCT | 401 | Income Tax I | 3 |
| BUS | 101 | Introduction to Business | 3 |
| Choose Two Accounting Electives Approved by the Advisor (6 Hours) | | | |
| | | | 6 |

| Business (24 Hours) | | | |
|----------------------------|---------------|---|---------------------|
| <i>Dept</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
| ACCT | 201 | Principles of Accounting I | 3 |
| BUS | 101 | Introduction to Business | 3 |
| BUS | 185 | Business Technology | 3 |
| BUS | 215 | Business Communication | 3 |
| BUS | 302 | Business Economics in the Global Economy | 3 |
| HRM | 301 | Introduction to Human Resource Management | 3 |
| MGT | 201 | Principles of Management | 3 |
| MKT | 201 | Principles of Marketing | 3 |

| Entrepreneurship and Innovation Minor (18 Hours) | | | |
|---|---------------|--|---------------------|
| <i>Dept</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
| MGT | 340 | Creativity, Innovation & Strategy | 3 |
| MGT | 350 | Social Entrepreneurship | 3 |
| MGT | 425 | Entrepreneurship | 3 |
| MGT | 428 | Digital Entrepreneurship | 3 |
| MGT | 432 | Corporate Financing & New Venture Creation | 3 |
| MGT | 438 | Management & Leadership | 3 |

Bachelor of Science in Secondary Business Education

The Bachelor of Science in Secondary Business Education requires completion of the Foundational Core, Business Core, and Secondary Education Core courses. This degree path allows for forty-eight (48) hours of business courses, twenty-five (22) hours of education courses and twelve (12) hours of unrestricted electives.

| Business Core (48 Hours) | | | |
|---------------------------------|---------------|-------------------------------|---------------------|
| <i>Dept</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
| ACCT | 201 | Principles of Accounting I | 3 |
| ACCT | 202 | Principles of Accounting II | 3 |
| BUS | 101 | Introduction to Business | 3 |
| BUS | 175 | Business Mathematics | 3 |
| BUS | 185 | Business Technology | 3 |
| BUS | 206 | Management Information System | 3 |

| | | | |
|-----|-----|--|---|
| BUS | 215 | Business Communication | 3 |
| BUS | 218 | Business Statistics | 3 |
| BUS | 232 | Business Economics in the Global Economy | 3 |
| BUS | 285 | Business Law and Ethics | 3 |
| BUS | 330 | Principles of Finance | 3 |
| BUS | 425 | Business Capstone Seminar | 3 |
| MKT | 201 | Principles of Marketing | 3 |
| MGT | 201 | Principles of Management | 3 |
| MGT | 415 | International Business Management | 3 |
| MGT | 430 | Organizational Behavior | 3 |

| Professional Secondary Education Core (22 Hours) | | | |
|---|---------------|--------------------------------|---------------------|
| <i>Dept</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
| EDUC | 101 | Foundations of Education | 3 |
| SPED | 103 | Exceptional Children | 3 |
| EDUC | 213 | Developmental Psychology | 3 |
| EDUC | 230 | Assessment of Student Learning | 2 |
| EDUC | 260 | Reading Across the Content | 3 |
| EDUC | 270 | Secondary Practicum | 2 |
| EDUC | 295 | Differentiated Instruction | 3 |
| EDUC | 450 | Senior Capstone | 3 |

Bachelor of Science in Secondary Business Education with Licensure

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

| Business Core (48 Hours) | | | |
|---------------------------------|---------------|--|---------------------|
| <i>Dept</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
| ACCT | 201 | Principles of Accounting I | 3 |
| ACCT | 202 | Principles of Accounting II | 3 |
| BUS | 101 | Introduction to Business | 3 |
| BUS | 175 | Business Mathematics | 3 |
| BUS | 185 | Business Technology | 3 |
| BUS | 206 | Management Information System | 3 |
| BUS | 215 | Business Communication | 3 |
| BUS | 218 | Business Statistics | 3 |
| BUS | 232 | Business Economics in the Global Economy | 3 |
| BUS | 285 | Business Law and Ethics | 3 |
| BUS | 330 | Principles of Finance | 3 |
| BUS | 425 | Business Capstone Seminar | 3 |
| MKT | 201 | Principles of Marketing | 3 |
| MGT | 201 | Principles of Management | 3 |
| MGT | 415 | International Business Management | 3 |
| MGT | 430 | Organizational Behavior | 3 |

| Professional Secondary Education Core (40 Hours) | | | |
|---|---------------|--------------------------|---------------------|
| <i>Dept</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
| EDUC | 101 | Foundations of Education | 3 |

| | | | |
|---|------|--------------------------------|----|
| SPED | 103 | Exceptional Children | 3 |
| EDUC | 213 | Developmental Psychology | 3 |
| EDUC | 230 | Assessment of Student Learning | 2 |
| EDUC | 260 | Reading Across the Content | 3 |
| EDUC | 270 | Secondary Practicum | 2 |
| EDUC | 295 | Differentiated Instruction | 3 |
| EDUC | 450 | Senior Capstone | 3 |
| To Continue the Student Must Demonstrate Proficiency in CASA Test and be admitted to Teacher Education. | | | |
| EDUC | 315 | Classroom Management | 3 |
| EDUC | 346B | Secondary Business Methods | 3 |
| To Continue the Student Must Demonstrate Proficiency in the Pearson Content Test, obtain a First Aid and CPRS Certification and be admitted to Student Teaching. | | | |
| EDUC | 418 | Seminar in Education | 2 |
| EDUC | 421 | Student Teach H.S. (12 weeks) | 10 |

Adult and Professional Studies Programs

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

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

The goals of the Adult and Professional Studies Programs are:

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

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

Adult and Professional Studies Program
 138 North Lucretia Street
 Oakland City, IN 47660
 1-800-737-5126
<https://www.oak.edu/academics/school-business>

Associate of Science Degree in Business Administration

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

| Business Administration Core Courses (33 Hours) | | | |
|--|---------------|---|---------------------|
| <i>Dept</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
| ACCT | 201 | Principles of Accounting I | 3 |
| ACCT | 202 | Principles of Accounting II | 3 |
| BUS | 101 | Introduction to Business | 3 |
| BUS | 175 | Business Math | 3 |
| BUS | 185 | Business Technology | 3 |
| BUS | 206 | Management Info Systems | 3 |
| BUS | 215 | Critical Management | 3 |
| BUS | 232 | Business Economic in the Global Economy | 3 |
| BUS | 218 | Business Statistics | 3 |
| MGT | 201 | Principles of Management | 3 |
| MKT | 201 | Principles of Marketing | 3 |

Associate of Science Degree in Accounting

The associate degree programs have a required Foundational Core of thirty (30) semester hours as part of the program of study. The associate program requires the successful completion of sixty (60) semester hours.

| Business Core Courses (30 Hours) | | | |
|---|---------------|--------------------------------|---------------------|
| <i>Dept</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
| ACCT | 201 | Principles of Accounting I | 3 |
| ACCT | 202 | Principles of Accounting II | 3 |
| ACCT | 301 | Intermediate Accounting I | 3 |
| ACCT | 302 | Intermediate Accounting II | 3 |
| ACCT | 325 | Accounting Information Systems | 3 |
| BUS | 101 | Introduction to Business | 3 |
| BUS | 185 | Business Technology | 3 |
| BUS | 215 | Critical Thinking | 3 |
| BUS | 218 | Business Statistics | 3 |
| BUS | 285 | Business Law and Ethics | 3 |
| MGT | 201 | Principles of Management | 3 |

| | | | |
|-----|-----|-------------------------|---|
| MKT | 201 | Principles of Marketing | 3 |
|-----|-----|-------------------------|---|

Bachelor of Science in Business Administration

The bachelor's degree program has a required Foundational Core of thirty-two (32) semester hours in the online program and twenty-nine (29) semester hours in the in-seat program as part of the program of study. The bachelor program requires the successful completion of 120 semester hours.

| Business Core Courses for Concentrations in Management, Human Resource Management Marketing and Accounting (54 Hours) | | | |
|--|---------------|---|---------------------|
| <i>Dept</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
| ACCT | 201 | Principles of Accounting I | 3 |
| ACCT | 202 | Principles of Accounting II | 3 |
| BUS | 101 | Introduction to Business | 3 |
| BUS | 175 | Business Mathematics | 3 |
| BUS | 185 | Business Technology | 3 |
| BUS | 206 | Management Information Systems | 3 |
| BUS | 215 | Critical Management | 3 |
| BUS | 232 | Business Economics in the Global Economy | 3 |
| BUS | 218 | Business Statistics | 3 |
| BUS | 330 | Principles of Finance | 3 |
| BUS | 285 | Business Law and Ethics | 3 |
| BUS | 425 | Business Capstone | 3 |
| HRM | 301 | Introduction to Human Resource Management | 3 |
| MGT | 201 | Principles of Management | 3 |
| MGT | 415 | International Business | 3 |
| MGT | 430 | Organizational Behavior | 3 |
| MGT | 435 | Strategic Management & Marketing | 3 |
| MKT | 201 | Principles of Marketing | 3 |

| Concentration in Management (24 Hours) | | | |
|---|---------------|--|---------------------|
| <i>Dept</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
| Required Courses: | | | |
| ACCT | 315 | Managerial Accounting | 3 |
| HRM | 401 | Employment Law | 3 |
| HRM | 407 | Workplace Safety, Security, and Health | 3 |
| MGT | 310 | Operations & Facility Management | 3 |
| MGT | 438 | Management and Leadership | 3 |
| MGT | 460 | Team Building | 3 |
| Choose Two Additional Courses: | | | |
| HRM | 315 | Employee Recruitment, Training & Development | 3 |
| HRM | 320 | Labor Relations | 3 |
| HRM | 404 | Compensation & Benefits | 3 |
| MGT | 425 | Entrepreneurship | 3 |
| MGT | 445 | Studies in Management | 3 |
| MGT | 454 | Quality Project Management | 3 |
| MGT | 462 | Servant Leadership | 3 |

| Concentration in Human Resource Management (24 Hours) | | | |
|--|---------------|---|---------------------|
| <i>Dept</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
| Required Courses: | | | |
| HRM | 315 | Employee Recruitment, Training, and Development | 3 |
| HRM | 320 | Labor Relations | 3 |
| HRM | 401 | Employment Law | 3 |
| HRM | 404 | Compensation & Benefits | 3 |
| HRM | 407 | Workplace Safety, Security and Health | 3 |
| Choose Three Additional Courses: | | | |
| MGT | 310 | Operations and Facility Management | 3 |
| MGT | 425 | Entrepreneurship | 3 |
| MGT | 438 | Management & Leadership | 3 |
| MGT | 460 | Team Building | 3 |
| HRM | 445 | Studies in Human Resource Management | 3 |

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

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

Business Certificate Offerings

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

Certificate in Accounting

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

| Certificate in Accounting (12 Hours) | | | |
|---|---------------|-----------------------------|---------------------|
| <i>Dept.</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
| UNIV | 100 | Orientation to Moodle* | 0 |
| MGT | 460 | Team Building | 3 |
| ACCT | 201 | Principles of Accounting I | 3 |
| ACCT | 202 | Principles of Accounting II | 3 |
| ACCT | 315 | Managerial Accounting | 3 |

Certificate in Management

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

| Certificate in Management (12 Hours) | | | |
|---|---------------|--------------------------|---------------------|
| <i>Dept.</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
| UNIV | 100 | Orientation to Moodle* | 0 |
| MGT | 460 | Team Building | 3 |
| MGT | 201 | Principles of Management | 3 |
| MGT | 438 | Management & Leadership | 3 |
| MGT | 430 | Organizational Behavior | 3 |

Certificate in Marketing

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

| Certificate in Marketing (12 Hours) | | | |
|--|---------------|------------------------|---------------------|
| <i>Dept.</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
| UNIV | 100 | Orientation to Moodle* | 0 |

| | | | |
|-----|-----|----------------------------|---|
| MGT | 460 | Team Building | 3 |
| MKT | 201 | Principles of Marketing | 3 |
| MKT | 310 | Consumer Behavior | 3 |
| MKT | 340 | Social Media & E-Marketing | 3 |

**Class is for 0 credit hours and is taken as a pass/fail option with no charges. This class is required for certificate completion but can be waived upon Dean approval based on prior online class experience.*

School of Education

About the School

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

School of Education Faculty

Rachel Yarbrough, Ed.D., Dean, Associate Professor of Education
 Nancy Miller, Ed.D., Director of Graduate Studies, Associate Professor of Education
 Kameron Ashabranner, M.S., Lecturer
 Cyndi Boggs, M.A., Lecturer in Elementary Education, Director of Student Teaching
 Patti Buchta, M.A., Lecturer in Physical Education, Sports Administration, and History
 Iran Daniels, Ed.D., Assistant Professor of Education
 Camy Davis, Ed.D., Professor of Education
 Kristi France, M.A., Lecturer in Early Childhood Education
 Cathy Gonzales, Ed.D., Associate Professor of Education
 Katie Harrison, M.S., Lecturer in Health and Physical Education
 Michael Ige, Ed.D., Assistant Professor
 Randy Mills, Ph.D., Professor of Education, Editor, Journal of Liberal Arts & Sciences
 Karen Nasser, M.A., Lecturer in Special Education; Director of Disability Services
 R. Lee Moore, M.A., Lecturer in Health and Physical Education

Degrees Offered

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

- Associate of Arts Degree, Early Childhood Education
- Bachelor of Arts Degree, Early Childhood Education
 - Non-Licensure Concentration*
 - P-3 Licensure Concentration*
- Bachelor of Arts in Elementary Education
 - Language Arts/English Concentration*
 - Fine Arts Concentration*
 - Historical Perspective Concentration*
 - Life Sciences/Biology Concentration*
 - Mathematics Concentration*
 - Health & Physical Education Concentration*
 - Double Major with Special Education Mild Intervention (All Grade)*
- 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)

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

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

Accreditation

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

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

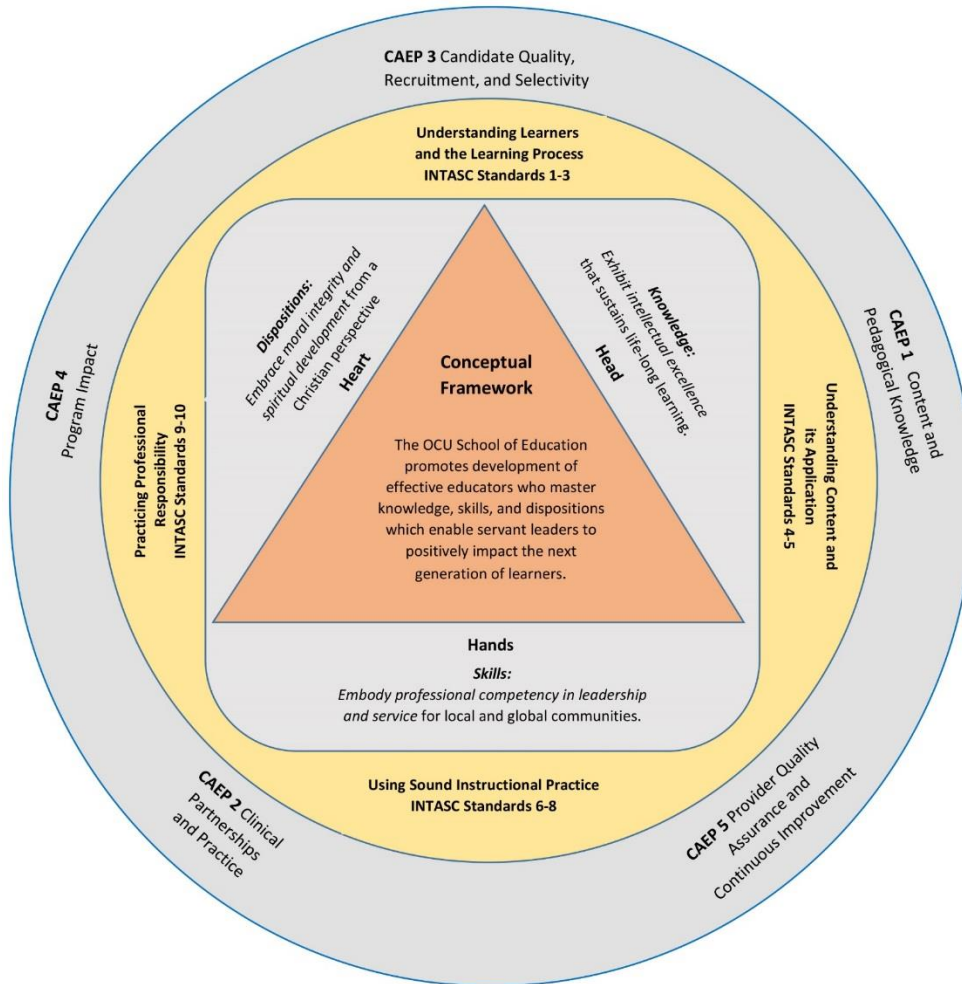
- Association for Childhood Education International (ACEI)
- National Science Teachers' Association (NSTA)
- National Council of Teachers of English (NCTE)
- National Association of Sports and Physical Educators (NASPE)
- National Council for the Social Studies (NCSS)
- National Council of Teachers of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

National Partnership

The School of Education has partnered with the National Institute for Excellence in Teaching (NIET) to provide teacher candidates in initial programs with models and tools focused on effective teaching practices.

Mission and Conceptual Framework of the School of Education

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



Teacher Licensing

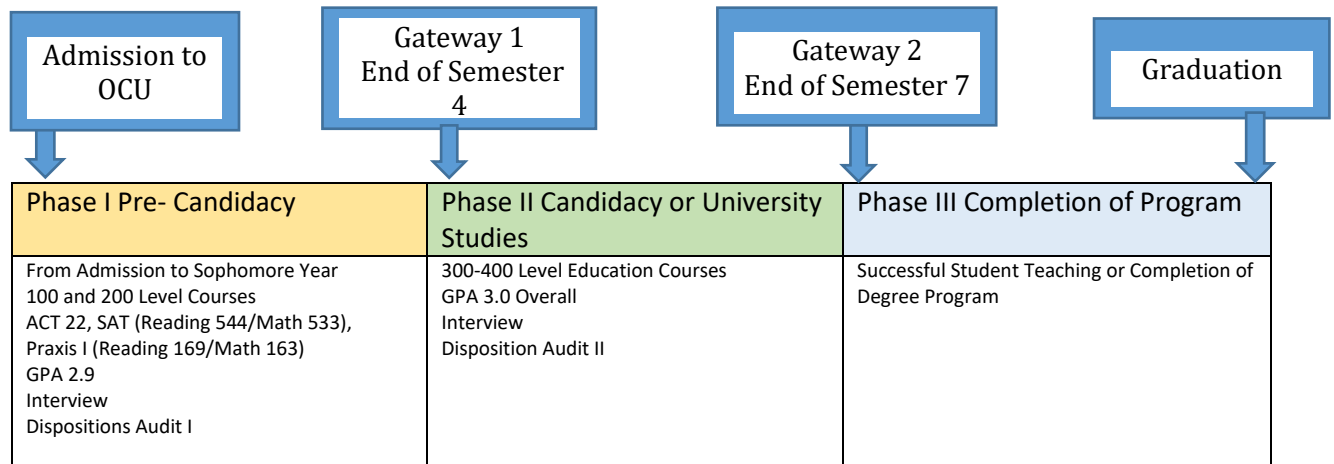
Oakland City University is accredited by the IDOE, to offer the following licensure programs:

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

Approved programs require a minimum of 120 credits of coursework, state mandated testing, and recommendation by the faculty of the School of Education.

Candidates for teacher licensure must have a grade point average of 3.0 overall upon completion of the degree. The chart below illustrates the process of candidacy for licensure at OCU.

The Process of Teacher Education at OCU



Requirements for Admission to the Teacher Education Program

After admission to OCU and four (4) semesters of pre-candidacy, students may apply for admission to candidacy for licensure by the School of Education. Effective as of July 1, 2019, the following criterion will be used for admission into the School of Education:

- ACT score of 22 for both Reading and Math, or SAT score of (Reading 544 and Math 533), or Praxis I Reading 169 and Math 163
- Grade point average of 2.9 or higher
- EDUC 101 completed with C+ or higher
- Application for admission
- Interview with faculty committee
- Recommendation by a minimum of two faculty members

Requirements for Field Experiences

All candidates preparing to be teachers are required to participate throughout their college career in field experiences. During professional education coursework and some subject matter concentration courses, 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 field experience students must provide a positive limited criminal history documentation.

Requirements for Admission to Student Teaching

Criteria include:

- Application for admission to student teaching
- A minimum of eighty (80) semester hours completed toward the 120-hour degree program

- A minimum GPA of 3.0
- Interview with faculty committee
- Recommendations by at least two faculty members

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

Associate Degree Programs

Associate of Arts in Early Childhood Education

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

The Associate of Arts in Early Childhood Education program requires thirty (30) semester hours of Foundational Core courses as part of the program of study, the completion of the Early Childhood Education Core, and completion of a total of sixty (60) semester hours.

| Early Childhood Education Core Courses (30 Hours) | | | |
|---|---------------|---|---------------------|
| <i>Dept</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
| EDUC | 101 | Foundations of Education | 3 |
| EC | 210 | Introduction to the EC Profession | 3 |
| EC | 215 | Health, Safety & Nutrition | 3 |
| EDUC | 220 | Elementary Children's Literature | 3 |
| EC | 242 | Early Childhood Curriculum | 3 |
| EC | 285 | Infants and Toddlers | 3 |
| EC | 329 | Emerging Literacy | 3 |
| EC | 341 | Early Childhood Programs & Management | 3 |
| EC | 360 | Early Childhood Math Concepts & Manipulatives | 3 |
| EC | 435A | Field Experiences in Early Childhood | 3 |

Bachelor's Degree Programs

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

Bachelor of Arts in Early Childhood Education

The School of Education offers a Bachelor of Arts degree in Early Childhood Education. The Bachelor of Arts in Early Childhood Education requires the completion of Foundational Core and courses in professional education. This degree is designed to prepare student for leadership positions as a Lead Teacher in a variety of diverse programs such as licensed childcare facilities, Head Start programs, non-public school settings, and agencies that support these settings.

| Early Childhood Education Core Courses (69 Hours) | | | |
|---|---------------|--|---------------------|
| <i>Dept</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
| EDUC | 101 | Foundations of Education | 3 |
| SPED | 103 | Exceptional Children | 3 |
| EC | 210 | Introduction to EC Profession | 3 |
| EDUC | 213 | Developmental Psychology | 3 |
| EC | 215 | Health, Safety & Nutrition | 3 |
| EDUC | 220 | Elementary's Children's Literature | 3 |
| EDUC | 240 | Creative Arts | 3 |
| EC | 242 | EC Curriculum I | 3 |
| EC | 285 | Infants and Toddlers | 3 |
| EDUC | 295 | Differentiated Instruction | 3 |
| EDUC | 305 | Teaching of Reading | 3 |
| EDUC | 310 | Language Arts Methods | 3 |
| EC | 313 | Child Development | 3 |
| EC | 329 | Emerging Literacy | 3 |
| SPED | 337 | Collaboration and Consultation in Special Educ | 3 |
| EC | 341 | EC Programs & Management | 3 |
| EC | 342 | EC Curriculum II | 3 |
| EC | 360 | Early Childhood Math Concepts & Manipulatives | 3 |
| EC | 405 | Families in Transition | 3 |
| EC | 435B | Field Experience in Early Childhood | 9 |
| EDUC | 450 | Education Senior Capstone | 3 |

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

The Bachelor's degree in Early Childhood Education is designed to lead to the Indiana state licenses for Pre-K to third grade. This degree is designed to raise the academic quality through course work and field experiences to meet the need of teaching positions in the public-school system. The program courses include theories of child development, special education, programming for children, as well as prepare students to develop, manage and implement developmentally appropriate curriculum to support the diverse learning needs of young children. The EC program emphasizes the preparation of teachers by taking a concentration of courses that include child development, curriculum, classroom management and special education. In our program you will gain knowledge, skills and experience to work with young children and families through our field experiences in NAEYC Accredited infant/toddler and pre-school facilities.

| <i>Dept</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
|-------------|---------------|--|---------------------|
| EDUC | 101 | Foundations of Education | 3 |
| SPED | 103 | Exceptional Children | 3 |
| EC | 210 | Introduction to EC Profession | 3 |
| EDUC | 213 | Developmental Psychology | 3 |
| EC | 215 | Health, Safety & Nutrition | 3 |
| EDUC | 220 | Elementary's Children's Literature | 3 |
| EDUC | 240 | Creative Arts | 3 |
| EC | 242 | EC Curriculum I | 3 |
| EC | 285 | Infants and Toddlers | 3 |
| EDUC | 295 | Differentiated Instruction | 3 |
| EDUC | 305 | Teaching of Reading | 3 |
| EDUC | 310 | Language Arts Methods | 2 |
| EC | 313 | Child Development | 3 |
| EDUC | 315 | Classroom Management | 3 |
| EC | 329 | Emergent Literacy | 3 |
| SPED | 337 | Collaboration and Consultation in Special Educ | 3 |
| EC | 341 | EC Programs & Management | 3 |
| EC | 342 | EC Curriculum II | 3 |
| EC | 360 | Early Childhood Math Concepts & Manipulatives | 3 |
| EC | 405 | Families in Transition | 3 |
| EC | 418 | Seminar in Education | 2 |
| EC | 428 | P-K Student Teaching | 10 |
| EDUC | 450 | Education Senior Capstone | 3 |

Bachelor of Arts in Elementary Education

The Bachelor of Arts in Elementary Education requires completion of the Foundational Core, courses in professional education, and courses in the subject matter concentration, for a minimum of 120 semester hours. The student must complete an approved concentration or complete a double major in Special Education Mild Intervention (All Grade).

Professional Education Core

| Professional Education Core (75 Hours) | | | |
|---|---------------|--------------------------------------|---------------------|
| <i>Dept</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
| EDUC | 101 | Foundations of Education | 3 |
| EDUC | 103 | Exceptional Children | 3 |
| EC | 210 | Intro. to Early Childhood Profession | 3 |
| MATH | 210 | Math for Elementary Teachers | 3 |
| EDUC | 213 | Developmental Psychology | 3 |
| EDUC | 220 | Elementary Children's Literature | 3 |
| EDUC | 230 | Assessment of Student Learning | 2 |
| EDUC | 240 | Creative Arts | 3 |
| EDUC | 295 | Differentiated Instruction | 3 |
| EDUC | 305 | Teaching of Reading | 3 |

| | | | | |
|--|-----|---|----|----------------|
| EDUC | 315 | Classroom Management | 3 | |
| EDUC | 310 | Language Arts Methods | 2 | 8 hr. Block |
| EC | 329 | Emerging Literacy | 3 | |
| EDUC | 350 | Social Studies Methods | 2 | |
| EDUC | 312 | Corrective Reading | 2 | 8 Hr. Block |
| EDUC | 355 | Science Methods & Technology | 2 | |
| EDUC | 360 | Elementary Math Concepts & Manipulatives | 3 | |
| EDUC | 450 | Education Senior Capstone | 3 | |
| Other Required Courses | | | | |
| BIO | 101 | Intro to Life Science | 3 | |
| PHSC | 101 | Intro to Physical Science | 3 | |
| SS | 101 | Social, Economic and Political Institutions | 3 | |
| MATH | 110 | Mathematics and its Applications | 3 | |
| Student Teaching - All requirements for student teaching must be met prior to starting placement including First Aid/CPR certification and criminal background check. | | | | |
| EDUC | 418 | Seminar in Education | 2 | |
| EDUC | 424 | Elementary Student Teaching K-6 (minimum 10 week) | 10 | |

Concentrations

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

| Language Arts – English Concentration (Minimum of 9 Hours) 6 Hours May Overlap with Foundational or Professional Education Core | | | | |
|--|---------------|-------------------------------------|---------------------|--|
| Required Course: | | | | |
| <i>Dept</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> | |
| EDUC | 220 | Elementary Children’s Literature | 3 | |
| Choose One Course: | | | | |
| COMM | 202 | Fundamentals of Speech | 3 | |
| BUS | 202 | Professional Presentations | 3 | |
| Choose One Course: | | | | |
| ENG | 201 | Masterpieces of World Literature | 3 | |
| ENG | 210 | Introduction of British Literature | 3 | |
| ENG | 215 | Introduction to American Literature | 3 | |
| Fine Arts Concentration (Minimum of 9 Hours) Choose 2-3 hours from Visual Arts or Music; 3 Hours May Overlap with Foundational or Professional Education Core | | | | |
| Art - Choose One Art History Course: | | | | |
| <i>Dept</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> | |
| ART | 103 | Art Appreciation | 3 | |
| MUS | 225 | History of American Popular Music | 3 | |
| Art or Music Elective (s) (3 Hours) | | | | |
| | | | 3 | |

| Historical Perspectives Concentration (Minimum of 9 Hours) 3 Hours May Overlap with Foundational or Professional Education Core | | | |
|---|---------------|--------------------------|---------------------|
| Required Course: | | | |
| <i>Dept</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
| GEOG | 203 | World Regional Geography | 3 |
| History or Government Electives (6 Hours) | | | |
| | | | 6 |

| Life Science - Biology Concentration (Minimum of 9 Hours) 6 Hours May Overlap with Foundational or Professional Education Core | | | |
|--|---------------|-------------------------------|---------------------|
| Required Courses: | | | |
| <i>Dept</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
| BIO | 101 | Introduction of Life Sciences | 3 |
| PHSC | 101 | Physical Science | 3 |
| Science Elective Course (3 Hours) | | | |
| | | | 3 |

| Mathematics Concentration (Minimum of 9 Hours) 6 Hours Will Overlap with Foundational or Professional Education Core | | | |
|--|---------------|----------------------------------|---------------------|
| Required Courses: | | | |
| <i>Dept</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
| MATH | 110 | Mathematics and Its Applications | 3 |
| MATH | 210 | Math for Elementary Teachers | 3 |
| Mathematics Elective Course (3 Hours) | | | |
| | | | 3 |

| Health & Physical Education Concentration (Minimum of 9 Hours) 2 Hours will overlap with Foundational or Professional Education Core | | | |
|--|---------------|-----------------------------------|---------------------|
| Required Courses: | | | |
| <i>Dept</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
| HPE | 201 | Fitness & Wellness | 2 |
| HPE | 205 | Foundations of Physical Education | 2 |
| HPE | 210 | Health Education | 2 |
| Health and Physical Education Elective (s) (3 Hours) | | | |
| | | | 3 |

Bachelor of Arts in Elementary Education Double Major with Special Education - Mild Intervention (All Grade)

The Bachelor of Arts in Elementary Education does not require a concentration when chosen with a second major of Special Education Mild Intervention (All Grade). This double major is designed to prepare students to assume leadership positions in elementary education special education classrooms involving mild intervention support, and agencies that support these settings. The program requires completion of the Foundational Core, courses in professional education, and courses in the subject matter concentration, for a minimum of 120 semester hours in the recommendation of Oakland City University. Student teaching placement will be divided equally among grade levels, if a candidate is a double major.

| Professional Education Core (88 Hours) | | | |
|--|---------------|---|---------------------|
| <i>Dept</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
| EDUC | 101 | Foundations of Education | 3 |
| SPED | 103 | Exceptional Children | 3 |
| MATH | 210 | Math for Elementary Teachers | 3 |
| EC | 210 | Intro. to Early Childhood Profession | 3 |
| EDUC | 213 | Developmental Psychology | 3 |
| EDUC | 220 | Elementary Children's Literature | 3 |
| EDUC | 240 | Creative Arts | 3 |
| EDUC | 260 | Reading Across the Content Areas | 3 |
| SPED | 270 | Methods & Materials for Exceptional Learners | 3 |
| SPED | 284 | Characteristics of Emotional & Behavioral Disorders | 3 |
| EDUC | 295 | Differentiated Instruction | 3 |
| SPED | 302 | Diagnostic Assessment | 3 |
| EDUC | 305 | Teaching of Reading | 3 |
| SPED | 306 | Legal Issues in Special Education | 3 |
| SPED | 337 | Collaboration and Consultation in Special Education | 3 |
| SPED | 375 | Classroom & Behavior Management | 3 |
| EDUC | 310 | Language Arts Methods | 2 |
| EC | 329 | Emerging Literacy | 3 |
| EDUC | 350 | Social Studies Methods | 2 |
| EDUC | 312 | Corrective Reading | 3 |
| EDUC | 355 | Science Methods & Technology | 2 |
| EDUC | 360 | Elementary Math Concepts & Manipulatives | 3 |
| EDUC | 450 | Education Senior Capstone | 3 |
| Other Required Courses | | | |
| PHSC | 101 | Introduction to Physical Science | 3 |
| GEOG | 203 | World Regional Geography | 3 |
| MATH | 110 | Math and Its Applications | 3 |
| BIO | 101 | Intro to Life Science | 3 |
| Student Teaching - All requirements for student teaching must be met prior to starting placement including First Aid/CPR certification and criminal background check. | | | |
| EDUC | 418 | Seminar in Education | 2 |
| EDUC | 426 | All Grade Student Teaching (minimum 10 weeks) | 10 |

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

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

| Professional Education Core Courses (91 Hours) | | | |
|--|---------------|--------------------------|---------------------|
| <i>Dept</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
| EDUC | 101 | Foundations of Education | 3 |

| | | | | |
|--|-----|--|----|--------|
| SPED | 103 | Exceptional Children | 3 | |
| MATH | 210 | Math for Elementary Teachers | 3 | |
| EC | 210 | Introduction to EC Profession | 3 | |
| EDUC | 213 | Developmental Psychology | 3 | |
| EDUC | 220 | Elementary Children's Literature | 3 | |
| EDUC | 240 | Creative Arts | 3 | |
| EDUC | 260 | Reading Across the Content Area | 3 | |
| SPED | 270 | Methods & Materials for Exceptional Learners | 3 | |
| SPED | 284 | Characteristics of Emotional/Behavioral Disabilities | 3 | |
| EDUC | 295 | Differentiated Instruction | 3 | |
| SPED | 302 | Diagnostic Assessment | 3 | |
| EDUC | 305 | Teaching of Reading | 3 | |
| SPED | 306 | Legal Issues in Special Education | 3 | |
| EDUC | 337 | Collaboration and Consultation in Special Education | 3 | |
| SPED | 375 | Classroom and Behavior Management | 3 | |
| EDUC | 310 | Language Arts Methods | 3 | 8 Hour |
| EDUC | 329 | Emerging Literacy | 3 | Block |
| SPED | 350 | Social Studies Methods | 2 | Fall |
| EDUC | 312 | Corrective Reading | 3 | 8 Hour |
| EDUC | 355 | Science Methods & Technology | 2 | Block |
| EDUC | 360 | Elementary Math Concepts & Manipulatives | 3 | Spring |
| SPED | 450 | Education Senior Capstone | 3 | |
| Other Required Courses | | | | |
| PHSC | 101 | Introduction to Physical Science | 3 | |
| GEOG | 203 | World Regional Geography | 3 | |
| MATH | 110 | Math and its Applications | 3 | |
| BIO | 101 | Intro to Life Science | 3 | |
| Student Teaching - All requirements for student teaching must be met prior to starting placement including First Aid/CPR certification and criminal background check. | | | | |
| EDUC | 418 | Seminar in Education | 2 | |
| EDUC | 426 | All-Grade Student Teaching (minimum 10 weeks) | 10 | |

Bachelor of Science in Health and Physical Education Programs

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

Concentration: Applied Health and Fitness

The Health and Physical Education major equips candidates with theoretical knowledge and practical skills in the field of health and physical education, ranging from fitness activities and training to advanced performance science and wellness to the study of the human body as related to the science of human movement and techniques used in community health and fitness organizations and businesses. Administration of health and physical education, including

accommodations and modifications for individuals with diverse needs may also be applied. The program requires completion of the Foundational Core, courses in health and physical education core, and additional studies for a minimum of 120 semester hours.

| Physical Education Core (46 Hours) | | | |
|---|---------------|--|---------------------|
| Basic Skills Courses (6) | | | |
| <i>Dept</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
| HPE | | Basic Skills | 1 |
| HPE | | Basic Skills | 1 |
| HPE | | Basic Skills | 1 |
| HPE | | Basic Skills | 1 |
| HPE | | Basic Skills | 1 |
| HPE | | Basic Skills | 1 |
| Required Health & PE Courses (40) | | | |
| HPE | 201 | Fitness and Wellness | 2 |
| HPE | 205 | Foundations of Physical Ed | 2 |
| HPE | 210 | Health Education | 2 |
| HPE | 220 | Rhythmic Activities | 2 |
| HPE | 225 | Recreational Activities | 2 |
| HPE | 301 | Adaptive Physical Education | 3 |
| HPE | 305 | Psychology of Coaching | 2 |
| HPE | 312 | Principles of Motor Learning | 2 |
| HPE | 335 | Physical Educ. Teaching Strategies in Secondary PE | 2 |
| HPE | 340 | Exercise Physiology | 3 |
| HPE | 401 | Kinesiology | 3 |
| HPE | 410 | Teach Strategies in Elem. School P.E. | 2 |
| HPE | 420 | Assessment and Evaluation in HPE | 2 |
| HPE | 425 | Admin. & Organization of Physical Ed. & Sport | 3 |
| HPE | 430 | Teach Strategies of School Health | 2 |
| HPE | 440 | Community Health & Safety Education | 3 |
| HPE | 450 | Health & Physical Education Capstone | 3 |
| Applied Health & Fitness Concentration Courses (8) | | | |
| HPE | 240 | Principles of Strength & Conditioning | 2 |
| HPE | 415 | Lifetime Sports & Fitness Programming | 3 |
| HPE | 435 | Recreation and Fitness Practicum | 3 |
| Restricted Electives (15 hours) | | | |
| <i>Dept</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
| SA | 101 | Introduction to Sports Management | 3 |
| SA | 301 | Sports Law | 3 |
| BIO | 301 | Basic Human Anatomy & Physiology I | 3 |
| BIO | 302 | Basic Human Anatomy & Physiology II | 3 |
| SA | 330 | Sports Marketing | 3 |

Concentration: Education with Licensure (All-Grade)

The Health and Physical Education with Licensure (All Grade) concentration equips candidates with theoretical knowledge and practical skills in the field of health and physical education, ranging from fitness activities and training to advanced performance science and wellness to the study of the human body as related to the science of human movement to techniques and methods in teaching to the organization and administration of health and physical education, including accommodations and modifications for individuals with diverse needs. Those who pursue All-Grade School Licensure are qualified to teach health and physical education in grades K-12. The program requires completion of the Foundational Core, courses in the professional education core, health and physical education core, and additional studies for a minimum of 120 semester hours. A GPA of 2.9 is required for candidacy for SOE and a GPA of 3.0 upon completion of the program.

| Professional Education Core (34 Hours) | | | |
|--|---------------|--------------------------------|---------------------|
| <i>Dept</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
| EDUC | 101 | Foundations of Education | 3 |
| EDUC | 103 | Exceptional Children | 3 |
| EDUC | 213 | Developmental Psychology | 3 |
| EDUC | 230 | Assessment of Student Learning | 2 |
| EDUC | 260 | Reading in the Content Areas | 3 |
| EDUC | 270 | Secondary Practicum | 2 |
| EDUC | 295 | Differentiated Instruction | 3 |
| Pass entry exam (SAT, ACT or Praxis I) interviews, 2 faculty dispositions, GPA 2.9 | | | |
| EDUC | 315 | Classroom Management | 3 |
| All requirements for student teaching must be met prior to starting placement (See Catalog) | | | |
| EDUC | 418 | Seminar in Education | 2 |
| EDUC | 426 | All Grade Student Teaching | 10 |

| Physical Education Core (44 Hours) | | | |
|---|---------------|------------------------------------|---------------------|
| Basic Skills Courses (4) | | | |
| <i>Dept</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
| HPE | | Basic Skills | 1 |
| HPE | | Basic Skills | 1 |
| HPE | | Basic Skills | 1 |
| HPE | | Basic Skills | 1 |
| Health & PE Courses (40) | | | |
| HPE | 201 | Fitness and Wellness | 2 |
| HPE | 205 | Foundations of Physical Ed | 2 |
| HPE | 210 | Health Education | 2 |
| HPE | 220 | Rhythmic Activities | 2 |
| HPE | 225 | Recreational Activities | 2 |
| HPE | 301 | Adaptive Physical Education | 3 |
| HPE | 305 | Psychology of Coaching | 2 |
| HPE | 312 | Principles of Motor Learning | 2 |
| HPE | 335 | Teach Strategies in Md/High Sc. PE | 2 |
| HPE | 340 | Exercise Physiology | 3 |

| | | | |
|---------------------------------------|-----|---|---|
| HPE | 401 | Kinesiology | 3 |
| HPE | 410 | Teach Strategies in Elem. School P.E. | 2 |
| HPE | 420 | Assessment and Evaluation in HPE | 2 |
| HPE | 425 | Admin. & Organization of Physical Ed. & Sport | 3 |
| HPE | 430 | Teach Strategies of School Health | 2 |
| HPE | 440 | Community Health & Safety Education | 3 |
| HPE | 450 | Senior Capstone for HPE | 3 |
| Restricted Electives (6 Hours) | | | |
| BIO | 301 | Basic Human Anatomy & Phys I | 3 |
| BIO | 302 | Basic Human Anatomy & Phys II | 3 |

Minors

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

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

Chapman School of Religious Studies

About the School

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

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

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

Faculty of the Chapman School of Religious Studies

Daniel D. Dunivan, Ph.D., Provost & Vice President of Academic Affairs, Professor of Theology
 Thomas E. Leuze, Ph.D., Professor of Christian Education
 Douglas A. Low, Ph.D., Dean, Professor of New Testament
 Ronald L. Mercer, Jr., Ph.D., Chapman Director of Undergraduate Studies, Professor of Philosophy
 Thomas R. Walls, Ph.D., Associate Professor of Missions

Mission of the Chapman School of Religious Studies

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

Objectives of the Chapman School of Religious Studies

The Chapman School of Religious Studies is a learning/teaching community dedicated to OCU's mission. In alignment with the institution’s goal of Head, Heart, and Hands, the school mirrors these goals with three main outcomes: thinking theologically, living faithfully, and serving effectively. These outcomes are met by holistically addressing cognitive, affective, and behavioral objectives. Chapman calls the interweaving of these outcomes and objectives the Tapestry of Theological

Education. The stated goals of every individual class offered in Chapman fall somewhere on the Tapestry. There is a Tapestry for both the associate and bachelor's degrees.



Tapestry of Theological Education
(Associate Degrees)

Thinking Theologically
1. Analyze perspectives in light of the intellectual traditions of the church.

Living Faithfully
2. Model appropriate perspectives and practices for engagement in society and the church.

Serving Effectively
3. Conduct essential ministry practices.

Cognitive Objectives (Know)
EXAMPLES
Remembering - recall or recognize information long-term
Evaluating - make judgments based on criteria
Creating - generate new ideas and concepts

Course objectives from the syllabus are placed in these blocks as appropriate to the course.

Those objectives have measurable assignments and assessments with corresponding rubrics.

Affective Objectives (Feel)
EXAMPLES
Receiving - be open in attitude to alternate points of view
Valuing - appreciate and support perspectives and practices
Characterizing - reflect behavior consistently in personal and interpersonal context

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



Tapestry of Theological Education (Bachelor's Degrees)

| | Thinking Theologically | Living Faithfully | Serving Effectively |
|---|---|--|---|
| | 1.0 Analyze perspectives in light of the intellectual traditions of the church. | 2.0 Model appropriate perspectives and practices for engagement in society and the church. | 3.0 Conduct essential ministry practices. |
| Cognitive Objectives (Know) | Course objectives from the syllabus are placed in these blocks as appropriate to the course. Those objectives have measurable assignments and assessments with corresponding rubrics. | | |
| EXAMPLES Remembering - recall or recognize information long-term Evaluating - make judgments based on criteria Creating - generate new ideas and concepts | | | |
| Affective Objectives (Feel) | | | |
| EXAMPLES Receiving - be open in attitude to alternate points of view Valuing - appreciate and support perspectives and practices Characterizing - reflect behavior consistently in personal and interpersonal context | | | |
| Behavioral Objectives (Do) | | | |
| EXAMPLES Imitating - replicate a behavior observed in others Performing - model behavior for others Adapting - modify a behavior according to contextual needs | | | |

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

Certificate in Christian Studies

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

| Christian Studies Core (15 Hours) | | | |
|--|---------------|-------------------|---------------------|
| <i>Dept</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
| CRS | 101 | Biblical Literacy | 3 |
| CRS | 102 | Christian Thought | 3 |

| | | | |
|---|-----|-------------------------------------|----|
| CE | 201 | Introduction to Christian Education | 3 |
| CH | 201 | Introduction to Church History | 3 |
| CM | 301 | Evangelism and Church Growth | 3 |
| Choose 15 Hours of Unrestricted Electives with the Approval of the Advisor | | | |
| | | | 15 |

Associate Degree Programs

Associate of Arts in Christian Studies

Primary Learning Outcomes

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

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

Program Description

The Associate of Arts in Christian Studies prepares men and women for lay leadership roles in the local church or parachurch ministry. The associate degree program has a required Foundational Core of twenty-four (24) semester hours, a Christian Studies Core of thirty (30) semester hours, and six (6) hours of unrestricted electives as part of the program of study. The associate program requires the successful completion of sixty (60) semester hours.

| Christian Studies Core (30 Hours) | | | |
|---|---------------|-------------------------------------|---------------------|
| <i>Dept</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
| CRS | 101 | Biblical Literacy | 3 |
| CRS | 102 | Christian Thought | 3 |
| CE | 201 | Introduction to Christian Education | 3 |
| CE | 301 | Church Administration | 3 |
| CE | 305 | Worship Leadership | 3 |
| CH | 201 | Introduction to Church History | 3 |
| CM | 301 | Evangelism and Church Growth | 3 |
| Choose 9 Hours from BIB, CE, CM, CH, PHIL, and PS with the Approval of the Advisor | | | |
| | | | 9 |
| Choose 6 Hours of Unrestricted Electives | | | |
| | | | 6 |

Bachelor's Degree Programs

Bachelor of Arts in Christian Studies

Learning Outcomes

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

Primary Learning Outcomes

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

These three primary learner outcomes are then further defined according to the selected area of specialization:

Christian Education Specialization

- 4.1 Evaluate practices of education in the church.
- 4.2 Characterize the moral and spiritual integrity of the Christian educator.
- 4.3 Adapt materials and systems for Christian education.

Christian Missions Specialization

- 5.1 Evaluate missionary practices and objectives.
- 5.2 Characterize the moral and spiritual integrity of the Christian missionary.
- 5.3 Adapt principles and perspectives of Christian missions according to contextual needs.

Pre-Seminary Specialization

- 6.1 Comprehend the philosophical traditions utilized in theological discourse.
- 6.2 Characterize the moral and spiritual integrity of the seminary student.
- 6.3 Perform basic translation of the biblical languages.

Worship Leadership Specialization

- 7.1 Perform basic tasks to prepare for and lead worship.
- 7.2 Characterize the moral and spiritual integrity of the worship leader.
- 7.3 Adapt the practices of worship according to contextual needs.

Pastoral Specialization

- 8.1 Comprehend and value the mission and ministry of the local congregation.
- 8.2 Characterize the moral and spiritual integrity of the pastor.
- 8.3 Perform the basic duties of a leader in a local congregation.

Program Description

The course offerings in the Core Curriculum provide a foundation for ministry by equipping students with knowledge and practical skills in the areas of Biblical Studies, Historical-Theological Studies, and Practical Ministry Studies. The Christian Studies Core is required and takes forty-two

(42) hours to complete. Students must also choose an area of specialization and complete twenty-nine (29) semester hours of Foundational Core courses as part of the program of study. Including unrestricted electives, the degree requires the successful completion of 120 semester hours.

| Christian Studies Core Courses (42 Hours Required) | | | |
|---|---------------|---|---------------------|
| <i>Dept</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
| BIB | 210 | Old Testament I | 3 |
| BIB | 220 | Old Testament II | 3 |
| BIB | 230 | New Testament I | 3 |
| BIB | 240 | New Testament II | 3 |
| BIB | 308 | Christian Doctrine | 3 |
| CH | 201 | Introduction to Church History | 3 |
| PHIL | 105 | Critical Thinking | 3 |
| PHIL | 220 | Introduction to Ethics | 3 |
| PHIL | 301 | Christian Ethics (Prerequisite: PHIL 220) | 3 |
| PS | 100 | Introduction to Ministry and the Church | 3 |
| PS | 310 | Introduction to Preaching | 3 |
| PS | 445 | Practicum in Ministry | 3 |
| RS | 425 | Senior Capstone | 3 |
| Choose One Course - GB Students Must Take CH 401 (3) | | | |
| CH | 401 | GB Heritage | 3 |
| CH | 410 | History of American Christianity | 3 |

Concentrations

Christian Education Concentration (15 Hours)

The course offerings of the Christian Education Concentration aim to provide the student with greater skills in the church setting to help others know God better and to follow Him more closely. These skills are often utilized in lay leadership positions of education ministry, youth ministry, women's ministry, and family ministry.

| Required Course (3 Hours) | | | |
|---|---------------|---|---------------------|
| <i>Dept</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
| CE | 201 | Introduction to Christian Education | 3 |
| Choose Three Additional Christian Education Courses (9 Hours): | | | |
| CE | 301 | Church Administration | 3 |
| CE | 305 | Worship Leadership | 3 |
| CE | 310 | Teaching in the Church | 3 |
| CE | 315 | Lay Leadership in the Church | 3 |
| CE | 400 | Family Ministry | 3 |
| CE | 410 | Teaching and Learning in the Online Classroom | 3 |
| CE | 445 | Studies in Christian Education | 3 |
| Choose One Missions Course (3): | | | |
| CM | 201 | Introduction to Christian Missions | 3 |
| CM | 205 | History of Christian Missions | 3 |
| CM | 206 | Survey of World Religions | 3 |
| CM | 210 | The Biblical Basis of Missions | 3 |

| | | | |
|----|-----|------------------------------------|---|
| CM | 225 | Perspectives in Christian Missions | 3 |
| CM | 301 | Evangelism and Church Growth | 3 |
| CM | 305 | Current Trends in Missions | 3 |
| CM | 401 | Principles of Missionary Service | 3 |
| CM | 445 | Studies in Christian Missions | 3 |
| CM | 446 | World Religions | 3 |
| CM | 447 | Practicum in Missionary Service | 3 |

Christian Missions Concentration (15 Hours)

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

| Choose 1 Course (3): | | | |
|--|---------------|---|---------------------|
| <i>Dept</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
| CM | 201 | Introduction to Christian Missions | 3 |
| CM | 225 | Perspectives in Christian Missions | 3 |
| Choose Three Additional Missions Courses (9 Hours): | | | |
| CM | 205 | History of Christian Missions | 3 |
| CM | 206 | Survey of World Religions | 3 |
| CM | 210 | The Biblical Basis of Missions | 3 |
| CM | 301 | Evangelism and Church Growth | 3 |
| CM | 305 | Current Trends in Missions | 3 |
| CM | 401 | Principles of Missionary Service | 3 |
| CM | 445 | Studies in Christian Missions | 3 |
| CM | 446 | World Religions | 3 |
| CM | 447 | Practicum in Missionary Service | 3 |
| Choose One Christian Education Course (3): | | | |
| CE | 201 | Introduction to Christian Education | 3 |
| CE | 301 | Church Administration | 3 |
| CE | 305 | Worship Leadership | 3 |
| CE | 310 | Teaching in the Church | 3 |
| CE | 315 | Lay Leadership in the Church | 3 |
| CE | 400 | Family Ministry | 3 |
| CE | 410 | Teaching and Learning in the Online Classroom | 3 |
| CE | 445 | Studies in Christian Education | 3 |

Pastoral Concentration (15 Hours)

The course offerings of the Pastoral Concentration 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 Concentration to consider furthering their education at the Seminary level upon the completion of the degree.

| Required Courses (6 Hours): | | | |
|--|---------------|---|---------------------|
| <i>Dept</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
| PS | 300 | Pastoral Counseling | 3 |
| PS | 311 | Preaching Practicum | 3 |
| Choose One Missions Course (3): | | | |
| CM | 201 | Introduction to Christian Missions | 3 |
| CM | 205 | History of Christian Missions | 3 |
| CM | 206 | Survey of World Religions | 3 |
| CM | 210 | The Biblical Basis of Missions | 3 |
| CM | 225 | Perspectives in Christian Missions | 3 |
| CM | 301 | Evangelism and Church Growth | 3 |
| CM | 305 | Current Trends in Missions | 3 |
| CM | 401 | Principles of Missionary Service | 3 |
| CM | 445 | Studies in Christian Missions | 3 |
| CM | 446 | World Religions | 3 |
| CM | 447 | Practicum in Missionary Service | 3 |
| Choose Two Christian Education Courses (6 Hours): | | | |
| CE | 201 | Introduction to Christian Education | 3 |
| CE | 301 | Church Administration | 3 |
| CE | 305 | Worship Leadership | 3 |
| CE | 310 | Teaching in the Church | 3 |
| CE | 315 | Lay Leadership in the Church | 3 |
| CE | 400 | Family Ministry | 3 |
| CE | 410 | Teaching and Learning in the Online Classroom | 3 |
| CE | 445 | Studies in Christian Education | 3 |

Pre-Seminary Concentration (15 Hours)

The faculty of Chapman fervently hopes that graduates will consider further education at the seminary level. With the Pre-Seminary Concentration at the bachelor's level, a student can graduate with advance standing in Chapman Seminary. The seminary offers both master and doctoral degrees.

The course offerings of the Pre-Seminary Concentration prepare those students who are interested in furthering their education at the Seminary level. These courses provide a broader foundation for theological reflection through a focus on the philosophical tradition and language studies.

| Required Courses: | | | |
|--|---------------|--|---------------------|
| <i>Dept</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
| PHIL | 310 | Introduction to History of Philosophy I | 3 |
| PHIL | 320 | Introduction to History of Philosophy II | 3 |
| Choose Two Semesters of One Language and One Semester of the Other (9 Hours): | | | |
| BIB | 401 | Elementary Greek I | 3 |
| BIB | 402 | Elementary Greek II | 3 |
| BIB | 403 | Old Testament Hebrew I | 3 |
| BIB | 404 | Old Testament Hebrew II | 3 |

Worship Leadership Concentration (15 Hours)

The course offerings of the Worship Leadership Concentration train students to lead worship through music in both aspects of performance and production.

| Required Courses (12): | | | |
|--------------------------------------|---------------|---------------------------------|---------------------|
| <i>Dept</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
| CE | 305 | Worship Leadership | 3 |
| MUS | 111 | Music Theory I | 3 |
| MUT | 210 | Sound Mixing/Critical Listening | 3 |
| MUT | 220 | Recording Technology | 3 |
| Choose One Music Elective (3) | | | |
| | | | 3 |

Minors

| Christian Education Minor (18 Hours) | | | |
|---|---------------|-------------------------------------|---------------------|
| <i>Dept</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
| CRS | 101 | Biblical Literacy | 3 |
| CRS | 102 | Christian Thought | 3 |
| CE | 201 | Introduction to Christian Education | 3 |
| CE | 301 | Church Administration | 3 |
| CE | 305 | Worship Leadership | 3 |
| CE | 400 | Family Ministry | 3 |

| Christian Missions Minor (18 Hours) | | | |
|--|---------------|-------------------------------------|---------------------|
| Required Courses: | | | |
| <i>Dept</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
| CRS | 101 | Biblical Literacy | 3 |
| CRS | 102 | Christian Thought | 3 |
| CE | 201 | Introduction to Christian Education | 3 |
| CM | 205 | History of Christian Missions | 3 |
| CM | 301 | Evangelism and Church Growth | 3 |
| Choose One Course: | | | |
| CM | 201 | Introduction to Christian Missions | 3 |
| CM | 225 | Perspectives in Christian Missions | 3 |

| Lay Ministry Minor (18 Hours) | | | |
|---|---------------|-------------------------------------|---------------------|
| Required Courses (9 Hours): | | | |
| <i>Dept</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
| CRS | 101 | Biblical Literacy | 3 |
| CRS | 102 | Christian Thought | 3 |
| RS | 101 | General Baptist Life | 3 |
| Choose Three Courses from the Bachelor of Arts in Christian Studies Program (9 Hours): | | | |
| CE | 201 | Introduction to Christian Education | 3 |
| CE | 305 | Worship Leadership | 3 |
| CE | 310 | Teaching in the Church | 3 |
| CE | 315 | Lay Leadership in the Church | 3 |

| | | | |
|----|-----|------------------------------------|---|
| CM | 201 | Introduction to Christian Missions | 3 |
| CM | 301 | Evangelism and Church Growth | 3 |
| RS | 445 | Seminar in Christian Studies | 3 |

| Pastoral Ministry Minor (18 Hours) | | | |
|---|---------------|-------------------------------------|---------------------|
| <i>Dept</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
| CRS | 101 | Biblical Literacy | 3 |
| CRS | 102 | Christian Thought | 3 |
| CE | 201 | Introduction to Christian Education | 3 |
| CE | 301 | Church Administration | 3 |
| CE | 305 | Worship Leadership | 3 |
| PS | 310 | Introduction to Preaching | 3 |

| Philosophy Minor (18 Hours) | | | |
|---|---------------|--|---------------------|
| Required Courses (9 Hours): | | | |
| <i>Dept</i> | <i>Number</i> | <i>Name</i> | <i>Credit Hours</i> |
| PHIL | 105 | Critical Thinking | 3 |
| PHIL | 310 | History of Philosophy I: Ancient to Medieval | 3 |
| PHIL | 320 | History of Philosophy II: Modern Philosophy | 3 |
| Choose Three Philosophy Electives (9 Hours): | | | |
| PHIL | 110 | Introduction to Philosophy | 3 |
| PHIL | 210 | Faith and Reason | 3 |
| PHIL | 220 | Introduction to Ethics | 3 |
| PHIL | 301 | Christian Ethics | 3 |
| PHIL | 401 | Concentrated Special Topic study | 3 |
| PHIL | 402 | Concentrated Study of a Philosopher | 3 |
| PHIL | 420 | Christianity and Postmodernism | 3 |
| PHIL | 450 | Contemporary Continental Philosophy | 3 |

Course Abbreviations

| | |
|------|--|
| ACCT | Accounting |
| ART | Art |
| BIB | Biblical Studies |
| BIO | Biology |
| BUS | Business |
| CHEM | Chemistry |
| CE | Christian Education |
| CM | Christian Missions |
| CRS | Christian Religious Studies |
| CH | Church History |
| COMM | Communication |
| CS | Computer Science |
| CJ | Criminal Justice, Corrections, and Forensic Science and Technology |
| EC | Early Childhood |
| ECON | Economics |
| EDUC | Education |
| ENG | English |
| FREN | French |
| GEOG | Geography |
| GERM | German |
| GOV | Government |
| HPE | Health-Physical Education |
| HIS | History |
| HRM | Human Resource Management |
| MGT | Management |
| MKT | Marketing |
| MATH | Mathematics |
| MUS | Music |
| MUT | Music Technology |
| OA | Office Administration |
| PHIL | Philosophy |
| PHSC | Physical Science |
| PS | Practical Studies |
| PSY | Psychology |
| RS | Religious Studies |
| SA | Sports Administration |
| SOC | Sociology |
| SPAN | Spanish |
| SPED | Special Education |
| SA | Sports Administration |
| T | University Studies |

Course Descriptions

Accounting

ACCT 110 Introduction to Applied Accounting 3 hours

This is a basic course in accounting terminology, accounting principles, and the application of accounting within the work place. (Correctional Facilities only.)

ACCT 201 Principles of Accounting I 3 hours

This is an introductory course to financial accounting theory and practice in accordance with generally accepted accounting principles. Emphasis is on development and use of financial statements and other necessary financial information.

ACCT 202 Principles of Accounting II 3 hours

The course includes the development and use of financial and managerial reports, government accounting, and basic accounting information systems. **Prerequisite: ACCT 201.**

ACCT 210 Payroll Accounting 3 hours

This course emphasizes the calculation of the payroll and the payroll taxes. Attention is given to the preparation of those records and reports that form the foundation of an efficient payroll system and to various laws affecting payroll. **Prerequisite: ACCT 201.**

ACCT 301 Intermediate Accounting I 3 hours

The course covers accounting theory, generally accepted accounting principles, and financial statement preparation as applied to the assets of an enterprise. **Prerequisite: ACCT 202.**

ACCT 302 Intermediate Accounting II 3 hours

The course covers accounting theory, generally accepted accounting principles, and financial statement preparation as applied to the liabilities and equities of an enterprise; the course also covers statement of cash flows. **Prerequisite: ACCT 301.**

ACCT 315 Managerial Accounting 3 hours

The course explores the use of accounting data for external reporting and internal planning and control. Areas of study include job order, process, and standard cost accounting systems. Budgeting and profitability analysis, accounting for leases, earnings per share, and accounting for income taxes are also covered. **Prerequisite: ACCT 202.**

ACCT 325 Accounting Information Systems 3 hours

This course introduces the concept of data and information, develops the characteristics of general information systems, and presents techniques for their analysis and design. **Prerequisite: ACCT 202.**

ACCT 401 Income Tax I 3 hours

This course covers current federal income tax law related to gross income and deductions of individuals and businesses. **Prerequisite: ACCT 202.**

ACCT 402 Income Tax II 3 hours

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

ART 446 Senior Exhibit 3 hours
 Senior Exhibit is an independent study and preparation course for senior art majors, including students with an emphasis in art and technology, graphic design, digital media, photography, and web design. Students will be expected to write a research paper in their discipline that relates to the art work theme for their senior show. Students will prepare quality announcements and a public reception for a final student showing. Students will also be responsible for display and dismantling of the show. Information about portfolio development, digital imagery, copyright, artwork quality, and the current job market will be provided.

ART 449 Internship in Art/Graphic Design 3 hours
 Practical work experience outside the academic environment that coordinates experience in business, industry, organizations, and/or art and includes a comprehensive written report of the experience is the focus of this course. It will allow for paid and unpaid work experience in a variety of settings related to graphic design and art. **Prerequisite: Junior or Senior status.**

Biblical Studies

BIB 201 Old Testament Literature 3 hours
 This course provides a general survey of the entire Old Testament as part of the Christian biblical canon. Basic background, literary features, and ways of interpretation are discussed. Also explored is the influence of the Old Testament in forming Western culture, including its use by diverse Jewish and Christian groups in current society. (This course fulfills a requirement for the Foundational Core for majors other than Christian 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. It is a Foundational Core course for students other than Christian studies majors (including Christian studies associate degree students).

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

BIO 101 Introduction to Life Science 3 hours
 A course designed for non-science majors, introducing students to the study of living organisms. The course includes basic introductions to cell and molecular biology as well as a brief kingdom survey of organisms (bacteria, protists, fungi, plants, and animals) and their biology.

BIO 105 Environmental Biology 3 hours
 Introduction to principles of ecology and the interaction of organisms and the environment, paying particular attention to the impact of humans on the environment. The course addresses topics of environmental and resource conservation.

- BIO 111 Principles of Biology I 4 hours**
Introduction to cellular biology covering basic chemistry, cell structure and function, cell division, photosynthesis and respiration, and introductory genetics.
- BIO 111L Principles of Biology I Lab 0 hours**
Experiments to accompany concepts covered in BIO 111.
- BIO 112 Principles of Biology II 4 hours**
Introduction to organismal biology covering general survey of bacteria, protists, plants, fungi, and animals.
- BIO 112L Principles of Biology II Lab 0 hours**
Experiments to accompany concepts covered in BIO 112.
- BIO 215 Environmental Ethics 3 hours**
This course introduces ethical principles as they apply to the natural world. It examines historic and modern real-world issues concerning environmental management and policy-making. Students will learn how to critically analyze various perspectives related to the environment and explore the moral implications of global and local environmental issues. **Prerequisite: BIO 105.**
- BIO 220/220L General Botany 4 hours**
Principles and patterns of structure, function, and adaptation in the plant kingdom. The course includes study of metabolism, photosynthesis, respiration, plant cells, tissues, organs, and a brief survey of plant groups. Lecture and laboratory.
- BIO 221/221L General Zoology 4 hours**
Principles and patterns of structure, function, and adaptation in the animal kingdom. The course includes study of basic cellular chemistry, animal cells, tissues, organs, and systems with a brief survey of animal phyla. Lecture and laboratory.
- BIO 300 Dendrology 3 hours**
The study of the taxonomy; habitats; range; economic, folk, and historic use; and ecological features of important North American tree species. The course focuses on field and lab techniques for the identification and classification of trees. **Prerequisites: BIO 105, BIO 220.**
- BIO 201 Basic Human Anatomy and Physiology I 3 hours**
The study of cellular structure and function, histology, and the integumentary, skeletal, muscular, and nervous systems of the human body. With laboratory. (Credit available for non-science majors only.)
- BIO 202 Basic Human Anatomy and Physiology II 3 hours**
A continuation of BIO 301 covering the endocrine, circulatory, lymphatic, digestive, respiratory, urinary, and reproductive systems. With laboratory. (Credit available for non-science majors only.) **Prerequisite: BIO 201.**
- BIO 315/315L Introduction to Microbiology 4 hours**
An introductory study of the structure, function, identification, pathology, and ecology of microorganisms. Laboratory activities include growth techniques through preparation of media, maintenance of cultures, methods of microbial growth control, aseptic technique, microbiology and foods, and microscope slide preparation. **Prerequisites: CHEM 102/102L, and BIO 221.**

- BIO 320/320L Cell and Molecular Biology 4 hours**
The study of eukaryotic cell structure and function emphasizing chemical composition, energy transformations, organelles, and biotechnology. Laboratory included.
- BIO 321/321L Principles of Human Anatomy and Physiology I 4 hours**
Designed for science majors, this course is a study of biochemistry, cellular structure and function, histology, and the system study of the integumentary, skeletal, muscular, and nervous systems of the human body. Laboratory with dissections. **Prerequisites: BIO 220, BIO 221, CHEM 101, CHEM 102.**
- BIO 322/322L Principles of Human Anatomy and Physiology II 4 hours**
A continuation of BIO 321 covering the endocrine, circulatory, lymphatic, digestive, respiratory, urinary, and reproductive systems. Laboratory with dissections. **Prerequisite: BIO 321.**
- BIO 350 Marine Biology 3 hours**
An introductory course in marine biology including the geology of the oceans, waves and tidal actions, survey of marine organisms and diversity of marine ecosystems, and human impact.
- BIO 401 Developmental Biology 3 hours**
Principles and processes of sexual reproduction and embryonic development of sea stars, amphibians, birds and mammals. Topics include gametogenesis, fertilization, embryonic stages, cell differentiation, tissue development, organogenesis, regeneration, growth, and errors in development.
- BIO 405/405L Ecology and Field Biology 4 hours**
Relationships between organisms and their environment; approaches and practices for studying these relationships. Lecture and field laboratory.
- BIO 406 Applied Ecology 3 hours**
Building on what was learned about relationships between organisms and the environment in BIO 405, students in this course will conduct applied research on current ecological issues and create professional presentations of the results. **Prerequisite: BIO405.**
- BIO 410/410L Principles of Genetics 4 hours**
Principles and processes of inheritance. Includes study of cell division, molecular biology of DNA and RNA, and modes of inheritance. With laboratory. **Prerequisites: CHEM 102/102L, BIO 220, and BIO 221.**
- BIO 415/415L Medical Microbiology and Immunology 4 hours**
The lecture will focus on pathogenic microorganisms of humans/animals. There will be an emphasis on microbial structure, epidemiology, pathogenesis, host defense response, and antibiotic therapy. The lab will focus on the isolation and identification of microorganisms using morphological, biochemical, and serological analysis. (3 Credit Hours Lecture and 1 Credit Hour Laboratory) **Prerequisites: BIO 315 and CHEM 201/201L.**
- BIO 430 Cell Culturing 3 hours**
A lab-based course introducing the theory and practice in cell culturing. The focus is on prokaryotic/eukaryotic cell culture maintenance, documentation, and problem-solving. **Prerequisites: BIO 320 and CHEM 201/201L.**

BIO 431 Polymerase Chain Reaction 3 hours
 A lab-based course introducing the theory and practice of Polymerase Chain Reaction (PCR). The focus is on PCR optimization, design of primers, amplification of nucleic acids, analysis of PCR products, various types of PCR, and PCR applications. **Prerequisites: BIO 320 and CHEM 201/201L.**

BIO 432 Proteomics 3 hours
 A lab-based course introducing the theory and practice of proteomics. The focus is on protein extraction from prokaryotic/eukaryotic cells, analysis of protein and determination of its structure, and studying protein function. **Prerequisites: BIO 320 and CHEM 201/201L.**

BIO 433 Bioinformatics 3 hours
 A lab-based course introducing the theory and practice of bioinformatics. The focus is on using sophisticated software and computer databases to study DNA, RNA, and protein amino acid sequences of prokaryotic/eukaryotic organisms. **Prerequisites: BIO 320 and CHEM 201/201L.**

BIO 440A Biology Internship 3 hours
 The purpose of the internship is to provide the student with off-campus work experience in a biological research facility or assisting in biological field research under the direction of a qualified researcher. **Prerequisites: BIO 320 and CHEM 201/201L.**

BIO 440B Biology Practicum 3 hours
 The purpose of the practicum is to provide the student with on-campus work experience in a biological research laboratory or assisting in biological field research under the direction of a faculty member. **Prerequisites: BIO 320 and CHEM 201/201L.**

BIO 445 Studies in Biology 1-4 hours
 Topics considered will change as the course is offered. May be taken three (3) times for credit.

Business

BUS 101 Introduction to Business 3 hours
 This is a survey course designed to acquaint the student with functions performed by business and the parts business activities play in the economy as a whole. Topics covered include types of business organizations, managing business information, the global economy, the social responsibility of business, and ethical decision making.

BUS 175 Business Mathematics 3 hours
 This course is designed to develop mathematical and computational skills necessary for subsequent courses in accounting and related business subjects. Areas of concentration are markups, markdowns, discounts, commissions, depreciation, taxes, simple and compound interest, stocks, bonds, and insurance.

BUS 185 Business Technology 3 hours
 This course acquaints the student with the basic business-related functions of the computer and related technology. Areas of study include word processing, spreadsheets, electronic databases, the Internet, and electronic mail. The student will also design and deliver a PowerPoint presentation and will compose a professional resume.

BUS 199 Studies in Professional Business Practices 1 – 3 hours

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

BUS 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 215 Critical Management 3 hours

This course focuses on the principles, procedures, and practices of effective oral and written communication and their relationship to good management. Areas of study include the communication process, editing and proofreading of documents, memorandums, business letters, letters of recommendation, e-mail etiquette, telephone etiquette, cross-cultural communication, and oral presentations. The student will revise the resume from BUS 185, prepare a letter of application to accompany the resume, and participate in a mock job interview.

BUS 218 Business Statistics 3 hours

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

BUS 220 Business Psychology 3 hours

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

BUS 225 Introduction to Hospitality Industry 3 hours

Students are introduced to components of the hospitality industry of lodging and food service management. Topic explored will include the growth and development of hospitality industry,

management of food services within the industry, marketing, security, maintenance of hospitality operations, and career opportunities in the field of travel and tourism.

BUS 232 Business Economics in the Global Economy 3 hours

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

BUS 235 Travel and Tourism 3 hours

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

BUS 285 Business Law and Ethics 3 hours

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

BUS 299 Topics in Business 1-3 hours

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

BUS 330 Business Finance 3 hours

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

BUS 425 Business Capstone 3 hours

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

BUS 440 Business Internship Portfolio 3 hours

This course focuses on using a student's approved internship experience to design and build a print and an e-portfolio. This gives the student an opportunity to enhance his or her academic background in a practical and reflective way from the internship and other academic experiences. Students will provide evidence of personal and professional accomplishments, along with academic

learning and skills mastered for future employers. **Prerequisite: Student must get the internship pre-approved by the instructor for use in this course. Internship hours are to be completed prior to this course or to be completed concurrently during this course.**

BUS 445 Studies in Business Administration 1-3 hours

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

BUS 456 Career and Technical Education 3 hours

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

BUS 499 Advanced Studies in Business 1-6 hours

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

Chemistry

CHEM 101 General Chemistry I 3 hours

Topics include: matter, laws of chemical composition, chemical nomenclature of atoms, molecules, and ions. Mole calculations, stoichiometry, types of chemical reactions, solutions, gases, atomic structure and periodicity, chemical bonding, orbitals and hybridization. **Prerequisite: Students must be eligible to enroll in MATH 115 or higher. Co-requisite: CHEM 101L.**

CHEM 101L General Chemistry I Laboratory 1 hour

Experiments covering Basic General Chemistry principles and techniques. **Co-requisite: CHEM 101.**

CHEM 102 General Chemistry II 3 hours

Continuation of CHEM 101. Topics include: Thermochemistry, chemical kinetics, chemical equilibrium, acid-base equilibrium, buffers, titrations, solubility equilibrium, chemical thermodynamics, oxidation-reduction reactions, electrochemistry and nuclear chemistry, **Prerequisites: MATH 115 or higher, CHEM 101 and CHEM 101L. Co-requisite: CHEM 102L.**

CHEM 102L General Chemistry II Laboratory 1 hour

Continuation of CHEM 101L. Experiments covering Basic General Chemistry principles and techniques. **Co-requisite: CHEM 102.**

CHEM 201 Organic Chemistry I 3 hours

Fundamental physical organic chemistry course. Topics include bonding, acid-base theory, alkane confirmations and isomerism, stereochemistry, nomenclature and physical properties of hydrocarbons and other functional group. Thermodynamics, kinetics and simple substitution,

addition, elimination and oxidation-reduction reactions are also discussed. **Prerequisites: CHEM 102 and 102L. Co-requisite: CHEM 201L.**

CHEM 201L Organic Chemistry I Laboratory 1 hour

Experiments in organic chemistry laboratory techniques. Topics include Thin Layer Chromatography, Distillation, Column Chromatography, Recrystallization, Liquid-Liquid extraction, Rotovap and Reaction work-ups. **Prerequisites: CHEM 102 and 102L. Co-requisite: CHEM 201.**

CHEM 202 Organic Chemistry II 3 hours

An in-depth study of organic chemistry mechanism and spectroscopy. Topics include: electrophiles, nucleophiles, SN1 and SN2 reactions, E1 and E2 reactions, electrophilic addition reactions, aromaticity, aromatic substitution reactions, alkylation, acylation, nuclear magnetic resonance spectroscopy, infrared and ultraviolet-visible spectroscopy. **Prerequisites: CHEM 201 and 201L. Co-requisite: CHEM 202L.**

CHEM 202L Organic Chemistry II Laboratory 1 hour

Experiments in organic synthesis and purifications. The principles of the experimental procedure rely on many topics covered in CHEM 201/202. **Prerequisites: CHEM 201 and 201L. Co-requisite: CHEM 202.**

CHEM 301 Quantitative Analysis 4 hours

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

CHEM 301L Quantitative Analysis Laboratory 0 hour

Experiments to accompany concepts covered in CHEM 301 lecture. **Co-requisite: CHEM 301.**

CHEM 315 Biochemistry 3 hours

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

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, 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. **Prerequisites: CHEM 102 and 102L.**

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. (Cross listed as SPAN 101 and MDV 571M)

CM 102 Spanish for Ministry II 3 hours
 This course continues the practice of listening, speaking, reading, and writing skills that are taught in CM 101. (Cross listed as SPAN 102 and MDV 572M)

CM 202 Spanish for Ministry III 3 hours
 This course is an integrated study of the language and cultures of the Spanish-speaking world. Accuracy in oral, aural, reading, and writing skills will stressed as a means to expression and comprehension of the language. (Cross listed as SPAN 201 and MDV 573M) **Prerequisite: CM 102 or equivalent.**

CM 203 Spanish for Ministry IV 3 hours
 This course continues the integrated study of the Spanish language and culture. (Cross listed as SPAN 202 and MDV 574M) **Prerequisite: CM 202 or equivalent.**

CM 201 Introduction to Christian Missions 3 hours
 This course is a survey of the study of Christian missions. It is designed for those wanting to know more about Christian ministry in other cultures. It also serves as a foundation for other mission courses and equips students to teach missions in a local church.

CM 205 History of Christian Missions 3 hours
 A historical survey of missions from Pentecost to the present day, with emphasis on the strategies and events that have assisted and hindered the progress of missions.

CM 206 Survey of World Religions 3 hours
 A survey course which introduces students to the origin, history, basic tenets, and worldview of the major religious traditions of the world.

CM 210 The Biblical Basis of Missions 3 hours
 This course will examine the mission teachings of both the Old and New Testaments. Emphasis will be given to the biblical nature and task of worldwide outreach.

- CM 225 Perspectives on Christian Missions 3 hours**
 This course is a survey of modern mission's methods and issues enlightened by relevant historical and biblical reference in the *Perspectives on the World Christian Movement: A Reader* and its companion volume, *Perspectives on the World Christian Movement: The Study Guide*. Four specific perspectives of the modern missionary movements (the Biblical Perspective, the Historical Perspective, the Cultural Perspective, and the Strategic Perspective) will be utilized in this survey approach.
- CM 300 Introduction to Short-Term Missions 3 hours**
 This course is designed to prepare a student for a short-term, intercultural ministry experience. This course integrates intercultural skills, training, and practical application contextualized for specific cultural settings. An approved short-term mission trip or an approved individualized experience in intercultural ministry will serve as the capstone requirement of the course.
- CM 301 Evangelism and Church Growth 3 hours**
 This course is a study in the biblical, historical, and practical concepts of evangelism with special emphasis on the motives and methods of personal evangelism. It provides an analytical study and application of church growth theory and strategy within the context of the local congregation.
- CM 305 Current Trends in Missions 3 hours**
 This course addresses the current and developing trends which impact the development and implementation of intercultural and international Christian missions and ministry within the global and local church.
- CM 310 The Church Engaging Postmodernity 3 hours**
 This course examines philosophical, sociological, cultural, and theological issues which impact ministry as the church enters a postmodern context. It explores the nature, philosophy, and theology of postmodernity and anticipates possible strategies/methods available to the local church for effective ministry in this context.
- CM 401 Principles of Missionary Service 3 hours**
 This course is designed to prepare the student for an effective ministry in the cross-cultural context. Emphasis will be given to preparation for cross-cultural service, adaptations, adjustments, interpersonal relationships, ministry possibilities, and methodologies of effective outreach.
- CM 445 Studies in Christian Missions 3 hours**
 This course is designed to provide an in-depth look at the task of world missions. Short-term mission trips and/or comprehensive readings on the task of world missions will serve as the core of this course.
- CM 446 World Religions 3 hours**
 A course which introduces students to various major religious traditions of the world. This course will provide a phenomenological approach and overview of these religions, including their emergence, core beliefs, and practices, and their philosophical understandings in order to understand and engage their adherents.
- CM 447 Practicum in Missionary Service 3 hours**
 This course is an independent study which permits the student to explore and receive firsthand experience within an intercultural/international context. This involvement allows the student to

serve and develop missionary experience in an environment that offers both support and strict supervision by a qualified and experience missionary mentor in the chosen area of ministry.

Christian Religious Studies

CRS 101 Biblical Literacy 3 hours

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

CRS 102 Christian Thought 3 hours

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

Church History

CH 201 Introduction to Church History 3 hours

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

CH 401 General Baptist Heritage 3 hours

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

CH 410 History of American Christianity 3 hours

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

CH 445 Studies in Church History 3 hours

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

Communication

COMM 201 Introduction to Radio Broadcasting I 3 hours

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

COMM 203 Introduction to Radio Broadcasting II 3 hours

This course begins where COMM 201 leaves off and includes radio production and an introduction to TV broadcasting, with principles of commercial/educational television broadcasting, covering

such topics as radio programming, research, sales, promotions, broadcast engineering, and federal regulations.

COMM 202 Fundamentals of Speech 3 hours

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

COMM 230 Interpersonal Communication 3 hours

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

COMM 310 On Campus Practicum 3 hours

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

COMM 340 Introduction to Persuasion 3 hours

An introduction to the study of the power of public persuasion. Examines historical and contemporary public speeches, essays, and declarations in their historical and political context. Discusses the variety of strategies critics use to analyze why and how public communication in politics, media, culture, and society is persuasive.

COMM 355 Online Journalism 3 hours

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

COMM 370 Introduction to the Nonprofit Sector 3 hours

This course examines the historical development and role of the nonprofit sector, similarities and differences between for-profit and nonprofit organizations, administrative issues, mission development, ethical perspectives, and major management issues specifically associated with nonprofits.

COMM 415 On Campus Practicum in Editing 3 hours

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

COMM 420 Law and Ethics in Communication 3 hours

A study of current laws in the field of communication and theories of ethics in media with the goal of preparing students to be lawful and ethical members of the profession. Real world case studies will be examined.

COMM 430 Newsgathering Research 3 hours
This course explores in-depth research methods, including finding and verifying source material, computer-assisted reporting, and accessing public documents.

COMM 440 Internship in Communication 3 hours
The primary purpose of the internship is to provide the student an opportunity to enhance his/her academic background and life experiences in a practical and reflective way as an intern in a communication or other related organization.

Computer Science

CS 101 Introduction to Visual Basic Programming 3 hours
This basic programming language will set the stage for the student to integrate with other languages, if so desired. Students will be able to create small programs through a variety of programming functions with Visual Basic software. **Prerequisites: MATH 115.**

CS 102 Visual Basic II 3 hours
A continuation CS 101.

CS 105 Computer Literacy and Word Processing 1 hour
Designed to provide a student with a working knowledge of a word processing software package, so that the tool can be used for writing papers. Also included are topics in computer literacy and an introduction to other software packages.

CS 120 Web Page Design I 3 hours
Introductory web design & programming is a study of the fundamentals of constructing Web pages and sites through the use of HTML, XHTML and CSS. The most current tagging and scripting versions will be covered in a tool independent environment. Throughout the course we will explore the history, architecture and development of the World Wide Web. Topics also include: authoring tools, integration of design, graphic and multimedia formats for the web, ecommerce and online security issues. (Same as ART 120)

CS 151 Scientific Programming 3 hours
Introductory "C" is utilized to design, code, debug, and document programs by using structured programming techniques. Emphasis is placed on problem solving, array handling, functions and subroutines, random number generators, and the differences between batch and conversational systems. Includes laboratory programming exercises and an individual term programming project.

CS 201 Visual Basic Programming II 3 hours
A continuation of CS 101. This course looks at computing as problem solving. Major emphasis is placed on structures and object-oriented programming techniques: data abstraction selection, looping, and functions, as well as elements of simple data structures: lists, arrays, and records. **Prerequisite: CS 101.**

CS 215 PC Configuration and Maintenance 3 hours
Students learn the basic electronics concepts needed to configure, set up, maintain, troubleshoot, and repair personal computers. Skills are emphasized along with knowledge of hardware components and systems. Operating systems software will be installed and debugged to insure

CJ 302 Criminal Investigation 3 hours

This course is designed to provide the skills and knowledge necessary to conduct a thorough preliminary investigation of crimes. Techniques used to investigate common categories of crimes will be discussed. A major emphasis in this course will be the preparation and execution of investigative plans as they relate to a team approach. Other skills will include interviewing, crime scene processing, and basic forensic examination of evidence. **Prerequisite: Introduction to Criminal Justice (CJ 101) or permission of the instructor.**

CJ 308 Investigative Photography 3 hours

This course provides an introduction to investigative photography, including selection and use of digital equipment, the theory of basic photographic techniques and image formation, the use of photographs as evidence, close-up photography work, and common investigative photography misconceptions. The course utilizes “hands-on” instruction with an emphasis on crime scene and evidence photography.

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: Introduction to Criminal Justice (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: Criminal Investigation (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: Introduction to Criminal Justice (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: Alternatives to Incarceration (CJ 150) or permission of the instructor.**
- CJ 410 Probation and Parole 3 hours**
An examination of the functions of probation and parole officers. The theoretical and practical aspects of probation and parole will be examined in depth. **Prerequisite: Alternatives to Incarceration (CJ 150) or permission of the instructor.**
- CJ 415 Criminological Theory 3 hours**
This course focuses on the major theoretical explanations for crime and delinquency.
- CJ 420 Correctional Administration 3 hours**
Covers the organization, supervision, and administration of officers and inmates and techniques used in institutions. Legal trends concerning the rights of prisoners will be discussed.
- CJ 423 Advanced Crime Scene Investigation 3 hours**
This course stepped in application of advanced crime scene techniques including identification, collection, and processing techniques. Students will be challenged with advanced theories and methodologies pertaining to proper crime scene assessment, search, and acquisition of various types of evidence. As such, an in-depth, hands on approach with laboratory activities and simulations will serve to engage students at a critical level beyond mere lecture-based contemplation. **Prerequisite: Basics of Crime Scene Investigation (CJ 323) or permission of the instructor.**
- CJ 424 Applied Forensic Science 3 hours**
An immersive course combining relevant forensic evidence analyses with theoretical discussion. Based on this formula, students will spend a majority of class time employing modern techniques for evidence analysis and focusing on result interpretation and the impact of analytical outcomes. Students will also become familiar with the strengths and weaknesses of the various forms of evidence analysis employed and will be able to critically assess these means of criminal resolution in the hopes of helping to improve future scientific endeavors within this field of investigation.
- CJ 430 Community Corrections 3 hours**
The course focuses on probation, parole, and other intermediate sanctions and community treatment options. Each is examined form 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 justices systems in the U.S. with those of other countries. This course will explain the basic worldwide philosophies of law and justice, the arrangements for crime prevention and law enforcement, and the methods of selecting judges and juries around the world.
- CJ 445 Studies in Criminal Justice 3 hours**
Studies a current topic in Criminal Justice.
- CJ 448 Medicolegal Investigation of Death 3 hours**
This course provides an in-depth look into the medico-legal aspects of death investigation, including the manners, mechanisms, and causes of death, as well as the post mortem changes. The course also instructs the student on wound interpretation and the method to apply post mortem conditions to criminal investigations to confirm or refute evidence of wrongful deaths.
Prerequisite: Criminal Investigation (CJ 302) or permission of the instructor.
- CJ 495 Internship Capstone 3 hours**
The primary purpose of the internship is to provide the student an opportunity to enhance his/her academic background and life experiences via practical work exposure as an intern in an organization associated with the criminal justice system. **Prerequisite: Introduction to Criminal Justice (CJ 101), successful completion of 30 hours in criminal justice courses, and successful completion of 74 hours or more.**
- CJ 496 Criminal Justice Practicum 3 hours**
The purpose of the practicum is to foster student research or literature review through on-campus work experience in a Criminal Justice-focused research or instructional setting or by means of an in-field, practical research experiment under the direction of a full-time faculty member or department head. **Prerequisite: Introduction to Criminal Justice (CJ 101), successful completion of 30 hours in criminal justice courses, and successful completion of 74 hours or more.**
- CJ 498 Criminal Justice Capstone Seminar 3 hours**
The capstone course focuses on applying major criminal justice theories that have contributed to an understanding of deviant, delinquent, or abnormal behaviors and crime. Emphasis is placed on the student's understanding of how the principle of each theory may be used to evaluate the primary elements of the justice system. The capstone course provides senior-level students with the opportunity to demonstrate that they can successfully analyze, evaluate, and interpret issues, problems and policies confronting the justice system through a critical thinking, problem based process. **Prerequisite: Successful completion of the criminal justice core courses and successful completion of 90 hours or more.**

Early Childhood

EC 210 Introduction to Early Childhood Profession 3 hours
 Provides an introduction to the profession of Early Childhood Education. Examines early childhood philosophy, historical perspective, goals, and implementation of play theory, special needs, curriculum, and regulations. This course addresses developmentally appropriate practices for children ages birth through 8 years old. (Same as EDUC 210)

EC 215 Health, Safety & Nutrition 3 hours
 This course examines the health, safety and nutrition needs of infants through school-age children. It focuses on implementing effective, preventative classroom practices to help children and families build a healthy lifestyle. It will examine topics including vaccinations, obesity, dental health, chronic and acute health conditions, fire safety, environmental issues and mental health. Participants will learn how to include activities in their daily lesson planning as well as share information and education to families they will work with in the future.

EC 242 Early Childhood Curriculum I 3 hours
 This course will examine the principles and practices involved in planning, implementing and evaluating developmentally appropriate, evidence-based curriculum for children ages birth to 8 years old. The course focuses on and considers the importance of play in curriculum design and on relationships among development theory, philosophy, and practice and the needs and interests of young children including those who are culturally, linguistically and ability diverse.

EC 285 Infants and Toddlers 3 hours
 Students will explore infants and toddler development through course readings, lectures and presentations, group discussions, independent research, and small group projects. This class focuses on developing infant and toddler child/daycare resources with an emphasis on, safety, equipment, health and nutritional needs, psychological needs, and parental needs. The cognitive, affective, and psychomotor aspects of learning will be approached. Students shall develop an understanding of consultation and interdisciplinary techniques. The students will learn to be a facilitator and conveyor of knowledge and cultural heritage in order to provide better services for infants, toddlers, and families. Field experience is required.

EC 313 Child Development 3 hours
 Studies the physical, social, emotional, cognitive, and moral development of children from conception to age eight. Theories of child development, biological and environmental foundations, prenatal development, the birth process, and the newborn baby are discussed. Influences of family, community, media, and culture in various countries are considered. Students may be required to complete observations and field experiences with children as related to this course.

EC 329 Emerging Literacy 3 hours
 Students will explore emerging literacy strategies through course readings, lectures and presentations, group discussions, independent research, field experience, and small projects. Provides understanding of the development and acquisition of language, as well as an appreciation for the ways in which children use language. Explores and evaluates materials, methods, and techniques used in nurturing young children's language growth. Development and sharing of self-created original big book. Field experiences are required.

EC 341 Early Childhood Programs and Management 3 hours

Provides for an understanding of Early Childhood programs, their design, budgeting, facility management, and other practical applications. Classroom routines, transitions, and behavior management will be explored. Participants will observe and interview a director of a childcare facility or ministry as well as the owner of a licensed childcare home.

EC 342 Early Childhood Curriculum II 3 hours

This course will explore various global curriculum models and underlying theories utilized in designing early childhood programs. Participants will examine factors which have influenced curriculum development in the field of early childhood and determine how certain factors have influenced the development of a variety of models which have shaped present curriculum for young children.

EC 360 Early Childhood Math Concepts & Manipulatives 3 hours

Students will explore the teaching of mathematics through active participation in micro-teaching, completions of peer and self-evaluations, and teaching in the pre-K environment. Investigation of the development of mathematics concepts in the education of young children, emphasizing methods of teaching, special needs adaptations, and use of instructional manipulatives as materials. Field experience is required.

EC 405 Families in Transition 3 hours

This class will examine the make-up of today's diverse families and the multiple influences that impact children's development. Analyzes the importance of developing reciprocal relationships with families and communities in support of children's learning. Explores professional and ethical standards related to working with children, families, leading to informed advocacy for children, families and the profession. Students may be required to complete observations and field experiences with children as related to this course.

EC 435A Field Experience in Early Childhood-Associate 3 hours

The student will experience teaching in an early childhood setting under the guidance of an experienced teacher. The student will work in a cooperative situation with the classroom teacher. The student will have the opportunity to work with children on an individual and small group basis. The student will observe the methods and techniques of the classroom teacher, assist the classroom teacher in planning and preparation of subject matter, and teach lessons to children. The student will assist the classroom teacher in developing materials or completing tasks as needed. The student will have, if possible, the opportunity to meet the parents and work with them. These experiences may occur in a variety of settings; dependent upon what types of placement are available but will include Licensed and NAEYC accredited Head Start, Corporate Childcare or Ministry, the pre-service teacher may be working with any age level from infant through six.

EC 435B Field Experience in Early Childhood-Bachelor's 9 hours

The student will experience teaching in an early childhood setting under the guidance of an experienced teacher. The student will work in a cooperative situation with the classroom teacher. The student will have the opportunity to work with children on an individual and small group basis. The student will observe the methods and techniques of the classroom teacher, assist the classroom teacher in planning and preparation of subject matter, and teach lessons to children. The student will assist the classroom teacher in developing materials or completing tasks as needed. The student will have, if possible, the opportunity to meet the parents and work with them. These experiences may occur in a variety of settings; dependent upon what types of placement are

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. A field experience is required. Pre-service teachers will mentor small groups of students.

EDUC 270 Secondary Education Practicum 2 hours

This course focuses on real applications and experience in a secondary 7-12 school setting. It will assist the student in gaining understanding about the complexities of classroom teaching and their professional role as a developing, reflective practitioner. This practicum will include working with small groups of students, helping to write and grade assessments and teaching a number of lessons. Interaction with students in one-on-one, small group and large/whole group settings is crucial to the development of confidence, dispositions, and skills necessary to succeed on a daily lead-teaching basis. Students will explore how teachers make decisions and how to understand the seemingly invisible, countless considerations behind each choice

EDUC 295 Differentiated Instruction 3 hours

This course will facilitate differentiated instruction as an instructional approach in meeting the academic, social and emotional needs at various developmental levels of all students, including special needs, second language and diverse populations. Topics examined include: creating student profiles, characteristics and dynamics of differentiated instruction; identification of techniques for differentiating content, process, and product; exploration of how to differentiate on the basis of student's readiness, interest, and learning modalities; and reflection on one's personal beliefs and practices of instruction.

EDUC 305 Teaching of Reading 3 hours

This course is designed to survey current methods, materials, and research as related to the teaching of reading. The elements of phonics are studied. This course presents the foundations of reading skills as well as the study of developmental reading and the essential reading skills in the content areas.

EDUC 310 Language Arts Methods 3 hours

This course will consider the role of language arts in elementary education, in terms of methodology, materials, theory, and practical applications in order to help the students become a facilitator and conveyor of knowledge and cultural heritage through language. Elements of teaching and learning reading, literature, spelling, grammar and handwriting will be explored. Candidates are required to demonstrate proficiency in teaching areas of language arts in addition to incorporating and strengthening formal and informal assessment strategies in order to foster active engagement during learning. Includes diverse field experiences and collaboration with school and community in which candidates encourage the development of problem solving by constructing a variety of opportunities for K-6 students. As a culmination of the field experience component candidates are required to evaluate and reflect upon his/her teaching potential, practice in light of research, assess impact on student learning, and overall professional growth as related to the promotion and well-being of children. Students are placed in a school setting which reflects diverse populations, including low socio-economic status, ELL and multiple ethnicities.

EDUC 312 Corrective Reading 3 hours

Designed to examine current research, assessment, and methods designed to assist academically challenged children in attaining essential reading skills. Included are both qualitative and quantitative assessment procedures. Field experiences are designed to assist the pre-service teacher in developing skills working with children with reading problems. (Same as SPED 312)

EDUC 315 Classroom Management 3 hours

Course focuses on managing classrooms from multiple perspectives which include but are not limited to: organization of classroom and materials, establishing rules and procedures, procedures for managing student work, getting off to a good start, planning and conducting instruction, managing cooperative learning groups, maintaining appropriate student behavior, communication skills for teaching, managing problem behaviors and managing special groups. Candidates demonstrate professional growth and reflection by constructing a classroom management plan consisting of rules, procedures, and consequences, writing a personal philosophy of classroom environment, and creating a newsletter and communication piece to collaborate between families and school. Emphasis is placed upon the importance of establishing and maintaining positive working relationships and the impact those have on the overall well-being of students. Field Experience is required.

EDUC 329 Emerging Literacy 2 hours

Students will explore emerging literacy strategies through course readings, lectures and presentations, group discussions, independent research, field experience, and small projects. Provides understanding of the development and acquisition of language, as well as an appreciation for the ways in which children use language. Explores, and evaluates materials, methods, and techniques used in nurturing young children's language growth. Development and sharing of self-created original big book. Includes diverse field experiences and collaboration with school and community in which candidates encourage the development of problem solving by constructing a variety of opportunities for K-6 students. As a culmination of the field experience component candidates are required to evaluate and reflect upon his/her teaching potential, practice in light of research, assess impact on student learning, and overall professional growth as related to the promotion and well-being of children.

EDUC 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, structures of the discipline(s) he or she wants to teach, and learn how to create learning experiences that make the discipline accessible and meaningful for secondary students.

EDUC 350 Social Studies Methods for Elementary Teachers 2 hours

Focuses on development of social awareness in elementary children and explores the concepts of the social studies, incorporating them into the curriculum, with emphasis on planning and implementing teaching/learning experiences and encouraging the acquisition of these knowledge and skills in children through developmentally appropriate means. Includes diverse field experiences and collaboration with school and community in which candidates encourage the development of problem solving by providing a variety of opportunities for K-6 students. As a culmination of the field experience component candidates are required to evaluate and reflect upon their teaching potential, their practice in light of research, their impact on student learning, and their overall professional growth as related to the promotion and well-being of children.

EDUC 355 Science Methods & Technology 2 hours
 Course focuses on knowing, understanding, and using fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science by utilizing hands-on, discovery learning and technology in order to build student understanding for personal and social applications, and to convey the nature of science in elementary schools. Includes diverse field experiences and collaboration with school and community in which candidates encourage the development of problem solving by providing a variety of opportunities for K-6 students. As a culmination of the field experience component candidates are required to evaluate and reflect upon their teaching potential, their practice in light of research, their impact on student learning, and their overall professional growth as related to the promotion and well-being of children.

EDUC 360 Elementary Math Concepts & Manipulatives 2 hours
 Investigation of the development of mathematic concepts (number and operations, algebra, geometry, measurement, data analysis, and probability) in the education of young children, emphasizing problem solving, reasoning, connections, representation, communication and methods of teaching and use of instructional materials, particularly manipulatives. Candidates are required to demonstrate proficiency in teaching areas of teaching mathematics in addition to incorporating and strengthening formal and informal assessment strategies in order to foster active engagement during learning. Focus on Indiana academic mathematics standards based lessons. Includes diverse field experiences and collaboration with school and community in which candidates encourage the development of problem solving by providing a variety of opportunities for K-6 students. As a culmination of the field experience component candidates are required to evaluate and reflect upon their teaching potential, their practice in light of research, their impact on student learning, and their overall professional growth as related to the promotion and well-being of children.

EDUC 418 Seminar in Education 2 hours
 The pre-service teacher is required to develop an autobiography and review a philosophy of education. Pre-service teachers will study legal issues, classroom management, collaborative learning techniques, lesson plan development, assessment of student academic performance, and parent-teacher conferences. The course provides ongoing opportunities for professional development of teacher education candidates in a variety of topics before and during their student teaching experiences. Topics include but are not limited to legal issues, classroom management, lesson plan development, and community involvement.

EDUC 421 Secondary Student Teaching (5-12) 10 hours
 The pre-service teacher is expected to complete a **minimum of ten (10 weeks)** of student teaching at the secondary school developmental (5-12) level. The pre-service teacher is expected to develop lessons, work as a team member, develop a unit, manage students, assess student performance, and complete any tasks expected of a teacher.

EDUC 424 Elementary Student Teaching (K-6) 10 hours
 The pre-service teacher is expected to complete a **minimum of ten (10) weeks** of student teaching at the elementary school developmental level. The pre-service teacher is expected to develop lessons, work as a team member, develop a unit, manage students, assess student performance, and complete any tasks expected of a teacher.

EDUC 426 All-Grade Student Teaching (K-12) 10 hours

The pre-service teacher is expected to complete a **minimum of ten (10) weeks** of student teaching at the K-12 school developmental level. The pre-service teacher is expected to develop lessons, work as a team member, develop a unit, manage students, assess student performance, and complete any tasks expected of a teacher. **(HPE and Special Education)**

EDUC 428 Early Childhood Student Teaching (Preschool to 3rd Grade) 10 hours

The pre-service teacher is expected to complete a **minimum of ten (10) weeks** of student teaching at the pre-school through 3rd grade level.. The pre-service teacher is expected to develop lessons, work as a team member, develop a unit, manage students, assess student performance, and complete any tasks expected of a teacher.

EDUC 440 Senior Field Experience 1-3 hours

This course consists of directed observation and participation in selected attendance centers. Candidate is expected to be able to develop lessons, deliver them, manage students, assess student learning, and complete any tasks expected of a teacher.

EDUC 445 Studies in Education 1-3 hours

Group or individual study of topics of special interest in education. Topics will vary. Candidates can repeat course for a total of six (6) credit hours.

EDUC 450 Education Senior Capstone 3 hours

The Education Capstone course is for all senior education students who are pursuing a license in the field of education. The course will include but not limited to: personal, professional, analysis, comprehensive review of standards related to the profession, preparation for the professional core assessment, research in current educational trends, and a culminating senior professional learning portfolio presented to a panel of educational experts.

English

ENG 101 English Composition I 3 hours

This course includes development of multi-paragraph themes with emphasis on outlining, developing thesis statements, and support as well as the development of reading and critical thinking skills.

ENG 101L English Composition I Lab 0 hours

An English writing lab to assist with English Composition I.

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 102L English Composition II Lab 0 hours

An English writing lab to assist with English Composition II.

- ENG 201 Masterpieces of World Literature 3 hours**
Study of selected masterpieces of world literature from the earliest literature to modern times. The course emphasizes the significance of major genres, authors and works of Western and non-Western literary traditions and their literary, historical, and cultural backgrounds. Since a huge range of time periods and geography are covered, many of the readings will be selections from longer texts. (Taken after ENG 101 and 102 are passed.)
- ENG 202 Fundamentals of Speech 3 hours**
This course includes a study of the fundamental characteristics of effective oral communication designed to help students express themselves clearly and succinctly in both formal and informal speaking situations.
- ENG 210 Introduction to British Literature 3 hours**
A survey of British literature and literary history from the earliest literatures to modern times. The course emphasizes the changing literary trends and themes these works represent as well as their historical, cultural, and political context. **Prerequisite: ENG 102.**
- ENG 215 Introduction to American Literature 3 hours**
A survey of American literature and literary history from the earliest literatures to modern times. The course emphasizes the changing literary trends and themes these works represent as well as their historical, cultural, and political context. The problem of the American identity is a major theme that will be explored throughout the semester. **Prerequisite: ENG 102.**
- ENG 220 Mass Media 3 hours**
A study of the history, current status, and ethical aspects of mass media, including newspapers, magazines, books, radio, television, movies, and the Internet.
- ENG 225 Writing for the Media 3 hours**
This course is designed to teach students the fundamentals of newswriting, reporting, and information gathering for print and nonprint media. There is an emphasis on interview skills, note taking, and editing techniques.
- ENG 240 Feature Writing 3 hours**
In this course, students will utilize in-depth reporting and information gathering techniques to produce feature stories suitable for publication, with a focus on writing for magazines.
- ENG 301 Topics in British Literature 3 hours**
Intensive treatment of an author, period, or genre in British literature. Specific topics covered will change each time this course is offered. May be taken for credit three (3) times if different topics are selected. **Prerequisite: ENG 102. Course may be repeated under new topic.**
- ENG 305 Topics in American Literature 3 hours**
Intensive treatment of an author, period or genre in American literature. Specific topics will cover change each time the course is offered. May be taken for credit three (3) times for if different topics are selected. **Prerequisite: ENG 102. Course may be repeated under new topic.**
- ENG 310 Topics in World Literature 3 hours**
Specific topics covered will change each time this course is offered. Intensive treatment of an author, genre, or period in world literature. May be taken three (3) times for credit if different topics are selected. **Prerequisite: ENG 102. Course may be repeated under new topic.**

- ENG 315 Introduction to Literary Criticism 3 hours**
This course introduces students to significant critical approaches to literature and the application of those theories. Literary theory/criticism is a rapidly developing, changing, and varied field. This course will examine the field from an historical perspective and through close analyses of representative texts. Additionally, students will examine texts through the various lenses of divergent theories.
- ENG 320 Presentation of Dramatic Literature 1 hour**
Survey of all facets of production; various experiences with dramatic literature and in actual production of selected plays. May also count as a literature elective for majors.
- ENG 325 Children's Literature 3 hours**
Criteria for the selection and study of literature written especially for children in elementary school; classical and contemporary literature enjoyed by children globally. (Same as EDUC 220.)
- ENG 326 Adolescent and Young Adult Literature 3 hours**
Criteria for the selection and study of literature written especially for youth in middle and high schools. Topics to be discussed include appropriateness of adolescent literature in the secondary curriculum and in interdisciplinary studies, censorship, and ways to address it, approaches to reading adolescent literature, issues of multiculturalism and diversity, and the use of adolescent literature for extracurricular reading.
- ENG 330 Professional and Technical Writing 3 hours**
A study of written communication for professional and technical audiences in varying formats. Various assignments will be used to study, create, and revise form and content to meet concrete goals. An emphasis is placed on writing clearly and concisely.
- ENG 335 Studies of Genre in Literature 3 hours**
This literature course will focus on one type of genre each time it is offered—drama, poetry, novel, or short story.
- ENG 401 Advanced Speech 3 hours**
This course builds on the foundation of the public speaking skills developed in ENG 202 and is designed to challenge students to refine those skills.
- ENG 405 Studies in Composition 3 hours**
A specific topic of composition is covered each time the course is offered. Topics include memoir, short story, poetry, the novel, and screenplay. This course may be taken for credit four (4) times.
- ENG 405Y College Yearbook 1 hour**
Students learn all facets of putting together a yearbook with the supervision of an advisor.
- ENG 410 Modern English Usage and Editing 3 hours**
A look at the shaping of attitudes about English in the 21st Century. A study of strategies for copy editing for conciseness and clarity; comprehensive editing for content, organization, and style; and proofreading for grammar and punctuation.
- ENG 415 History of the English Language 3 hours**
A chronological study of the development of the English language from its origins in the Indo-European family of languages to the present, including the linguistic aspects of phonemics,

morphology, syntax, and semantics. This course will provide the opportunity for understanding English as a vibrant, living language.

ENG 425 Studies in Creative Writing 3 hours
In this course, students will advance their skills in a specific genre of fiction or narrative non-fiction.

ENG 440 Internship in English 3-6 hours
The purpose of the internship is to provide the student with actual work experience in a workplace environment (newspaper office, radio and television stations, etc.) that requires strong written and oral communication. Credit is awarded for blocks of 150 hours of work experience in an approved workplace that is directly related to communication. The number of credit hours awarded is determined by the supervising faculty member in consultation with the student and/or the field supervisor, in relation to the amount and type of communication experience gained.

ENG 444 Studies in Minority Literature 3 hours
A specific topic of minority literature is covered each time the course is offered. Topics included are African American literature, Native American literature, Latino/Latina literature, and Asian American literature. This course may be taken for credit four (4) times. **Prerequisite: ENG 102.**

ENG 445 Studies in Drama 1-3 hours
Specific topics will change each time this course is offered. Intensive treatment of a playwright, a period of drama, or a technique in theater. Credit in the course may be earned three (3) times. Hours of credit may be earned for participation in a drama production as determined by the play director but may not exceed two (2) hours for each production. A total of three (3) hours may be earned in this method.

ENG 465 Research Seminar in English (Capstone) 3 hours
The capstone course is an opportunity for students to demonstrate that they have achieved the goals for learning established by the Oakland City University English department. The student will write a 20-page research paper on an approved topic related to language and/or literature and give an oral presentation based on the paper at the end of the course. All research will be properly documented in MLA format. In addition, students will write article reviews and participate in class discussions on current issues in the field of English. This course is required of all English majors and is designed to prepare students for graduate work or postgraduate employment.

Fine Arts

FA 201 Fine Arts and the Modern World 3 hours
Examines the human interaction between the artist, audience, and the work of art in a study focused on the appreciation of art forms such as theater, film, visual arts, music, architecture, and dance.

FA 202 Christianity and the Arts 3 hours
A study of the arts as they are used in Christian worship and in society to communicate and express spiritual and religious concepts. Contemporary and historical applications of theater, film, the visual arts, music, architecture, and dance will be the focus of the study.

Geography

GEOG 101 Elements of Geography

3 hours

This course is the study of the geographical features of the planet as well as how geographers believed those features were formed. It will examine how maps have been developed and used to explore specific regions of the earth. An exploration of how man through the various cultures found on earth has interacted on the planet and at its various locations at an introductory level will be explored.

GEOG 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.

GEOG 215 Physical Geography

3 hours

A systematic study of the various elements that make up the Earth's physical environment, weather, climate, vegetation, soil and landforms.

GEOG 445 Studies in Geography

3 hours

This course is intended as an in-depth study of a specific topic in geography. Sample topics may include past and present land use and land cover in the United States, the twin challenges of energy and environment, water and its effects on politics and the economy, etc. Topic will change with each course offering. This class is intended for juniors and seniors only. Can be repeated if topic is different.

German

GERM 101 Beginning German

4 hours

This course introduces students to German culture and language through a combination of text and tapes. Equal emphasis is placed on developing skills in areas of grammar, reading, and speaking for this increasingly important language.

GERM 102 German II

4 hours

This course continues practice in the listening, speaking, reading, and writing skills that were taught in GERM 101. **Prerequisite: GERM 101 or equivalent.**

Government

GOV 105 Introduction to Global Studies

3 hours

Students will increase their global awareness as they are introduced to the field of global studies and to processes of globalization. This course is an overview of the history, principles and foundations of global engagement. Additionally, this course lays the groundwork for an intercultural career and provides principles for engaging the current global environment.

GOV 201 American Government and Politics

3 hours

A study of the structure, organization, and procedures of the government of the United States.

GOV 202 International Politics and Organization 3 hours

This course will provide students with the background and conceptual tools they need to understand contemporary international politics and organization. The course will introduce students to the wide range of issues involved in the study of international politics including the eras of international political history (i.e. colonialism & imperialism), the causes of international conflict and violence, and international economic relations. The goal of this course is to provide a comprehensive survey of the major issues in and approaches toward international politics.

GOV 301 State and Local Governments 3 hours

This course is an examination of intergovernmental relations in the federal system and of the organization, function, and politics of state and local governments. This class is intended for sophomores and above.

GOV 305 History of American Diplomacy 3 hours

This course is a study of the influence of the European balance of power system, American independence, the Monroe Doctrine, westward expansion, and the United States as a world power. This class is for sophomores and above. (Same as HIS 305.)

GOV 445 Studies in Government 3 hours

This course is an in-depth examination of a specifically designed topic of current and/or special interest. Potential topics could include international organizations, developing nations, globalization, intercultural relations, and international trade and finance. This class is intended for juniors and seniors only. Course may be repeated if topic is different.

Health and Physical Education

| | | |
|----------------|---|---------------|
| HPE 101 | Basic Skills in Tennis | 1 hour |
| HPE 102 | Basic Skills in Fitness Training | 1 hour |
| HPE 103 | Basic Skills in Weight Training | 1 hour |
| HPE 104 | Basic Skills in Softball | 1 hour |
| HPE 105 | Basic Skills in Flag Football | 1 hour |
| HPE 106 | Basic Skills in Volleyball | 1 hour |
| HPE 108 | Basic Skills in Badminton | 1 hour |
| HPE 110 | Basic Skills in Soccer | 1 hour |
| HPE 111 | Basic Skills in Basketball | 1 hour |
| HPE 112 | Basic Skills in Golf | 1 hour |
| HPE 115 | Study Skills in Basic Skills | 1 hour |

The classes in basic skills provide physical activities for two (2) hours for each one (1) hour credit in which the student develops fundamental skills, drills, rules, and methods of the various sports.

HPE 201 Fitness and Wellness 2 hours

This course is designed to provide a foundation for life-long physical fitness and personal wellness. Topics include: health, hygiene, and nutrition; basic strategies of exercise, fitness, and wellness; and sport for persons of all ages.

HPE 205 Foundations of Physical Education 2 hours

This course is a general introduction to the field, including the history of physical education from ancient times to the present. Leaders and trends in physical education discussed.

HPE 210 Health Education 2 hours
 Presentation and research of essential knowledge, attitudes, and skills of healthful living, including substance abuse, chemical dependence, nutrition, mental health, aging, death, communicable and non-communicable diseases, and sexuality and intimate relationships.

HPE 220 Rhythmic Activities 2 hours
 Fundamental rhythms and patterns are emphasized with a focus on folk and square dancing, aerobic dance, and children's rhythms. Rhythms are demonstrated and practiced.

HPE 225 Recreational Activities 2 hours
 This class is designed to provide the history of recreational activities, teaching methods, basic skills, and knowledge of recreational activities including the rules of games and sports. Play from a scientific point of view, the educational value of play, and play organization will be studied in depth. The demonstration of various skills will be learned in selected activities and sports.

HPE 240 Principles of Strength and Conditioning 2 hours
 This course is designed to provide students with the applied scientific knowledge to design and implement strength training and conditioning programs in order to improve health and performance. The major topics in this course include flexibility, cardiovascular conditioning, aerobic exercise, strength training and endurance. This course will include exercise and sport-specific testing, designing and implementing safe and effective exercise programs, and injury prevention. The course will also familiarize the students with the requirements, knowledge and skills necessary for the NSCA/CSCS certification. **Prerequisites: HPE 102, HPE 103, HPE 201.**

HPE 301 Adaptive Physical Education 3 hours
 General introduction to the history and characteristics of various disabilities, types of programs, organization and administrative techniques, teaching theories, and evaluation criteria. Various adaptive activities are studied, demonstrated, and practiced in a laboratory setting.

HPE 312 Principles of Motor Learning 2 hours
 The purpose of this course is to equip and prepare the student as a future educator, administrator, athletic director or department chair in the public/private schools, with an overview of the factors that affect the acquisition and performance of motor skills including the study of locomotor and non-locomotor movement, manipulative skills, and developmental and environmental factors that affect learning and motor learning behavior changes. Students will also be introduced to motor learning theories and concepts, assessment, and development of motor skills in various settings. Special attention is given to the relationship between motor skill acquisition / motor skill learning and motor control theories.

HPE 315 Theory of Coaching: Dual, Individual, and Team Sports 3 hours
 Detailed instruction in the coaching of individual and team sports: tennis, track and field, golf, and team sports. Some scouting and game analysis required.

HPE 325 Care and Prevention of Athletic Injuries 2 hours
 Facts and theories for the prevention and care of physical education and athletic injuries. Emergency first aid and long-term treatment discussed. Some laboratory experience in the actual treatment of injuries.

- HPE 330 Officiating 2 hours**
The study of rules for basketball, baseball, track, football, and volleyball as they apply to officiating.
- HPE 335 Teaching Strategies in Secondary PE 3 hours**
Covers teaching techniques, lesson plans and unit plan development, yearly curriculum, and courses of study. Also emphasized are teaching aids, characteristics and identification of physical growth, evaluation, and computer literacy for teaching.
- HPE 340 Exercise Physiology 3 hours**
An in-depth study of the effects of exercise on the human organism. The effects of exercise on the body systems as well as on muscle strength, endurance, speed, and flexibility are presented. The effects of external factors on the body during exercise are also studied, such as environmental factors, aging, and ergogenic aids. **Prerequisite: BIO 301 and BIO 302**
- HPE 401 Kinesiology 3 hours**
The mechanics of motion as applied to the human body. Development of the ability to scientifically analyze activities for the purpose of preventing injury and improving movement. The ability to identify and perform different body movements and adaptations is established. Prerequisites: BIO 301 and HPE 320.
- HPE 410 Teaching Strategies in Elementary PE 3 hours**
This course includes teaching techniques, yearly calendar/curriculum unit plan, and lesson plans involved in teaching elementary school children. Also emphasized are fundamental motor skills, movement education, teaching aids, characteristics and identification of physical growth, safety and first aid information, and evaluation.
- HPE 415 Lifetime Sports and Fitness programming 3 hours**
This course explores and examines the theoretical foundations and basic skills, methods, and techniques necessary for the effective and efficient design and delivery of recreational sport programs in a variety of collegiate, public, quasi-public, and private settings, agencies, and organizations. Throughout this course, we explore a variety of recreational sport contexts, including youth sport, adult and community sport, campus recreational sport, recreational sport in the market sector, global perspectives, and sport for individuals with disabilities.
- HPE 420 Assessment & Evaluation in HPE 2 hours**
Types of tests and their uses, grading, statistics, and assessment are discussed. Construction and administration of psychomotor test, including the five components of fitness: cardio-respiratory, muscular strength and endurance, flexibility and body composition and sports skills.
- HPE 425 Administration and Organization of Physical Education & Sports 3 hours**
The purpose of this course is to equip and prepare a person as a future educator, administrator, athletic director or department chair in the public/private schools, with the abilities and knowledge to provide leadership and direction in the areas of management, curriculum, lesson/unit plan, assessment, budgets, facilities, and classroom/gymnasium/field management and procedures.
- HPE 430 Teaching Strategies of School Health 3 hours**
Covers various methods and techniques of teaching health education and the formulation of workable health unit plans, lesson plans, and planning a curriculum. Attention is given to health problems through critical incident techniques. Techniques include: establishing goals, objectives,

and concepts of planning, with emphasis on implementation and evaluation processes. Examples of implementation include current health such as health promotion, diseases, and substance abuse.

HPE 435 Recreation and Fitness Practicum 3 hours

Placement of student in a professional setting in order to gain hands-on experience with an agency that delivers recreation, fitness and lifetime sports activities. Provides practical experience in a specialized career area fostering the development of skills, competencies, organization and administrative techniques needed for entry into the workforce, while working under the direct supervision of selected professionals. The YMCA, Boys and Girls clubs, golf and tennis facilities, camps and recreational facilities, hospitals, work related fitness centers, nursing and other fitness/recreational related facilities will be utilized in this course.

HPE 440 Community Health & Safety Education 3 hours

Covers various methods and techniques of providing cognitive, affective, and psychomotor learning experiences through critical incident techniques. Techniques include: establishing goals, objectives, and concepts of planning, with emphasis on implementation and evaluation processes. Examples of implementation include the study of areas of addictive substances, preventing diseases, consumerism, and understanding the environment. In addition, essential knowledge, attitudes, and skills for healthful community living and solving of risk behaviors will be covered.

HPE 445 Studies in PE 3 hours

An in-depth study of topics of special interest in Physical Education is explored. Topics will vary. Students may repeat course for a total of six (6) credit hours.

HPE 450 Health and Physical Education Senior Capstone Course 3 hours

The Capstone course is for senior health and physical students. The course will include writing a research paper in a current topic in health and physical education. Research design and APA format will be taught. **Pre-requisites: ENG 101, ENG 102**

History

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

HIS 201 Indiana History 3 hours

Explores Indiana history as it relates to American history. Examines the stages of historical development in the state and the relationship of Indiana historical development to United States development. Examines history on a local/social level. The course is taught in the Early College Dual College Program.

HIS 113 United States History to 1877 3 hours

A broad survey of the social, economic, cultural, and political forces that shaped U.S. history from the Colonial Era through the Civil War and Reconstruction.

HIS 123 United States History since 1877 3 hours

A broad survey of the social, economic, cultural, and political forces that shaped U.S. history from the end of the Reconstruction era to the end of the Cold War, including an emphasis upon the rise of the United States as a superpower.

- HIS 203 History of the American Midwest 3 hours**
A broad survey of American Midwestern history from its earliest indigenous settlements to the late twentieth century, emphasizing major historical periods and developments in the evolution of the Midwest's regional identity, as well as its relationship to the larger narrative of American History.
- 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 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 400 Preparation for CORE Social Studies—Historical Perspectives 0 hours

A comprehensive review designed to help students prepare for the CORE Social Studies—Historical Perspectives. This course must be taken (and passed) in the semester immediately preceding a student-teacher assignment. Pass/Fail. **Prerequisite: All History Major coursework should be completed prior to, or concurrent with, this course.**

HIS 403 The Civil War and Reconstruction, 1848-1877 3 hours

A comprehensive study of the era of the American Civil War, addressing the major causes of the war, key challenges and transformations during the war, and the quest to rebuild and heal during the years of formal Reconstruction. **Prerequisite: HIS 113 or permission of instructor.**

HIS 413 The Gilded Age and Progressive Era, 1877-1919 3 hours

A comprehensive study of the history of the United States from the Gilded Age of the late nineteenth century through the conclusion of the First World War in 1918. In a period of mass industry, mass movement, and mass entertainment, students will examine the United States' gradual (sometimes reluctant) entry into the global arena. **Prerequisite: HIS 123 or permission of instructor.**

HIS 423 Emergence of Modern America, 1919-1945 3 hours

A comprehensive study of the history of the United States from the Jazz Age through the conclusion of World War II, 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: HIS 113 and HIS 123 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.

HIS 483 The United States since 1945 3 hours

A comprehensive study of the history of the United States since 1945, examining the role of the U.S. as a leading global superpower, its efforts to combat communism during the Cold War, and the innovative social and cultural transformations taking place in its modern society. This course serves

as the American History Capstone. **Prerequisite: HIS 113, HIS 123, and Junior or Senior Standing.**

HIS 493 Europe since 1919 3 hours

A comprehensive examination of European politics, economics, culture, and society from the end of World War I to the collapse of communism in Eastern Europe, emphasizing the struggle between democracy and totalitarianism. This course serves as the European History Capstone.

Prerequisite: HIS 213, HIS 223, and Junior or Senior Standing.

Human Resource Management

HRM 301 Introduction to Human Resource Management 3 hours

The course applies management principles to management of the organization's human resources. Topics studied include recruiting and training employees, role of human resources services, human relations, wage and salary administration, evaluation of employees, labor relations, and government regulations.

HRM 315 Employee Recruitment, Training, and Development 3 hours

This course acquaints the student with the design and implementation of employee development and training programs. Areas of study include: learning theories, needs assessment, legal issues, training program design, training methods, professional consultation, employee feedback, and executive development. **Prerequisites: MGT 201 and HRM 301.**

HRM 320 Labor Relations 3 hours

This course acquaints the student with labor-management relations, including the history and evolution of labor unions and contemporary labor-management issues. Topics include: conflict resolution, collective bargaining, contract negotiations, arbitration, and mediation. A case study approach is utilized. **Prerequisites: MGT 201 and HRM 301.**

HRM 401 Employment Law 3 hours

This is an introduction to the diverse body of law that governs the individual employment relationship. Topics include: discharge, trade secrets and non-competition clauses, ERISA, vicarious liability, alternative dispute resolution, and wage and hour laws such as the FLSA. Additional areas of study include: COBRA, OSHA, FMLA, WARN, UI, and worker's compensation. **Prerequisite: HRM 301.**

HRM 404 Compensation and Benefits 3 hours

The course covers compensation philosophy, strategy, and policy. Areas of study include job evaluation, internal and external equity, pay-for-performance plans, financial incentives, wage and salary surveys, and employee benefits administration. The legal, regulatory, economic, and strategic issues affecting compensation and benefits will be explored. **Prerequisite: HRM 301.**

HRM 407 Workplace Safety, Security and Health 3 hours

This course explores a vital competency of the HR body of knowledge as defined by SHRM and HRCI addressing how to respond in an emergency. Nearly every facet of the workplace is affected when these incidents unfortunately occur. Areas of study include workplace safety, security, and occupational health. An overarching goal of this course is preventative strategies to reinforce safe work environments. In light of the increase in violence in all sectors of employment over the past decade, this course will address aspects of risk management, introduce laws and legislation of

particular concern to safety, security and health, and discuss how leaders must guard against such incidents and abuses by implementing necessary policies and procedures to be proactively prepared.

HRM 410 Human Resource Information Systems 3 hours

This course introduces the student to the role of information systems in human resources. Areas of study include data entry, processing and updating of employee information, tracking information, performance appraisals, and generating routine letters and reports. Current and future trends and issues in human resource management will also be discussed. **Prerequisite: HRM 301.**

HRM 445 Studies in Human Resource Management 1-3 hours

This advanced course explores a specific topic or issue in human resource management in-depth. Possible areas of study include staffing and evaluation, global human resource management, and employment interviewing and testing. The course may be repeated if a different topic of study is chosen. **Prerequisite: HRM 301.**

HRM 460 Team Building 3 hours

This course is designed to strengthen the students understanding of team design and how to manage interventions that can transform team performance. Principles of building highly effective teams are explored by analyzing a variety of group dynamics. Students discover how to identify team issues, and link those issues to solutions that will improve performance. Students are introduced to a variety of skills that will expedite problem solving within and across teams.

HRM 462 Servant Leadership 3 hours

This course examines the concept of servant leadership from the perspective of leadership theory and applied doctrine integration. Servant leadership is examined from the history, dynamics and expectations of a servant leader. Emphasis will be placed on the principles of servant leadership and how influence can move people to perform at increasingly higher levels in a dynamic and changing world.

HRM 464 Leadership Practicum 3 hours

This course is designed to expose students to the leadership experience by applying knowledge learned in course work through participation in organizations and/or work situations. Students will explore leadership concepts and styles by comparing and contrasting various leaders through job shadowing, interviews, videos, and readings.

Management

MGT 201 Principles of Management 3 hours

This is an introductory course in management designed to acquaint the student with the study and research in the field of management. The course familiarizes the student with the primary functions of management and their importance as components of the total management process. Topics of study include Theory X and Theory Y managers, strategy and planning, organizational design, leadership styles, and managing diversity in an organization.

MGT 202 Work/Life Management 2 hours

This course will examine planning, preparing and evaluating a sustainable healthy lifestyle that addresses the physical, mental, social and spiritual aspects of life alongside demands inherent to the workplace. Time and stress management techniques will be explored along with integrating

regular physical exercise into one's daily routine to maintain overall health and wellness. Class delivery will include technology applications through gamification to enhance learning.

MGT 310 Operations and Facility Management 3 hours

This course applies management principles to the overall management of a large facility and its entire operations. Areas of study include operations and production management, systems design and analysis, manufacturing processes, facility construction, security, and control techniques. Principles and requirements related to programming and managing various types of public and private facilities are also included. **Prerequisite: MGT 201.**

MGT 325 Safety Management 3 hours

This course will examine the major safety management issues that impact the workplace including safety awareness, loss control, regulatory issues, legal implications, OSHA standards, and the essential components of a safety training program.

MGT 415 International Business 3 hours

This course is a study of international and cross-cultural elements of business decisions, enterprises, markets, and institutions. The student examines globalization of the business entity's competitiveness. Managerial, operational, and marketing problems of the world enterprise are discussed, with particular attention to the influence of ethnic and cultural differences on communication and decision making. **Prerequisite: MGT 201.**

MGT 425 Entrepreneurship 3 hours

This course is a study of entrepreneurship, its opportunities, and its problems relative to new-venture analysis, personnel, control, finance, marketing, and management in service, distributive, and manufacturing firms. The student will explore the challenges the entrepreneur faces, including market assessment and finding funds. As part of the course, the student designs a business plan. **Prerequisites: MGT 201.**

MGT 430 Organizational Behavior 3 hours

This course focuses on the behavior of the organization as a function of individual and interpersonal behavior and group processes within an organization. Areas of study include learning organizations, organizational culture, organizational structure and design, employee attitudes and values, employee motivational theories, ethical decision making, the promotion of employee creativity, stress management, interpersonal communication, and work teams. To enhance the student's own interpersonal communication skills, he or she will participate in numerous group projects and activities with fellow classmates throughout the course.

MGT 435 Strategic Management and Marketing 3 hours

A study of the formulation and implementation of strategies. This is a capstone course involving coordination and integration of knowledge and techniques acquired in previous courses. Particular attention is given to determining company strategy in defining major policies in marketing, research and development, production, procurement, human resources, finance and profit, and mergers and acquisitions in central management operations in compliance with governmental rules and regulations and the social and ethical environment. The case study method is used. **Prerequisite: MGT 201.**

MGT 438 Leadership & Management 3 hours

This course is designed to provide a study of leadership by focusing on what it means to be a good leader. Emphasis in the course is on the practice of leadership. The course will examine topics such

as the nature of leadership, recognizing leadership traits, developing leadership skills, creating a vision, setting the tone, listening to out-group members, overcoming obstacles, and addressing values in leadership. Attention is given to helping students understand and improve their own leadership capabilities and performance.

MGT 440 Professional Internship 3 hours

The student will experience a working internship in a business or industry setting related to their individual program of study, and future career goals. Experiences are to be designed to expand student knowledge, and/or focus on an in-depth practical exposure to certain sectors of the U.S. enterprise system.

MGT 445 Studies in Management 1-6 hours

This course provides the student with an in-depth study of a particular area or topic in management. Possible areas of study include administrative office management, industrial management, leadership, and small business management. The course may be repeated if a different topic is studied. **Prerequisite: MGT 201.**

MGT 450 Supply Chain Management 3 hours

Supply chain management encompasses the planning and management of all activities involved in sourcing and procurement, conversion, and all logistics management activities. Importantly, it also includes coordination and collaboration with channel partners, which can be suppliers, intermediaries, third party service providers, and customers. **Prerequisite: MGT 201.**

MGT 452 Quality Systems 3 hours

A quality management system (QMS) is the organizational structure, procedures, processes and resources needed to implement isA study of team cooperation and dynamics via a continuous improvement cycle, and customer satisfaction and perceived quality is included. The ISO 9000 family of standards are reviewed. Aspects of quality and sustainability that result from systematic thinking, transparency, documentation, and diagnostic discipline are included. **Prerequisite: MGT 201.**

MGT 453 Six Sigma Principles 3 hours

This course covers organizational goals, lean concepts and tools, quality function design, quality systems deployment, failure mode analysis, and creating successful quality teams in the organization. **Prerequisite: MGT 201.**

MGT 454 Quality Project Management 3 hours

Applications of quality control principles in the workplace is the course focus. Content includes elements of process control, internal and external stakeholders, utilizing customer feedback, as well as collecting and analyzing production data. Utilize data and other inputs to develop and implement quality control plans in a team environment. **Prerequisite: MGT 201.**

MGT 455 Logistics and Product Distribution 3 hours

Logistics management activities typically include inbound and outbound transportation management, fleet management, warehousing, materials handling, order fulfillment, logistics network design, inventory management, supply/demand planning, and management of third party logistics services providers. Logistics management is an integrating function, which coordinates and optimizes all logistics activities, as well as integrates logistics activities with other functions including marketing, sales manufacturing, finance, and information technology. **Prerequisite: MGT 201.**

sports marketing strategies to achieve business objectives. The course examines strategies that address critical business constituencies, consumers, trade factors, employees, and the financial community. Also covered are sports marketing within the context of special sporting event sponsorships, professional sports teams as well as governing organizations, sports media (broadcast, print, social media, and Internet, licensing, and hospitality. **Prerequisite: MKT 201.**

MKT 340 Social Media and E-Marketing 3 hours
This course focuses on the creative development and utilization of current media technology and software in marketing strategies. **Prerequisite: MKT 201.**

MKT 425 International Marketing 3 hours
This course outlines the adjustments in marketing strategy needed to remain competitive in a global environment. The impact of changing economic, political, legal, social and cultural environments on management decision-making is examined. **Prerequisite: MKT 201.**

MKT 445 Studies in Marketing 1-3 hours
This course provides the student with an in-depth study of a particular area or topic in marketing. Possible areas of study include: marketing strategy, industrial marketing, and international marketing. The course may be taken more than once if a different topic is studied. **Prerequisite: MKT 201.**

Mathematics

MATH 105 Intermediate Algebra 3 hours
A course in elementary algebra required for students whose placement test scores indicate a need for additional work before taking required college mathematics courses. Topics in real number system, linear equations, polynomials, rational expressions, and radical expression. Does not satisfy the mathematics required for degree programs. Student must obtain a C- or higher to enroll in higher level mathematics course.

MATH 110 Mathematics and Its Applications 3 hours
A course designed to introduce students to thinking processes developed in mathematics. Explores a variety of topics including set theory, geometry, probability and statistics, algebra, and contemporary applications such as consumer mathematics.

MATH 115 College Algebra 3 hours
College level algebra with an emphasis on life applications problems. Topics include models, polynomials, functions and graphs, systems, matrices, and sequences.

MATH 120 Trigonometry 3 hours
A study of the six trigonometric ratios and their inverses, the unit circle and radian measure, trigonometric identities, equations and graphs involving the trigonometric functions, polar representation and conics, and applications of the trigonometric functions.

MATH 125 Introduction to Probability and Statistics 3 hours
Basic course covering topics of: collection, organization and summarization of data; basic probability; probability distributions; sampling distributions; confidence intervals; and tests of hypothesis. (Same as PSY 125 and SOC 125)

MATH 210 Math for Elementary Teacher 3 hours
 A general mathematics course designed specifically for Elementary Education majors for the Praxis I and for teaching experiences. Topics include: problem solving and critical thinking, set theory, logic, number representations, the real numbers, and algebra.

MATH 216 Analytical Geometry & Calculus I 4 hours
 First in three-course sequence to introduce the theory of differential and integral calculus and their applications utilizing algebraic, including trigonometric, functions. Associated topics from analytic geometry are included. **Prerequisite: MATH 120 or equivalent.**

MATH 225 Statistics II 3 hours
 A continuation of MATH 125. Topics include correlation, regression, chi-square tests, analysis of variance, nonparametric statistics, sampling, and simulation. Statistical projects are included. (Same as PSY 225 and SOC 225) **Prerequisite: MATH 125.**

MATH 251 Discrete Mathematics 3 hours
 College level non-calculus mathematics with an emphasis on topics useful in computer science, physical and life science, as well as business. Topics include set theory, counting techniques, binary numbers, trees, graphs, and networks. **Prerequisite: MATH 105 or equivalent.**

MATH 317 Analytical Geometry & Calculus II 4 hours
 Continuation of MATH 216. Differential and integral calculus of transcendental functions; techniques of integration; indeterminate forms and improper integrals, and series and sequences. **Prerequisite: MATH 216.**

MATH 318 Analytical Geometry & Calculus III 4 hours
 Continuation of MATH 317. Conics and polar coordinates, numerical methods, geometry in a plane and space, partial derivatives, and differential equations. **Prerequisite: MATH 317.**

MATH 325 Linear Algebra 3 hours
 A higher algebra course covering linear abstract algebra including such topics as matrices, vectors, and linear programming. **Prerequisite: MATH 115 or equivalent.**

MATH 335 Modern Geometry 3 hours
 A study of the axiomatic method, the elements of plane geometry, the parallel postulate, constructions, an introduction to non-Euclidean geometry, finite geometries, and geometric transformations. **Prerequisite: MATH 251 or equivalent.**

MATH 401 Differential Equations 3 hours
 Introduction to methods of solving differential equations. Several techniques of solving first order differential equations. Differential operators are applied to both homogeneous and non-homogeneous differential equations. Techniques of nonlinear equations are used with general, particular, and singular solutions. **Prerequisite: MATH 317.**

MATH 403 Complex Variables 3 hours
 A study of functions of complex variables including: properties of complex numbers, analytic functions and their power series expansions, singularities, and internal theorems. **Prerequisites: MATH 251 and MATH 317.**

MATH 405 Numerical Analysis **3 hours**
 Concentrates on computer methods for numerical problem solution using Maple. Topics include number representation and error, interpolation, numerical differentiation and integration, solving nonlinear equations, linear systems, splines, and differential equations. Laboratory programming exercises. **Prerequisites: MATH 317 and 325.**

MATH 410 Seminar in History of Mathematics **3 hours**
 An examination of the historical development of the main concepts in mathematics including algebraic functions, calculus, congruence theory, number systems, systems of equations, geometry and algebraic proof. Also covered are the cultural contexts in which they were discovered, and the key personalities involved. **Prerequisites: MATH 317 and MATH 335. Senior capstone course for math majors.**

MATH 415 Number Theory **3 hours**
 A study of the positive integers, their properties, and relationships between them. This study will include topics associated with divisibility, congruences, primes and the Fundamental Theorem of Arithmetic, number theoretic functions, Diophantine equations, Pythagorean triples, primitive roots and indices, and quadratic reciprocity. **Prerequisite: MATH 251.**

MATH 445 Topics in Mathematics **3 hours**
 Designed to provide mathematical topics of interest to students. **Prerequisites: Permission of instructor.**

Music

MUS-B 101/102/201/202/301/302/401/402 Private Brass **1 hour**
 Private brass instrument lessons.

MUS-G 103/104/203/204/303/304/403/404 Private Guitar **1 hour**
 Private guitar lessons.

MUS-P 101/102/201/202/301/302/401/402 Private Percussion **1 hour**
 Private percussion lessons.

MUS 101/102/201/202/301/302/401/402 Private Piano **1 hour**
 Private piano lessons.

MUS-S 101/102/201/202/301/302/401/402 Private Strings **1 hour**
 Private string instrument lessons.

MUS 101/102/201/202/301/302/401/402 Private Voice **1 hour**
 Private voice lessons.

MUS-W 101/102/201/202/301/302/401/402 Private Woodwinds **1 hour**
 Private woodwind lessons.

MUS 109/110/209/210/309/310/409/410 Choir **1 hour**
 Reading, rehearsal, and performance of various styles of choral literature.

- MUS 111 Music Theory I 3 hours**
A study of the basic properties of notation (pitch and rhythm), tonality, intervals, triads and inversions, melody, and transportation. Use of computer technology included.
- MUS 112 Music Theory II 3 hours**
Continuation of MUS 111. Homophonic textures (part writing in four voices), harmonic analysis, figured bass, harmonic rhythm, dominant seventh chords, and modulation. Use of computer technology included. **Prerequisite: MUS 111.**
- MUS 131 Class Voice I 1 hour**
Basic vocal techniques including posture, breath control, tone quality, and diction. Italian and English diction and moderately easy song repertory.
- MUS 132 Class Voice II 1 hour**
Students must test out of Class Voice in order to register for Private Voice.
- MUS 133 Class Piano I 1 hour**
Acquaints beginning piano students with the keyboard. Includes such skills as note reading, basic chords for harmonization of melodies, improvisation, basic exercises for development of coordination and technique, transposition, repertory, and sight reading.
- MUS 134 Class Piano II 1 hour**
Students must test out of Class Piano in order to register for Private Piano.
- MUS 150 Music Appreciation 3 hours**
This course is designed to develop an understanding of music from all parts of the world. Topics covered include Western music history, Gregorian chant, art music such as symphonies and operas, as well as the non-Western music themes of African tribal music, and South American, Polynesian, and Asian music.
- MUS 178/179/182/13/278/279/378/379/478/479 Instrumental Music Ensembles 1 hour**
This course is designed to be the catch all course for any student who wishes to receive course credit for their contribution to an instrumental music ensemble. Depending on the number of ensembles in which the student participated, the student may receive 1, 2, or 3 credit hours for their work. Participation in the ensemble is allowed for as many semesters as the student wishes; however, course credit is only available up to 12 credit hours
- MUS 180/181/280/281/380/381/480/481 Instrumental Music Ensembles 2 hours**
This course is designed to be the catch all course for any student who wishes to receive course credit for their contribution to an instrumental music ensemble. Depending on the number of ensembles in which the student participated, the student may receive 1, 2, or 3 credit hours for their work. Participation in the ensemble is allowed for as many semesters as the student wishes; however, course credit is only available up to 12 credit hours
- MUS 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 323 History of Church Music 3 hours
A survey of the development of Christian music from the early church to the present, including the major historical and musical periods, with special emphasis on Praise and Worship.

MUS 326 Church Music for Youth & Children 3 hours
A survey of choral church music specifically for youth and children. Includes the use of choir materials, drama, and art activities appropriate for youth and children.

MUS 435 In-Service Field Work 3 hours
Prospective church music directors will spend one (1) semester in internship with a church. Students will observe, assist, plan, and direct worship ensembles rehearsals. One conducting project will involve directing a worship ensemble for a worship service or program. This is the capstone course for worship arts majors. It requires an in-depth paper related to the field.

MUS 441 Full Recital 2 hours
A full recital is required of Performance majors. The recital should be composed of a majority of Classical repertoire, memorized, and performed with appropriate accompaniment. MUS 441V = Voice; MUS 441P = Piano. (This is the capstone course for music performance majors. It requires an in-depth paper related to the recital.)

MUS 445 Studies in Music 3 hours
A course designed to provide music topics and studies of interest to music students. Capstone for General Music majors. It requires an in-depth paper related to the field of study.

Music Technology

MUT 200 Media Production 3 hours
Survey of media production currently in use today, as well as historical roots of media. Topics include media bias, newspaper writing, blogs, and extensive research in social media, sound production, and applying sound to video.

MUT 210 Sound Reinforcement & Critical Listening 3 hours
Explores current technologies and techniques involved in modern sound mixing and reinforcement. Topics include club venue and large concert systems, ear-training and aesthetics for sound engineers. Class activities involve listening and analysis of a wide variety of music genres as well as specialized ear-training materials and the development of a vocabulary for communication of aural impressions. Field work required.

MUT 220 Recording Technology 3 hours
Project-based course emphasizing creative and aesthetic aspects of multitrack music recording. Emphasis on MIDI sequencing and virtual instruments within GarageBand, Cubasis, and other music production software, and drum machines, synthesizers, samplers, and other electronic instruments used to create a commercial music track. Topics also include microphones techniques, rough mixing, and signal processing.

Office Administration

OA 101 Keyboarding 2 hours

This course offers basic instruction on touch-typing on the alpha-numeric keyboard, using microcomputer and word processing software. An introduction to typing a letter, a simple table, and a simple report and to the numeric keypad is included. Students needing to operate a computer terminal keyboard will receive basic skills that will allow them to input information into a computer efficiently. The course is required for all Business majors unless they demonstrate a typing proficiency of at least 30 words per minute on the initial placement test.

OA 102 Basic Keyboarding Applications 2 hours

This course emphasizes the development of keyboarding speed and accuracy, using a microcomputer and word processing software. Skill is applied to composition at the keyboard, straight-copy materials and a variety of documents, some with special features, at increased rates of productivity. **Prerequisite: OA 101 or documented keyboarding skills of at least 30 words per minute.**

OA 151 Word Processing 3 hours

This course emphasizes advanced keyboarding applications and mastery of word processing software commands. Topics include formatting complex documents, correcting edited documents, machine transcription, proofreading skills, production keyboarding, office simulations, and creating and managing subdirectories.

OA 152 Spreadsheets 3 hours

This course offers a general introduction to basic data manipulation skills and techniques used with spreadsheets, such as editing, computing, and charting.

OA 153 Database Management 3 hours

This course is designed to provide the student with the knowledge, skills, and experience required to use Microsoft Office Access in an effective manner in the business environment. The course will cover the fundamentals of database architecture, database management systems, and database systems. Principles, theories, and methods of database design and techniques for the effective development of a functional database will be emphasized.

OA 252 Document Processing 3 hours

This course emphasizes processing original, edited, and digital documents. The course includes assembling documents from multiple source documents; processing a series of documents in polished form in a production environment; and application of grammar, punctuation, vocabulary building, formatting, spelling, and proofreading to the document preparation process.

OA 295 Desktop Publishing 3 hours

This course is devoted to acquiring the knowledge and skills necessary to develop newsletters, annual reports, brochures, and promotional materials by using office-standard personal computers and appropriate software. This course will be a practical hands-on introduction to the hardware and software used to perform electronic page layout. A variety of advertising, business, and informational reports and similar documents will be created, modified, and manipulated with page layout and drawing programs. Development of knowledge will include the basic principles of design and layout.

OA 299 Studies in Business Administration 1-3 hours

This course is designed to study new and changing patterns of technology use within the workplace.

OA 445 Studies in Business Administration 1-3 hours

This course is designed to provide an in-depth study of office administration topics. Possible areas of study include integrated office procedures, desktop publishing, and records management. The course may be taken for credit more than once when the area of study is different.

Philosophy

PHIL 105 Critical Thinking 3 hours

This course introduces the student to principles of sound reasoning, focusing on informal techniques utilized in writing sound arguments and formal techniques utilized in logic. (Christian Studies Core)

PHIL 110 Introduction to Philosophy 3 hours

This course will introduce students to those philosophers who stand out in the tradition and their most influential ideas. These philosophers will be encountered through a study of philosophical topics rather than an historical timeline. The course will discuss such questions as the nature of reality, the nature of knowledge, the existence of God, free-will, and art.

PHIL 210 Faith and Reason 3 hours

This is an introduction to the philosophy of religion, and it addresses such perennial issues as the nature of religious experience, religious language, proofs for the existence of God, and the problem of evil. The connection between each issue is whether or not religious claims and arguments are to be understood as an exercise of our faith, our reason, or some combination of both.

PHIL 220 Introduction to Ethics 3 hours

Ethics is defined as the principles that govern morals. This course will introduce the student to those ethical principles that have been formulated by philosophers of the Western tradition. (Christian Studies Core)

PHIL 301 Christian Ethics 3 hours

This course is an introduction to the field of Christian ethics, addressing various approaches in biblical and theological ethics. Attention will be given to the history of Christian ethics. Application of approaches to a variety of social issues will be considered. **Prerequisite: PHIL 220.** (Christian Studies Core)

PHIL 310 History of Philosophy I – Ancient to Medieval 3 hours

This course is a study of selected philosophers' primary works from the Ancient and Medieval periods. Material will be presented according to the historical timeline, focusing on the interaction of ideas from one philosopher to the next.

PHIL 320 History of Philosophy II – Modern Philosophy 3 hours

This course is a study of selected philosophers' primary works from the Modern period material will be presented according to the historical timeline, focusing on the interaction of ideas from one philosopher to the next.

PHIL 401 Concentrated Special Topic Study 3 hours
This course will be guided by a single topic chosen by the instructor for the length of the semester. Potential topics could be post-structuralism, onto-theology, philosophy's influence on Christianity.

PHIL 402 Concentrated Study of a Philosopher 3 hours
This course will be a concentrated study of a philosopher who has left an indelible mark on the tradition. This course not only will show the development of a philosopher's thought, but it will also teach the methodological model for intently studying all other philosophers.

PHIL 420 Christianity and Postmodernism 3 hours
This course will look at the way Christian thinkers are dealing with those questions put forth by philosophers who are typically considered to be postmodern. Topics for this course will include the following: 1) Is anything absolute? 2) Is one person's or group's "truth" as good as another's? 3) Does postmodernism exist? 4) Can one be both Christian and postmodern?

PHIL 450 Contemporary Continental Philosophy 3 hours
This course reviews the main ideas of 20th century continental philosophy with a special focus on its impact on theology.

Physical Science

PHSC 101 Introduction to Physical Science 3 hours
Introduces the student to the topics of physics, chemistry, astronomy, weather, and geology. A student taking this course is expected to have competency in algebra. **Prerequisite: MATH 115 or equivalent.**

PHSC 110 Studies in Physical Science 3 hours
Topics are offered primarily for those who are interested in basic topics in the physical sciences. The subject matter may change with each offering of the course.

Physics

PHY 101 General Physics I 4 hours
Topics include mechanics, laws of motion, kinetic, potential and rotational energy, momentum and angular momentum, solids and fluids, vibrations, waves and sound. **Prerequisites: MATH 115 with basic trigonometry. Co-requisite: PHY 101L.**

PHY 101L General Physics I Lab 0 hour
Experiments to accompany physics lecture. Some experiments include forces, velocity, acceleration, projectile motion, friction, Hooke's law and speed of sound. **Co-requisite: PHY 101.**

PHY 102 General Physics II 4 hours
Topics include thermal physics and laws of thermo dynamics, electric forces and fields, current and resistance, AC and DC current, capacitance, magnetism, reflection and refraction of light, mirror, lenses and wave optics. **Prerequisites: MATH 115 with basic trigonometry. Co-requisite: PHY 102L.**

PHY 102L General Physics II Lab 0 hour

Experiments to accompany physics lecture. Some experiments include: gas diffusion, heat capacity, heat of fusion, entropy, series and parallel circuits, resistance, reflection and Snell's law. **Co-requisite: PHY 102.**

Practical Studies

PS 100 Introduction to Ministry and the Church 3 hours
Orientation to Christian ministry and various aspects of the roles played by the Christian minister and the issues common to Christian ministry. Emphasis is placed on issues of leadership, the call to ministry, the minister's personal life, and the spirituality of the minister. This class is intended as an entry-level class for Christian Studies majors and should be taken in the fall semester of the freshman year. (Christian Studies Core.)

PS 300 Pastoral Counseling 3 hours
This course deals with various methods of counseling that may be helpful to the pastor of the local church. Discussion will relate to the varying counseling theories used in practicing psychotherapy by the secular world. Efforts will be made to introduce the student to recognized and accepted techniques of counseling that apply to the church world. Case studies, role play activities, and video-taped review of the student actually working in a counseling situation will be employed to give students an opportunity to understand and enhance these counseling skills.

PS 310 Introduction to Preaching 3 hours
Detailed study of the construction and delivery of sermons, including the functional elements and the various objectives in sermonizing. Sermon content, structure, and style are examined. (Christian Studies Core.)

PS 311 Preaching Practicum 3 hours
Students preach with evaluation by instructor and class. **Prerequisite: PS 310.**

PS 445 Practicum in Ministry 3 hours
The primary goal of this practicum is to give the student an opportunity to work in various areas of ministry. The student enrolled in this practicum will be required to select a specific area of ministry (chosen by the student and approved by the class instructor). This involvement will allow the student to serve and develop ministry in an environment that offers both support and strict supervision by a qualified mentor in the chosen area of ministry. (Christian Studies Core.)

Psychology

PSY 101 General Psychology 3 hours
A broad introduction to the many approaches to the study of human behavior and the effects of drugs, health, culture, etc. This includes new trends in research and professional fields and an awareness of the embryonic nature of psychology studies.

PSY 125 Social Science Statistics I 3 hours
Basic course covering topics of collection, organization, and summarization of data; basic probability; probability distributions; sampling distributions; confidence intervals; and tests of hypothesis. (Same as SOC 125.)

PSY 201 Introduction to Counseling 3 hours

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

Prerequisite: PSY 101.

PSY 212 Sports Psychology 3 hours

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

PSY 220 Social Welfare Policies 3 hours

This course introduces students to social welfare policies and issues in the United States. The economic, religious, political, and other socio-cultural influences of social welfare policies and services, as they relate to individual and institutions, are explored. (Same as SOC 220)

PSY 225 Social Science Statistics II 3 hours

Expands upon PSY 125. This course includes descriptive and inferential statistics, correlational analysis, analysis of variance, and nonparametric statistics. (Same as MATH 225 and SOC 225.)

Prerequisite: PSY 125.

PSY 251 Industrial/Organizational Psychology 3 hours

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

PSY 290 Social & Cultural Diversity 3 hours

This course examines various cultures and diverse societies, with an emphasis on differences in race, age, social class, religion, and family. Students will gain insight into how social and cultural differences impact an individual's ability to acclimate into new environments as well as empathize with individuals coming into their environment from another culture. (Same as SOC 290.)

PSY 300 Addictions Theory 3 hours

This course will introduce students to the theoretical approaches to addictions counseling. In addition to substance abuse, students will learn about food, gambling, and sexual addiction. Biological, psychological, social, and spiritual influences will be discussed. **Prerequisite: PSY101.**

PSY 301 Child Psychology 3 hours

The course surveys the major forms of children's learning and cognitive processes, examining both the empirical data base and the theoretical formulations used to account for the findings. Topics covered include: conditioning in infancy and early childhood, language acquisition, behavior modification, discrimination reversal learning, verbal learning, concept learning, and learning to read.

PSY 302 Adolescent Psychology 3 hours

This course explores the psychological effect of physical maturity on the interests and intellectual development of the adolescent, considered in depth, including study of the recreational activities, educational needs, and the social and emotional problems of the age group.

PSY 312 Sensation and Perception 3 hours

This course examines the processes by which organisms form concepts of the environment through the senses. It includes a study of the physical stimuli, the nature of the sensory organs and related networks, and the effects of learning on perception in humans. **Prerequisite: PSY 101.**

PSY 322 Family Education 3 hours

This course will examine the impact that addiction has upon the family. Family systems will be discussed; family rules, roles, and behavior patterns will be explored. Self-help groups and other resources will be researched in order to prepare future addictions counselors for work with addicted individuals and their families. **Prerequisite: PSY 101.**

PSY 330 Substance Abuse and Dependency 3 hours

This course addresses the use and abuse of all mood altering chemicals. This includes the historical aspects of chemical use and the various dimensions of contemporary use. The physical, individual, and social, as well as the intellectual, emotional, and spiritual dimensions form the framework for understanding the dependency process. Differential patterns of use and abuse among families, cultures, races, genders, ages, professions, and areas of the country are among the special issues addressed. Legal issues are also covered, as well as current research in the field. The role of the social worker and psychologist in assessment and intervention is examined. (Same as SOC 330). **Prerequisite: PSY 101.**

PSY 340 Addictions Counseling 3 hours

This course will introduce students to the field of addictions counseling, with an emphasis on intervention, treatment, education, and prevention of addictive behavior. Current research will be explored in order to educate students about addictive behavior and how to best help individuals struggling with addiction. **Prerequisite: PSY 101.**

PSY 351 Psychological Tests and Measures 3 hours

This course examines the nature and functions of psychological testing, and the interpretation of test scores by using related clinical and research hypotheses is examined. Intelligence, aptitude, and personality tests are covered, with particular emphasis on clinical interpretation. **Prerequisite: PSY 101.**

PSY 352 Physiological Psychology 3 hours

This course explores an introductory level of the structure and function of the nervous system and explores the biological bases of perception, consciousness, hunger, sexuality, sleep, memory, and reward. **Prerequisite: PSY 101.**

PSY 360 Life Span Human Behavior & Development 3 hours

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

PSY 372 Abnormal Psychology 3 hours

This course examines the major theoretical approaches to the understanding of behavior as they are explored and applied to a systematic discussion of the major forms of psychopathology as categorized by the DSM-5. **Prerequisite: PSY 101.**

PSY 380 Treatment Planning 3 hours

This course is designed to provide students with an understanding of empirically based treatments of psychological disorders with a special emphasis on addiction. The course will emphasize the importance of how to construct a treatment plan, explore the different types of treatment plans, the importance of a treatment plans for psychotherapy, and emphasize why treatment plans are an essential part of the standard of care for clients. Students will also acquire a basic understanding of the application of a multi-axial system of diagnosis. **Prerequisite: PSY 101.**

PSY 390 Psychoactive Drugs 3 hours

This course is intended to provide students with a deeper understanding of the physiological, psychological, and social effects of drug use and abuse. Students will become familiar with the various classes of psychoactive drugs, and will receive an overview of treatment options, including strengths and weaknesses of using psychoactive drugs. **Prerequisite: PSY 101.**

PSY 401 Social Psychology 3 hours

This course provides an introduction to social psychological theory, research, and application. Topics covered include: attitude formation and change, social influence processes, social cognition, moral development, interpersonal attraction, aggression, prejudice, and political psychology. Basic social issues, concepts, theories, and research findings from the field of psychology are applied to understand major social problems confronting the contemporary world, such as genocide, poverty, and international conflict. (Same as SOC 401.) Class is only for juniors and seniors.

PSY 405 Personality and Individual Differences 3 hours

This course examines the various approaches to personality as defined by Freud, Adler, Jung, Horney, Sullivan, Allport, Rogers, Maslow and Kelly. Class is only for juniors and seniors. **Prerequisite: PSY 101.**

PSY 410 Seminar and Internship in Psychology 3 hours

Through work in an appropriate supervised placement setting, students are provided an opportunity to become acquainted with the application of theories, principles, and empirical findings in the area of clinical psychology. Class is only for juniors and seniors. **Prerequisite: PSY 101.**

PSY 412 Criminal Psychology 3 hours

This course will explore the role of psychology as it relates to criminal behavior. Various topics of criminal psychology will be explored that include forensic psychology, exploring criminal behavior and criminal profiling, understanding maladaptive behavior, and criminal law. **Prerequisite: PSY 101.**

PSY 420 Practicum in Addictions Counseling I 3 hours

Through work in an approved addictions based, supervised placement setting, students are provided an opportunity to become acquainted with the application of theories, principles, and empirical findings in the area of addictions counseling. Students will be required to participate in 175 hours of supervised field experience. **Prerequisite: PSY 101.**

PSY 430 Practicum in Addictions Counseling II 3 hours
 Through continued work in an approved addictions based, supervised placement setting, students are provided an opportunity to become acquainted with the application of theories, principles, and empirical findings in the area of addictions counseling. Students will be required to participate in 175 hours of supervised field experience. **Prerequisite: PSY 101.**

PSY 440 Ethics & Professional Development 3 hours
 This course provides an introduction to ethical dilemmas faced by psychology professionals. Students will be challenged to think critically about situations that may not have obvious solutions. Additionally, students will examine career options, job outlook, and will gain tools that will assist them with becoming a successful professional. **Prerequisite: PSY 101.**

PSY 445 Studies in Psychology 1-3 hours
 An in-depth consideration of a specialized topic from current research literature in psychology. Topics vary each semester. Class is only for juniors and seniors. **Prerequisite: PSY 101.**

Religious Studies

RS 101 General Baptist Life 3 hours
 This course has as its primary focus the instruction of General Baptist students in the faith, policies, and practices of their denomination; its history, articles of faith, and practice; and selected social issues.

RS 425 Senior Capstone Project 3 hours
 The Christian studies senior capstone project involves a study of a special topic in Christian studies. Students will engage in an in-depth study of that topic resulting in a major paper addressing a theme or issue within that topic. (Christian Studies Core.)

RS 445 Studies in Religious Studies 3 hours
 Study of special topics of interest in religious studies with the topic changing each time the course is offered.

Social Sciences

SS 101 Introduction to Social Science 3 hours
 This course is an interdisciplinary survey of the various social science disciplines which include sociology, psychology, economics, history, geography, as well as political science. This course explores the relationship between the various disciplines, the use of the scientific method, and the different perspectives, concepts, and theories. Several aspects of American society and institutions will be discussed as the course progresses. Broad in scope, this class provides the foundation for additional study in the various social science disciplines.

Sociology

SOC 125 Social Science Stats I 3 hours
 Basic course covering topics of: collection, organization and summarization of data; basic probability; probability distributions; sampling distributions; confidence intervals; and tests of hypothesis. (Same as MATH 125)

- SOC 201 Introduction to Sociology 3 hours**
A survey of the basic concepts, theories, methods, and research associated with the sociological analysis of society. Emphasis will be placed on the study of primary forms of human association and interaction, as well as social structures and processes that affect the individual.
- SOC 215 Introduction to Criminology 3 hours**
Past and present theories exploring the causes of crime are examined in the context of how to deal with crime and criminals in our society. Criminal behavior causes, sociological and psychological, are examined. (Same as CJ 215)
- SOC 220 Social Welfare Policies 3 hours**
This course introduces students to social welfare policies and issues in the United States. The economic, religious, political, and other socio-cultural influences of social welfare policies and services, as they relate to individual and institutions, are explored. (Same as PSY 220)
- SOC 225 Social Science Stats II 3 hours**
A continuation of SOC 125. Topics include correlation, regression, chi-square tests, analysis of variance, nonparametric statistics, sampling, and simulation. Statistical projects are included. (Same as MATH 225.) **Prerequisite: SOC 125.**
- SOC 260 Marriage and the Family 3 hours**
This course is designed to strengthen the student's knowledge of family dynamics, modes of intervention, and the family systems perspective. Intervention theories and practice skills are studied and applied. Emphasis is placed on appreciation of diversity in family life and the beginning of competency in problem solving with families. Self-awareness about a student's own family will be required in coursework. Skills in interviewing, problem identification, and communication are emphasized, with the primary focus on marriage and the family unit.
- SOC 301 Contemporary Social Problems 3 hours**
A sociological analysis of such current issues such as war, population, poverty, health, medical care, and ageism. This class is intended for sophomores and above.
- SOC 401 Social Psychology 3 hours**
This course provides an introduction to social psychological theory, research, and application. Topics covered include: attitude formation and change, social influence processes, social cognition, moral development, interpersonal attraction, aggression, prejudice, and political psychology. Basic social issues, concepts, theories, and research findings from the field of psychology are applied to understand major social problems confronting the contemporary world, such as genocide, poverty, and international conflict. (Same as PSY 401.) Class is only for juniors and seniors.
- SOC 445 Studies in Sociology 1-3 hours**
A study of significant topics in sociology may include: poverty, gender issues, ethnicity, discrimination, family structure, religion, etc. This class is intended for juniors and seniors only. Can be repeated if the topic is different.

Spanish

SPAN 101 Beginning Spanish I 3 hours
This course introduces students to Spanish culture and language through a combination of text, online resources and classroom instruction. Equal emphasis is placed on developing skills in areas of grammar, reading, and speaking this increasingly important language.

SPAN 102 Beginning Spanish II 3 hours
This course continues the practice of listening, speaking, reading, and writing skills that are taught in SPAN 101.

SPAN 201 Intermediate Spanish I 3 hours
This course is an integrated study of the language and cultures of the Spanish-speaking world. Accuracy in oral, aural, reading, and writing skills will be stressed as a means to expression and comprehension of the language. **Prerequisite: SPAN 102 or equivalent.**

SPAN 202 Intermediate Spanish II 3 hours
This course continues the integrated study of the Spanish language and culture. **Prerequisite: SPAN 201 or equivalent.**

Special Education

SPED 103 Exceptional Children 3 hours
Students explore the characteristics of exceptional students who are included in the mild intervention classification, (for example, students with Specific Learning Disabilities, Mild Cognitive Disabilities, Emotional Disabilities, Autism, and Other Health Impairments, etc.) and students explore how to effectively assist these students in learning. This exploration includes the history of services for children with disabilities, as well as theories, practices and teaching techniques for producing optimal growth. Students will explore public policy, mainstreaming, inclusion, early intervention, RTI (response to intervention), UDL (universal design for learning), and IEPs (individual education plans)

SPED 270 Methods and Materials for Exceptional Learners 3 hours
Provides understanding of the development and acquisition of knowledge, as well as an appreciation for the ways children learn. Explores and evaluates materials, methods, and techniques used to foster learning across the spectrum of exceptionalities.

SPED 284 Best Practices for Students with Emotional & Behavioral Disorders 3 hours
Characteristics of the person with emotional disturbance and behavioral disorders. Emphasis on social, psychological, and biological theories of causality, assessment, and education, with a variety of emotional and/or behavioral problems.

SPED 302 Diagnostic Assessment 3 hours
Both qualitative and quantitative assessment procedures are studied in diagnosing learning problems. Strategies to accommodate special needs students are included. Candidates are expected to be able to construct a variety of tests, as well as develop authentic evaluative materials (i.e. portfolio), as well as administer and interpret achievement, diagnostic, and intelligence tests. Candidates develop a personal philosophy of assessment. (Course taken in lieu of EDUC 230/301 for Special Education majors.)

SPED 306 Legal Issues in Special Education 3 hours

Explores the laws that relate to special needs learners and their implications in program and curricular design. IEPs, due process, and student and parent rights will be studied. Students will also study teacher rights and responsibilities as they relate to the law.

SPED 337 Collaboration and Consultation in Special Education 3 hours

This course will focus on the knowledge and skills required by candidates to effectively collaborate with teachers, parents and other school personnel to work with Exceptional Students. Emphasizes strategies and techniques used in working across all levels of LRE – including inclusion and co-teaching. Candidates will learn to work in partnership with other instructors and support personnel to determine adaptation, accommodation, and modification needs for individualizing instruction to meet the unique needs of exceptional students.

SPED 375 Classroom and Behavior Management 3 hours

An in-depth study of behavioral management techniques. Exploration of ways to adapt the techniques to be used with a specific student. Review of psychological processes involved in punishment and reinforcement. Field experiences required. PI Training Included. (SPED majors take this course in lieu of EDUC 315.)

Sports Administration

SA 101 Introduction to Sports Administration 3 hours

This course is a basic overview and preface to the widely growing sports industry. An examination of the broad spectrum of career opportunities available in the sports administration profession is covered. Special emphasis is on career planning, sport management terminology, and an overview of specific skills and knowledge required for professional preparation in sports administration.

SA 301 Sports Law 3 hours

This course focuses on legal issues applicable to sport administration, including tort law, risk management, negligence, and constitutional law. Relevant legal cases and concepts will be incorporated. Additional areas of study include: regulations of amateur athletics, public relations of sports activities, legal relationships in professional sports, enforcement of professional sports contracts, antitrust aspects of sports activities, and liability for injuries in sports activities.

Prerequisite: SA 101.

SA 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. **Prerequisite: MKT 201.**

SA 425 Athletic Administration 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. (Same as HPE 425.) **Prerequisites: SA 101 and MGT 201.**

SA 445 Seminar in Sports Administration 3 hours
This course is an examination of current trends and issues in the study of sports administration. The field of sports administration is in a dynamic state. New theories, practices, and processes are being developed. Different perspectives on these new ideas will be analyzed by drawing on current literature and research for in-depth consideration of these contemporary issues. **Prerequisites: SA 101 and MGT 201.**

University Studies

T 100 Basic Study Skills 1 hour
A course designed for entering freshman adults to enhance basic study skills and habits, time management, and library skills. Sets the tone for the university's expectations of students.

T 105 Study Skills 1 hours
A credit, referral course to assist students having difficulty in basic subjects or needing help in the acquisition of study skills.

T 110 Introduction to American Culture 1-3 Designed for foreign students making their first visit to the US. Students will be introduced to the American culture.

T 111 Introduction to College Correspondence 1 Hour
The foundations course for new college correspondence students meets the need for incarcerated students located in correctional facilities. This course addresses the assignment requirements based on no access to internet and limited access to library resources. Sections of the student catalogue, a correspondence student handbook, information on FERPA, APA guidelines, and preparation of an education plan for success are included in this course.

T 401 American Travel Seminar 3 hours
Travel to a specified part of the United States accompanied by assigned readings and background lectures on the significance of the area visited. Students can take one (1) or two (2) courses, each worth three (3) credits, which apply to the division offering the seminar. Twenty percent tuition reduction for the course.

T 405 Overseas Travel Seminar 3 hours
Travel outside the United States to a specified part of the world accompanied by assigned readings and background lectures on the significance of the area visited. Students can take one (1) or two (2) courses, each worth three (3) credits, which apply in the division offering the seminar. Twenty percent tuition reduction for the course.

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

Administration, Staff, and Faculty

Executives

| | |
|-----------------------------------|--|
| Ron Dempsey , Ph.D. | President |
| Daniel Dunivan , Ph.D. | Provost & Vice President of Academic Affairs |
| Clint Woolsey , M.B.A. | Vice President for Administration |
| Todd Wahl , C.P.A., C.M.A. | Chief Financial Officer |
| Brian J. Baker , M.S.M. | Vice President for Advancement |

Staff

| | |
|-------------------------------|--|
| Kathy Bailey | Administrative Assistant to the Executive Office |
| Timothy Bates | Student Account Assistant |
| Melissa Baxter | Upward Bound Academic/Guidance Coordinator |
| Bedwell, Jacob | Assistant Baseball Coach |
| Sandra Black | Admissions Counselor, Missouri |
| Cheryl Bolton | APS Enrollment Counselor/Bedford |
| Paul Bowdre | Assistant Provost for Assessment and Institutional Effectiveness |
| Jeffrey Bralley | Campus Pastor |
| Patti Buchta | Associate Athletic Director, Head Softball Coach |
| Greg Burke | Director of Maintenance |
| Betty Burns | Dual Credit Coordinator; Veteran Affairs Officer |
| Shannon Caldwell | Accounts Payable Clerk |
| Meagan Cargel | Donor Relations Coordinator |
| Liz Carlisle | Director of Business Office |
| Jennifer Cates | Assistant Director of Admissions |
| Anita Corn | Facilities Service Worker |
| Maria Cottier | IT Support Analyst |
| Samantha Crowe | Administrative Assistant for the School of Education |
| Alton Cummings | Online Admissions Counselor |
| Colin Dixon | Director of Student Activities, Men's & Women's Tennis Coach |
| Richard Downey | Facilities Service Worker |
| Rusten Edrington | Facilities Service Worker |
| Connie Egle | Facilities Service Worker |
| Laura Elpers | Administrative Assistant for Correctional Education |
| Patty Endicott | Compliance Officer |
| Ashley Engler | Cheerleader Sponsor; Administrative Assistant for Athletics |
| Ebony Eskridge- Kiegel | Advisor, Career and College Directions |
| Robert Fellows | Facilities Service Worker |
| T. Ray Fletcher | Athletic Director |
| Julia Friedner | Director of Non-Traditional Financial Aid Coordinator |
| Mary Graham | Administrative Assistant for Admissions |
| Emily Grimes | Outreach Coordinator Advisor, Career and College Directions |
| Katie Harrison | Health and Wellness Coordinator, Head Women's Soccer Coach |
| Justin Hawkins | Assistant Women's Basketball Coach |
| Dalonda Hayes | Career and Educational Advisor, Career and College |
| Amy Heldt | Facilities Service Coordinator |
| Alec Hensley | Chief of Police |

| | |
|------------------------------|---|
| Jessica Hensley | Administrative Assistant for Non-Traditional Enterprise |
| Julie Hensley | New Hire/Contract Coordinator |
| Jennifer Hollinger | Administrative Assistant for School of Business |
| Joe Hoover | Maintenance |
| Carmen Hopkins | Maintenance |
| Kelly Hopkins | Facilities Service Worker |
| David Hose | Assistant Athletic Director, Sports Information Director, Head Women's Golf Coach |
| Heather Hose | Academic Success Coordinator |
| Randy Howes | Facilities Service Worker |
| Nancy Jackson-Wilkins | Non-Traditional Programs Support Specialist |
| Megan Jennings | APS Enrollment Counselor/Evansville |
| Charity Julian | Director of Career and College Directions |
| Stephanie Kirby | Payroll Coordinator |
| Kami Knies | Enrollment Counselor and Support Specialist |
| Bradley Knotts | Associate Vice President for Student Life |
| Doran Kruse | APS Support Specialist/Bedford |
| Jennifer Lantrip | Enrollment Counselor |
| Andy Lasher | Head Baseball Coach, Game Day Manager, Athletic Field Supervisor |
| Jodi Lytle | Facilities Service Worker |
| FahKara Malone | Head Women's Basketball Coach, University Counselor |
| Lori McIntosh | Career and Educational Advisor, Career and College Directions |
| Erica Meece | Financial Aid Program Assistant |
| Nancy Miller | Director of Graduate Studies, School of Education |
| Randy Mills | Editor, Journal of Liberal Arts & Sciences |
| Anita Miskell | Student Account Manager |
| Brian Modifari | Assistant Softball Coach |
| R. Lee Moore | Head Men's Basketball Coach |
| Tiffany Moore | Administrative Assistant for Student Life |
| Rita Morrow | Data Specialist, Tutor Coordinator, Career and College Directions |
| Eric Murphy | Director of IT |
| Mary Nossett | Executive Assistant to the President |
| Candy Pancake | Director of Purchasing |
| Elaine Pauw | Associate Director of Academic Success Services |
| Ted Pearson | Director of Correctional Education |
| Morgan Peter | Enrollment Counselor |
| Crystal Pickett | Purchasing Coordinator |
| Denise Pinnick | Director of Library and Full Librarian |
| Kevin Rowland | Assistant Director of Maintenance |
| Melinda Sams | Personal Counselor |
| Connie Sandefer | Assistant Registrar |
| Melinda Schlottman | Admissions Communication Manager |
| Elisabet Sena-Martin | Assistant Provost for Non-Traditional Administration; Diversity Coordinator |
| Nicole Sharp | Director of Financial Aid |
| Philip Sloan | Facilities Service Worker |
| Heather Smith | Assistant Director of Library |
| Audrey Sparks | Head Men and Women's Cross Country Coach, Public Relations Specialist |
| Nathan Sparks | Assistant Men and Women's Cross Country Coach |

| | |
|--------------------------|---|
| Elliott Spruell | Director of Admissions, Head Men's Soccer Coach |
| Renee Stevens | APS Support Specialist/Rockport |
| Susan Sullivan | Director of Annual Giving and Alumni Relations |
| Linda Tipton | Registrar |
| Josh Travis | Maintenance |
| Andrea Turner | Webmaster |
| Tyler VanCamp | Associate Athletic Trainer |
| Megan Vance | APS Enrollment Counselor/Rockport |
| Nick Virden | Admissions Counselor |
| Jan Walburn | Business Office Assistant |
| Erica Walter | APS Support Specialist |
| Angie Wells | Housekeeping Coordinator |
| Barb Wells | Housekeeping |
| Beth Wilkes | Online Learning Technologist |
| Gabrielle Wiseman | Executive Assistant to the Provost |
| Cheryl Yates | Director of Human Resources |
| Jarrold Yeager | Business Office Assistant |
| Tisha Young | Financial Aid Program Coordinator |
| Sarah Zirk | Associate Athletic Trainer |

Faculty

Atiat (Allison) Alsaaidh – Assistant Professor of Physics and Mathematics (2018)
B.S., Zarqa Private University; M.S., Missouri University of Science and Technology; Ph.D., Missouri University of Science and Technology

Kameron Ashabranner – Lecturer (2020)
B.S., Williams Baptist University; M.S., University of Arizona

Michael J. Atkinson – Professor of Biology (2000)
A.S., Vincennes University; B.S., Indiana University; M.A., Ball State University; Ed.D., Ball State University

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

Cyndi Boggs – Assistant Professor in Education, Student Teacher Supervisor and Masters of Arts in Teaching Interns School of Education (2019)
B.S., M.S. Western Kentucky University; Ed.D., Oakland City University

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

Patti Buchta – Lecturer in Health and Physical Education (1989)
A.S. Wabash Valley College; B.S. Oakland City University; M.A.T. University of Evansville

Korey Burns – Visiting Lecturer in Art (2020)

B.F.A., Northwestern State University; M.F.A., Stephen F. Austin State University

Tyler Council – Visiting Assistant Professor of Biology (2020)

B.A., Hanover College; M.S., Ed.D., Ball State University

Stan Coy – Lecturer in English (2003)

B.A. Elementary Education, Morehead State University; M.Ed. Elementary Administration, Xavier University

Stephen Custer – Associate Professor of Business (2018)

B.M., Georgetown College; B.S., Oakland City University; M.A., Marshall University; M.Th., Campbellsville University; M.S.S.M., Ed.D., Oakland City University

Iran Daniels – Assistant Professor of Education (2019)

B.A., Purdue University; M.S., Martin University; Ed.D., Oakland City University

Camy N. Davis – Professor of Education (1999)

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

Timothy Decker – Associate Professor of English (2020)

B.A., Towson University; M.A., Ph.D., University of Delaware

Daniel Dunivan – Provost & Vice President of Academic Affairs, Professor of Theology (2005)

B.A., M.Div., Oakland City University; Ph.D., Saint Louis University

Ashley Elliott – Lecturer in Psychology (2012)

B.A., M.S., Lee University

T. Ray Fletcher – Lecturer in Business (1995)

B.S., M.S.M., Oakland City University

Kristi France – Lecturer in Special Education, Coordinator of Early Childhood Education (2015)

A.S., University of Southern Indiana; B.A., M.A.E.D., Ashford University

Takenya Fulks – Lecturer in Business (2019)

B.A., William Tyndale College; M.B.A., A.B.D., University of Phoenix

Cathy Gonzales – Associate Professor of Education (1999)

B.A., M.A.T., Ed.D., Oakland City University

Katie Harrison – Lecturer in Health and Physical Education (2016)

B.A., M.S., Oakland City University

Michael Ige – Assistant Professor (2020)

B.S., Polytechnic (Nigeria); M.B.A., University of Ibadan (Nigeria); Ed.D., Oakland City University

Stephen Kissel – Assistant Professor of History (2019)

B.A., McKendree University; M.A., Ph.D., University of Saint Louis

Thomas E. Leuze – Professor of Christian Education and Religious Studies (1995)

B.A., University of Tennessee; M.Div., Ph.D., Southern Baptist Theological Seminary

Douglas A. Low – Professor of New Testament and Religious Studies (1990)
B.A., Southeast Missouri State University; M.Div., Ph.D., Southern Baptist Theological Seminary

Brent Maguire – Visiting Lecturer in Criminal Justice (2020)
B.A., Kentucky Wesleyan University

Jervaise McDaniel – Associate Professor of Business (2016)
A.S., Olney Central College; B.A. Eastern Illinois University; M.B.A. Oakland City University; Ed.D. University of Illinois

Ronald L. Mercer, Jr. – Professor of Philosophy (2008)
B.A., University of Kentucky; M.Div., Southern Baptist Theological Seminary; M.A., Ph.D., University of Kentucky

Nancy Miller – Associate Professor of Education, Director of Graduate Studies, School of Education (2014)
B.A., University of Illinois; M.A., DePaul University; Ed.D., National Louis University

Randy K. Mills – Professor of Social Science, Editor, Journal of Liberal Arts & Sciences (1983)
B.A., University of Evansville; B.A., Oakland City College; M.A.T., Ed.D., Indiana University

Rodger Minatra – Associate Professor of Business (2018)
B.S., Arizona State University; M.A., University of Denver; M.B.A., Southwest Baptist University; Ed.D., University of North Texas

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

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

Karen Nasser – Lecturer in Special Education (2019)
B.S. M.A., Murray State University

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

Cathy A. Robb – Dean, School of Business; Professor of Business (2013)
A.S. Wabash Valley College; B.S. Eastern Illinois University; M.Ed. & M.S.A. Indiana Wesleyan University; Ed.D. University of Illinois

Ervin Stanley – Instructor of Applied Mathematics (2020)
B.A., Friends University; M.A., Ball State University.

Rob Vaughan – Lecturer in Business (2020)
A.S. Frontier Community College; B.S. Oakland City University; M.B.A. Oakland City University

Thomas R. Walls – Professor of Missional Studies (2003)

B.A., Anderson University; M.A., M.Div., Anderson University-School of Theology; Ph.D., Southern Baptist Theological Seminary

Sarah Wilson – Associate Professor of Chemistry and Education (2019)

B.A., Saint Michaels College; M.S., Brandeis University; Ph.D., Purdue University

Rachel Yarbrough – Dean of the School of Education; Associate Professor of Education (2018)

B.A., Oakland City University; M.A., Western Kentucky University; Ed.D., Oakland City University

Emeritus Faculty

Robert L. Asa, Ph.D.

Alpha L. Beckett

Richard V. Beesley, Ed.D., D.D., Litt.D.

William R. Hasselbrinck, Ph.D., Ph.D.

Marie M. McCord, Ed.D.

Patricia D. Schafer, Ph.D.

Alma E. Shufflebarger, Ph.D.

Carolyn E. Spitler, M.M.

Patricia Swails, Ph.D.

Professor of Old Testament Emeritus

Assistant Professor of Welding Technology Emeritus

Executive Vice President of the University Emeritus
and Professor of Religious Studies Emeritus

Distinguished Professor of Social Science Emeritus

Professor of Art Emerita

Associate Professor of Physical Education Emerita

Professor of Education and Psychology Emerita

Associate Professor of Music Emerita

Professor of Education Emerita

Offices and Contact Information

Main Campus Offices

| | |
|---|--|
| Office of Academic Affairs | Murray Administration Center 138 N. Lucretia Street Oakland City, IN 47760 academicaffairs@oak.edu 812-749-1238 |
| Office of Admissions | Murray Administration Center 138 N. Lucretia St. Oakland City, IN 47660 ocuaudit@oak.edu 800-737-5125 |
| Office of Advancement & Alumni Relations | OCU Development Building 410 W. Morton Street Oakland City, IN 47660 developmentoffice@oak.edu 812-749-1226 |
| Barger Richardson Library | 605 W. Columbia Street Oakland City, IN 47660 812-749-1267 |
| Business Office | Murray Administration Center 138 N. Lucretia Street Oakland City, IN 47760 812-749-1243 |
| Career Services | Bower-Suhrheinrich Student Life Center 720 W. Sherman Street Oakland City, IN 47660 812-749-1394 |
| Office of Financial Aid | Murray Administration Center 138 N. Lucretia St. Oakland City, 47660 finaid@oak.edu 812-749-1224 |
| Student Life and Housing | Bower-Suhrheinrich Student Life Center 720 W. Sherman Street Oakland City, IN 47660 812-749-1241 |

Student Support Services

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

Student Success Program

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

Approved Locations

Bedford Center

405 I Street
Bedford, IN 47421
812-279-8126

Plainfield Center

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

North Daviess Jr-Sr High School

5494 E Sr 58
Elnora, IN 47529

Jasper Center

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

Evansville Center

401 SE 6th Street, Suite 109
Evansville, IN 47713
812-479-6808

Rockport Center

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

Charlestown Arts and Enrichment Center

999 Water Street
Charlestown, IN 47111

Main Campus

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

Toyota Motor Manufacturing

4000 Tulip Tree Drive
Princeton, IN 47670

Indianapolis Power and Light Company

6925 N State Road 57
Petersburg, IN 47567

2020-2021 Academic Calendars

Main Campus and Traditional Graduate Programs

| Fall 2020 | |
|---|-------------------------|
| Faculty Workshops | August 13 – August 14 |
| First-Year Student Experience | August 15 - August 26 |
| Fall Term begins | Monday, August 24 |
| Doctorate in Education Fall Session 1 (EdD-FA1) and Long Fall (EdD-LFA) begin | Monday, August 24 |
| Main Campus Fall (MC FA) courses begin | Monday, August 24 |
| TMMI Graduate Fall Session 1 (FA1) begins | Monday, August 24 |
| 8 Wk Online Fall Session A (8 Wk On-FAa) Begins | Monday, August 24 |
| IPL Graduate Fall Session 1 (FA1) begins | Tuesday, August 25 |
| Master's in Education Fall (ME-FA) courses begin | Saturday, August 29 |
| TMMI-FA1 Census Date; last day to add or drop a course for 50% tuition refund | Monday, August 31 |
| EdD-FA1 and EdD-LFA Census Date; last day to add or drop a course; last day to drop for 50% tuition refund | Monday, August 31 |
| MC-FA last day to register for credit, add or drop a course; last day to drop a course for 75% tuition refund | Monday, August 31 |
| 8 Wk On-FAa Census Date; last day to drop a course; last day to drop for 50% tuition refund | Monday, August 31 |
| EdD-FA1 and EdD-LFA | Monday, August 31 |
| IPL-FA1 Census Date; last day to add or drop a course for 50% tuition refund | Tuesday, September 1 |
| ME-FA last day to drop a course; last day to drop for 75% tuition refund | Friday, September 4 |
| 5 WK Online Fall Session A (5 WK On-FAa) Begins | Monday, September 7 |
| Labor Day Holiday (University Closed) | Monday, September 7 |
| MC-FA and ME-Census Date | Tuesday, September 8 |
| MC-FA last day to withdraw from a course for 50% tuition refund | Wednesday, September 9 |
| ME-FA last day to withdraw from a course for 50% tuition refund | Friday, September 11 |
| TMMI-FA1 last day to withdraw from a course for a grade of W | Friday, September 11 |
| IPL-FA1 last day to withdraw from a course for a grade of W | Friday, September 11 |
| MC-FA last day to declare Pass/No Credit | Friday, September 11 |
| EdD-FA1 and EdD-LFA last day to withdraw from a course for a grade of W | Monday, September 14 |
| 5 Wk On-FAa Census Date; last day to drop a course; last day to drop for 50% tuition refund | Monday, September 14 |
| Assessment Day | Wednesday, September 16 |
| 5 WK On-FAa last day to withdraw from a course for a grade of W | Monday, September 21 |
| 8 Wk On-FAa last day to withdraw from a course for a grade of W | Monday, September 21 |
| ME-FA last day to withdraw from a course for a grade of W | Friday, September 25 |
| MC-FA midterm grades due | Friday, October 9 |
| IPL-FA1 ends | Tuesday, October 6 |
| 5 WK On-FAa ends | Sunday, October 11 |

| | |
|---|-------------------------|
| 5 Wk Online Fall Session B (On-FAb) Begins | Monday, October 12 |
| TMMI – FA1 ends | Monday, October 12 |
| Fall Break (University Closed) | Monday, October 12 |
| IPL Graduate Fall Session 2 (FA2) begins | Tuesday, October 13 |
| EdD-FA1 ends | Sunday, October 18 |
| 8 Wk On-FAa ends | Sunday, October 18 |
| Doctorate in Education Fall Session 2 (EdD-FA2) courses begin | Monday, October 19 |
| TMMI Graduate Fall Session 2 (FA2) begins | Monday, October 19 |
| 5 Wk On-FAb Census Date; last day to drop a course; last day to drop for 50% tuition refund | Monday, October 19 |
| 8 Wk Online Fall Session B (8 Wk On-FAb) Begins | Monday, October 19 |
| IPL-FA2 Census Date; last day to add or drop a course; last day to drop for 50% tuition refund | Tuesday, October 20 |
| EdD-FA2 Census Date; last day to drop a course; last day to drop for 50% tuition refund | Monday, October 26 |
| TMMI-FA2 Census Date; last day to add or drop a course; last day to drop for 50% tuition refund | Monday, October 26 |
| 5 Wk On-FAb last day to withdraw from a course for a grade of W | Monday, October 26 |
| 8 Wk On-FAb October Census Date and last day to drop for 50% refund | Monday, October 26 |
| MC-FA last day to withdraw from a course for a grade of W | Friday, October 30 |
| IPL-FA2 last day to withdraw from a course for a grade of W | Friday, October 30 |
| Priority registration for main campus Spring begins for Seniors | November 2 – November 6 |
| 134 th Founder’s Day | Friday, November 6 |
| ME-FA last day of classes | Saturday, November 7 |
| EdD-FA2 last day to withdraw from a course for a grade of W | Monday, November 9 |
| TMMI-FA2 last day to withdraw from a course for a grade of W | Monday, November 9 |
| Priority registration for main campus Spring term begins for Juniors | November 9-13 |
| Priority registration for main campus Spring begins for Sophomores and First-Year students | November 16-20 |
| 5 WK On-FAb ends | Sunday, November 15 |
| 8 Wk On-FAb October Session last day to withdraw from a course for a grade of W | Monday, November 16 |
| MC-FA Thanksgiving Recess begins (online courses continue) | Saturday, November 21 |
| TMMI Thanksgiving Recess | Monday, November 23 |
| Thanksgiving Holiday (university closed) | November 25 - 27 |
| MC-FA courses resume | Monday, November 30 |
| IPL-FA2 Ends | Tuesday, December 1 |
| EdD-FA2 and EdD-LFA end | Thursday, December 10 |
| TMMI-FA2 ends | Monday, December 7 |
| MC-FA final exams | December 7 - 10 |
| MC-FA Christmas Recess begins | Friday, December 11 |
| Fall Term ends | Sunday, December 13 |
| 8 Wk On-Fab Ends | Sunday, December 13 |
| University closed | December 19 - January 3 |

| Spring 2021 | |
|---|-----------------------|
| University open | Monday, January 4 |
| Spring Term begins | Monday, January 4 |
| Faculty Workshops | January 7 - January 8 |
| Doctor of Ministry Spring Session 1 (DMin-SP1) begins and last day to add a course | Monday, January 11 |
| 5 Week and 8 week Online Spring Session A (5wk On-SPa/8wk On-SPa) Begins | Monday, January 11 |
| Doctorate in Education Spring Session 1 (EdD-SP1) begins and Long Spring (EdD-LSP) begin | Monday, January 11 |
| Main Campus Spring (MC-SP) courses begin | Monday, January 11 |
| TMMI Graduate Spring Session 1 (SP1) begins | Monday, January 11 |
| DMin-SP1 Census Date and last day to drop a course | Tuesday, January 12 |
| DMin-SP1 last day to withdraw from a course for a grade of W; last day to withdraw for 50% refund | Wednesday, January 13 |
| DMin-SP1 ends | Friday, January 15 |
| Master's in Education Spring Session (ME-SP) begins | Saturday, January 16 |
| Martin Luther King, Jr. Holiday (university closed) | Monday, January 18 |
| EdD-SP1 and EdD-LFA Census Date; last day to add or drop a course; last day to drop for 50% tuition refund | Tuesday, January 19 |
| TMMI-SP1 Census Date; last day to add or drop a course; last day to drop for 50% tuition refund | Tuesday, January 19 |
| MC-SP last day to register for credit, add or drop a course; last day to drop a course for 75% tuition refund | Tuesday, January 19 |
| 5wk On-SPa / 8wk On-SPa Census Date; last day to drop a course; last day to drop for 50% tuition refund | Tuesday, January 19 |
| ME-SP last day to drop a course; last day to drop for 75% tuition refund | Friday, January 22 |
| MC-SP and ME-SP Census Date | Monday, January 25 |
| Doctor of Ministry Spring Session 2 (DMin-SP2) begins | Monday, January 25 |
| 5wk On-SPa last day to withdraw from a course for a grade of W | Monday, January 25 |
| DMin-SP2 Census date and last day to drop a course | Tuesday, January 26 |
| MC-SP last day to withdraw from a course for 50% tuition refund | Tuesday, January 26 |
| DMin-SP2 last day to withdraw from a course for a grade of W; last day to withdraw for 50% tuition refund | Wednesday, January 27 |
| ME-SP last day to withdraw from a course for 50% tuition refund | Friday, January 29 |
| DMin-SP2 ends | Friday, January 29 |
| MC-SP last day to declare Pass/No Credit | Friday, January 29 |
| EdD-SP1 and EdD-LFA last day to withdraw from a course for a grade of W | Monday, February 1 |
| TMMI-SP1 last day to withdraw from a course for a grade of W | Monday, February 1 |
| 8wk On-SPa last day to withdraw from a course for a grade of W | Monday, February 8 |
| ME-SP last day to withdraw from a course for a grade of W | Friday, February 12 |
| 5wk On-SPa ends | Sunday, February 14 |
| Presidents' Day (university closed) | Monday, February 15 |
| 5 Week Online Spring Session (5wk On-SPb) Begins | Monday, February 15 |
| 5wk On-SPb Census Date; last day to drop a course; last day to drop for 50% tuition refund | Monday, February 22 |

| | |
|---|---------------------|
| 5wk On-SPb last day to withdraw from a course for a grade of W | Monday, March 1 |
| TMMI-SP1 ends | Monday, March 1 |
| MC-SP midterm grades due | Friday, March 5 |
| MC-SP Spring Break (online classes continue) | March 6 – March 14 |
| 8wk On-Spa ends | Sunday, March 7 |
| EdD-SP1 ends | Sunday, March 7 |
| 8 Week Online Spring Session B (8wk On-SPb) Begins | Monday, March 8 |
| Doctorate in Education Spring Session 2 (EdD-SP2) begins | Monday, March 8 |
| TMMI Graduate Spring Session 2 (SP2) begins | Monday, March 8 |
| Staff Spring Break Holiday (university closed) | Friday, March 12 |
| EdD-SP2 Census Date; last day to drop a course; last day to drop for 50% tuition refund | Monday, March 15 |
| MC-SP classes resume | Monday, March 15 |
| 8wk On-SPb Census Date; last day to drop a course; last day to drop for 50% tuition refund | Monday, March 15 |
| TMMI-SP2 Census Date; last day to add or drop a course; last day to drop for 50% tuition refund | Monday, March 15 |
| Assessment Day | Wednesday, March 17 |
| MC-SP last day to withdraw from a course for a grade of W | Friday, March 19 |
| 5wk On-SPb ends | Sunday, March 21 |
| 5 Week Online Spring Session C (5wk On-SPc) Begins | Monday, March 22 |
| ME-SP last day of classes | Saturday, March 27 |
| 5wk On-SPc Census Date; last day to drop a course; last day to drop for 50% tuition refund | Monday, March 29 |
| EdD-SP2 last day to withdraw from a course | Monday, March 29 |
| TMMI-SP2 last day to withdraw from a course for a grade of W | Monday, March 29 |
| Good Friday (university closed) | Friday, April 2 |
| MC-SP courses resume | Monday, April 5 |
| 8wk On-SPb last day to withdraw from a course for a grade of W | Monday, April 5 |
| 5wk On-SPc last day to withdraw from a course for a grade of W | Monday, April 5 |
| 5wk On-SPc ends | Sunday, April 25 |
| MC-SP final exams | April 26 – April 29 |
| TMMI-SP2 ends | Monday, April 26 |
| 8wk On-SPb ends | Friday, April 30 |
| Spring Term ends | Friday, April 30 |
| Commencement | Saturday, May 1 |

Summer 2021

| | |
|--|-----------------|
| Summer term begins | Monday, May 3 |
| Main Campus May Session (MC-May) begins | Monday, May 3 |
| Main Campus Long Summer Session (MC-LS) begins | Monday, May 3 |
| 8 Week Online Summer Session A (8wk On-SUa) Begins | Monday, May 3 |
| MC-May last day to drop a course; last day to drop for 75% tuition refund | Tuesday, May 4 |
| MC-May last day to withdraw for 50% tuition refund | Thursday, May 6 |
| MC-May Census Date and last day to withdraw from a course for a grade of W | Monday, May 10 |

| | |
|---|--------------------|
| MC-LS last day to drop a course; last day to drop for 75% tuition refund | Monday, May 10 |
| 8wk On-SUa Census Date; last day to drop a course; last day to drop for 50% tuition refund | Monday, May 10 |
| MC-LS Census Date and last day to withdraw for 50% tuition refund | Monday, May 17 |
| MC-May ends | Friday, May 21 |
| Main Campus Short Summer Session (MC-SS) begins | Monday, May 24 |
| Memorial Day, University Closed | Monday, May 31 |
| 5 Week Online Summer Session A (5wk On-SUa) Begins | Monday, May 31 |
| MC-SS last day to drop a course; last day to drop for 75% tuition refund | Thursday, May 27 |
| MC-SS Census date; last day to drop a course; last day to drop for 50% tuition refund | Tuesday, June 1 |
| 8wk On-SUa last day to withdraw from a course for a grade of W | Tuesday, June 1 |
| Master's in Education and Doctorate in Education Long Summer Session (ME/EdD-LS) begins | Wednesday, June 2 |
| Doctorate of Ministry Summer Session 1 (DMin-SU1) begins | Monday, June 7 |
| MC-SS last day to withdraw from a course for a grade of W | Monday, June 7 |
| DMin-SU1 Census Date and last day to drop a course | Tuesday, June 8 |
| 5wk On-SUa Census Date; last day to drop a course; last day to drop for 50% tuition refund | Monday, June 7 |
| DMin-SU1 last day to withdraw from a course for a grade of W; last day to drop for 50% tuition refund | Wednesday, June 9 |
| ME/EdD-LS Census Date and last day to add or drop a course | Wednesday, June 9 |
| DMin-SU1 ends | Friday, June 11 |
| Master's in Education and Doctorate in Education Session 1 (ME/EdD-SU1) ends | Monday, June 14 |
| 5wk On-SUa last day to withdraw from a course with a grade of W | Monday, June 14 |
| ME/EdD-SU1 Census Date and last day to drop a course | Tuesday, June 15 |
| ME/EdD-SU1 last day to withdraw from a course for a grade of W; last day to withdraw for 50% tuition refund | Wednesday, June 16 |
| ME/EdD-SU1 ends | Friday, June 18 |
| Master's in Education and Doctorate in Education Session 2 (ME/EdD-SU2) ends | Monday, June 21 |
| ME/EdD-LS last day to withdraw from a course for a grade of W; last day to withdraw for 50% tuition refund | Monday, June 21 |
| Doctor of Ministry Summer Session 2 (DMin-SU2) begins | Monday, June 21 |
| DMin-SU2 Census Date and last day to drop a course | Tuesday, June 22 |
| ME/EdD-SU2 Census Date and last day to drop a course | Tuesday, June 22 |
| ME/EdD-SU2 last day to withdraw from a course for a grade of W; last day to withdraw for 50% tuition refund | Wednesday, June 23 |
| DMin-SU2 last day to withdraw from a course for a grade of W; last day to withdraw for 50% tuition refund | Wednesday, June 23 |
| ME/EdD-SU2 ends | Friday, June 25 |
| DMin-SU2 ends | Friday, June 25 |
| MC-SS ends | Friday, June 25 |
| MC-LS last day to withdraw from a course for a grade of W | Friday, June 25 |

| | |
|--|-------------------|
| 8wk On-SUa ends | Sunday, June 27 |
| Independence Day Holiday (university closed) | Friday, July 2 |
| 5wk On-SUa ends | Sunday, July 4 |
| 5 Week Online Summer Session B (5wk On-SUB) Begins | Monday, July 5 |
| 5wk On-Sub Census Date; last day to drop a course; last day to drop for 50% tuition refund | Monday, July 12 |
| 5wk On-SUB last day to withdraw from a course with a grade of W | Monday, July 19 |
| 5wk On-SUB ends | Sunday, August 8 |
| MC-LS ends | Friday, August 13 |
| ME/EdD-LS ends | Friday, August 13 |
| Summer term ends | Friday, August 13 |
| Main Campus Fall Semester Begins | Monday, August 23 |
| Main Campus Fall Courses begin | Monday, August 23 |

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

| | |
|---|----------------------------|
| Offices Reopen | Monday, January 4 |
| Undergraduate (5 Wk. & 8 Wk.) and Graduate January Sessions Begin | Monday, January 11 |
| Martin Luther King, Jr. Holiday (University Closed)* | Monday, January 18 |
| Undergraduate (5 Wk. & 8 Wk.) and Graduate January Sessions Census Date and last day to drop for 50% refund | Tuesday, January 19 |
| Undergraduate (5 Wk.) Jan. Session last day to withdraw from a course for a grade of W | Monday, January 25 |
| Graduate & Undergraduate (8 Wk.) March Session last day to withdraw from a course for a grade of W | Monday, February 8 |
| Undergraduate (5 Wk.) January Session Ends | Sunday, February 14 |
| Undergraduate (5 Wk.) February Session Begins | Monday, February 15 |
| President's Holiday (University Closed)* | Friday, February 15 |
| Graduation/Degree Conferral | Friday, February 19 |
| Undergraduate (5 Wk.) February Session Census Date and last day to drop for 50% refund | Monday, February 22 |
| Undergraduate (5 Wk.) Feb. Session last day to withdraw from a course for a grade of W | Monday, March 1 |
| Graduate & Undergraduate (8 Wk.) January Session Ends | Sunday, March 7 |
| Graduate & Undergraduate (8 Wk.) March Session Begins | Monday, March 8 |
| Graduate & Undergraduate (8 Wk.) March Session Census Date and last day to drop for a 50% refund | Monday, March 15 |
| Undergraduate (5 Wk.) February Session Ends | Sunday, March 21 |
| Undergraduate (5 Wk.) March Session Begins | Monday, March 22 |
| Undergraduate (5 Wk.) March Session Census Date and last day to drop for 50% refund | Monday, March 29 |

| | |
|--|---|
| Good Friday (University Closed)* | Friday, April 2 |
| Graduate & Undergraduate (8 Wk.) March Session last day to withdraw from a course for a grade of W | Monday, April 5 |
| Undergraduate (5 Wk.) March Session last day to withdraw from a course for a grade W | Monday, April 5 |
| Undergraduate (5 Wk.) March Session Ends | Sunday, April 25 |
| Undergraduate (5 Wk.) April Session Begins | Monday, April 26 |
| Commencement/Graduation/Degree Conferral | Saturday, May 1 |
| Graduate & Undergraduate (8 Wk.) March Session Ends | Sunday, May 2 |
| Undergraduate (5 Wk.) April Session Census Date and last day to drop for 50% refund | Monday, May 3 |
| Graduate & Undergraduate (8 Wk.) May Session Begins | Monday, May 3 |
| Graduate & Undergraduate (8 Wk.) May Session Census Date and last day to drop for 50% refund | Monday, May 10 |
| Undergraduate (5 Wk.) April Session last day to withdraw from a course for a grade of W | Monday, May 10 |
| Memorial Day (University Closed)* | Monday, May 31 |
| Undergraduate (5 Wk.) April Session Ends | Sunday, May 30 |
| Graduate & Undergraduate (8 Wk.) May Session last day to withdraw from a course for a grade of W | Tuesday, June 1 |
| Undergraduate (5 Wk.) May Session Begins | Monday, May 31 |
| Undergraduate (5 Wk.) May Session Census Date and last day to drop for 50% refund | Monday, June 7 |
| Graduate & Undergraduate (8 Wk.) May Session Ends | Sunday, June 27 |
| Undergraduate (5 Wk.) May Session last day to withdraw from a course for a grade of W | Monday, June 14 |
| Graduate & Undergraduate (8 Wk.) Summer Break | Monday, June 28 - Sunday, July 4 |
| Independence Day Holiday (University Closed)* | Friday, July 2 |
| Undergraduate (5 Wk.) May Session Ends | Sunday, July 4 |
| Undergraduate (5 Wk. & 8 Wk.) and Graduate July Sessions Begin | Monday, July 5 |
| Graduation/Degree Conferral | Friday, July 9 |
| Undergraduate (5 Wk. & 8 Wk.) and Graduate July Sessions Census Date and last day to drop for 50% refund | Monday, July 12 |
| Undergraduate (5 Wk.) July Session last day to withdraw from a course for a grade of W | Monday, July 19 |
| Graduate & Undergraduate (8 Wk.) July Session last day to withdraw from a course for a grade of W | Monday, August 2 |
| Undergraduate (5 Wk.) July Session Ends | Sunday, August 8 |

| | |
|--|---|
| Undergraduate (5 Wk.) August Session Begins | Monday, August 9 |
| Graduation/Degree Conferral | Friday, May 13 |
| Undergraduate (5 Wk.) August Session Census Date and last day to drop for 50% refund | Monday, August 16 |
| Undergraduate (5 Wk.) Aug. Session last day to withdraw from a course for a grade of W | Monday, August 23 |
| Graduate & Undergraduate (8 Wk.) July Session Ends | Sunday, August 29 |
| Graduate & Undergraduate (8 Wk.) August Session Begins | Monday, August 30 |
| Labor Day Holiday (University Closed)* | Monday, September 6 |
| Graduate & Undergraduate (8 Wk.) August Session Census Date and last day to drop a course for 50% refund | Tuesday, September 7 |
| Undergraduate (5 Wk.) August Session Ends | Sunday, September 12 |
| Undergraduate (5 Wk.) September Session Begins | Monday, September 13 |
| Undergraduate (5 Wk.) Sept. Session Census Date and last day to drop for 50% refund | Monday, September 20 |
| Graduate & Undergraduate (8 Wk.) August Session last day to withdraw for a grade of W | Monday, September 27 |
| Undergraduate (5 Wk.) September Session last day to withdraw for a grade of W | Monday, September 27 |
| Undergraduate (5 Wk.) September Session Ends | Sunday, October 17 |
| Undergraduate (5 Wk.) October Session Begins | Monday, October 18 |
| Graduate & Undergraduate (8 Wk.) August Session Ends | Sunday, October 24 |
| Graduate & Undergraduate (8 Wk.) October Session Begins | Monday, October 25 |
| Undergraduate (5 Wk.) October Session Census Date and last day to drop for 50% refund | Monday, October 25 |
| Graduate & Undergraduate (8 Wk.) October Census Date and last day to drop for 50% refund | Monday, November 1 |
| Undergraduate (5 Wk.) Oct. Session last day to withdraw from a course for a grade of W | Monday, November 1 |
| Undergraduate (5 Wk.) October Session Ends | Sunday, November 21 |
| Undergraduate (5 Wk.) November Session Begins | Monday, November 22 |
| Graduate & Undergraduate (8 Wk.) October Session last day to withdraw from a course for a grade of W | Monday, November 22 |
| Thanksgiving Holiday (University Closed)* | Wednesday, Nov. 24 - Sunday, Nov. 27 |

| | |
|--|-----------------------|
| Undergraduate (5 Wk.) Nov. Census Date and last day to drop a course for 50% refund | Monday, November 29 |
| Undergraduate (5 Wk.) Nov. Session last day to withdraw from a course for a grade of W | Monday, December 20 |
| Graduate & Undergraduate (8 Wk.) October Session Ends | Sunday, December 19 |
| Graduate & Undergraduate (8 Wk.) Christmas Break Begins | Monday, Dec. 20, 2021 |
| Undergraduate (5 Wk.) November Session Ends | Sunday, December 24 |
| Undergraduate (5 Wk.) Christmas Break Begins | Monday, Dec. 25, 2021 |

**Note: On dates that Oakland City University is closed, besides the identified dates for Christmas Break and for the Graduate Summer Break, online classes will continue without interruption. Adult and Professional Studies (APS) classes that meet face to face will have a plan to make up for other holiday breaks.*