OAKLAND CITY
U N I V E R S I T Y

2024-2025 GRADUATE ACADEMIC CATALOG

Message from the President

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

The U.S. News and World Report has recognized Oakland City University as one of the top universities in the nation for social mobility. In addition, OCU has been voted as one of the safest colleges and universities in the state of Indiana. The school holds the distinction of being accredited by the Higher Learning Commission (HLC), the International Assembly for Collegiate Business Education (IACBE), Association for Advancing Quality in Educator Preparation (AAQEP), and The Association of Theological Schools (ATS).

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

Sincerely,

Ron D. Dempsey
President

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About the Catalog

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

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

Revisions and Addendum to the Catalog

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

Disclaimer

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

Nondiscrimination/Equal Employment Opportunity

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

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

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

All offices, schools, departments and other units of Oakland City University operate pursuant to all applicable laws relating to equal employment and educational opportunity , including but not limited to, Titles VI and VII of the Civil Rights Act of 1964, the Pregnancy Discrimination Act of 1973, Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, the Age Discrimination Act

of 1975, the Age Discrimination In Employment Act of 1967, Section 402 of the Vietnam Era Readjustment Act of 1974,Uniformed Services Employment and Re-employment Act and Title IX of the Educational Amendments of 1972.

Equal Employment Opportunity

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

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

Americans with Disabilities Act

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

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

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

Stephanie Kirby
138 N. Lucretia Street
(812) 749-1432
skirby@oak.edu

About the University

History

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

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

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

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

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

In January 2008, the Board of Trustees elected Ray G. Barber, D.Min., as the ninth President. In his inaugural address, Dr. Barber cast a vision for Oakland City University to concentrate its endeavors in meeting students' needs through a threefold vision. First, the institution must fulfill its role as an academy of higher education. Second, Oakland City University should serve as an abbey by concentrating on the spiritual formation of its students. Finally, OCU must be an apostolate. This challenge is achieved by providing pragmatic mentoring experiences in which students encounter hands-on involvement and development of personal, relational, and occupational skills. The summation of this threefold task is the equipping of the head, the heart, and the hands to serve others.

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

Mission and Vision

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

Mission

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

Vision

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

Governance

Board of Trustees

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

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

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

Officers of the University

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

Chancellor

John M. Dunn, D. Hum.

Current and Past Presidents

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

Accreditation, Recognition, and Affiliation

Accreditation and Recognition

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

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

Affiliation

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

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

Location and Facilities

Oakland City University's campus is located in Oakland City, Indiana. Main offices are located in the Murray Administration building, at 138 N. Lucretia Street, Oakland City, IN 47760. Office hours are Monday – Thursday, from 8:00 am to 4:30 pm and Friday from 8:00 am to 2:00 pm. For more information about the university, call (812) 749-1222 or (800) 737-5125 or visit www.oak.edu.

Finances

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

Charges

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

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

Residence Hall Deposit. A $100 non-refundable deposit must accompany all housing applications.

Payments

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

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

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

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

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

Refunds

Tuition Refunds are based on the length of a course. A refund schedule includes start and end dates for all course lengths offered in a semester/term. Tuition refunds are based upon the student submission date of the appropriate academic Change of Registration form to the Office of Academic Affairs.

For specific refund dates, please review the Academic Calendar available on our website at https://www.oak.edu/academics/registrar-services/.

Program	Course Duration	Add/Drop Date	End 75% Refund	End 50% Refund	Last Day Grade of W
DMIN In-Seat (Full Session)	14 weeks	1 week	1 week	2 weeks	10 weeks
MDIV In-Seat (Full Session)	14 weeks	1 week	1 week	2 weeks	10 weeks
MAPL Online A (Module 1)	7 weeks	1 week	5 days	10 days	4 weeks
MAPL Online B (Module 2)	7 weeks	1 week	5 days	10 days	4 weeks
SOB Online A (Module 1)	7 weeks	1 week	5 days	10 days	4 weeks
SOB Online B (Module 2)	7 weeks	1 week	5 days	10 days	4 weeks
SOB MCGRAD (In-Seat) (Module 1)	7 weeks	1 week	5 days	10 days	4 weeks
SOB MCGRAD (In-Seat) (Module 2)	7 weeks	1 week	5 days	10 days	4 weeks
TOYOTA (In-Seat) (Module 1)	7 weeks	1 week	5 days	10 days	4 weeks
TOYOTA (In-Seat) (Module 2)	7 weeks	1 week	5 days	10 days	4 weeks
SOE Online A (Full Session)	14 weeks	1 week	1 week	2 weeks	10 weeks
SOE Online A (Module 1)	7 weeks	1 week	5 days	10 days	4 weeks
SOE Online B (Module 2)	7 weeks	1 week	5 days	10 days	4 weeks

Cancelled Registration

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

Dropped Courses

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

Withdrawn Courses

Students who withdraw from the university or from classes and have financial assistance may be required to repay a portion of the aid. If a student is eligible for a refund, the university will issue a check to the student.

For those moving out of the residence hall, there will be no refund on meal plans.

Refund Checks

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

Financial Aid

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

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

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

Applying for Financial Aid

All students who are interested in financial aid must file the Free Application for Federal Student Aid (FAFSA). The FAFSA requires the prior-prior year's tax information when filing (i.e., students filing a FAFSA for the 2020-2021 academic year will use information from their 2018 tax return). This application is used to determine a student's eligibility for grants, loans, work-study, and university aid. Beginning as early as October 1, students can file online for free at www.fafsa.ed.gov. Oakland City University's code for the FAFSA is **001824**.

FAFSA Special Circumstances

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

General Eligibility Requirements for Federal Financial Aid

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

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

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

- Have a valid Social Security number; the name on the financial aid application and Social Security card must match.

- Make satisfactory academic progress (SAP).

- Be in good standing with prior federal aid (e.g., not in default with federal loans, unresolved overpayment of federal aid).

- Be enrolled at least half-time.

- Be working toward a degree, certificate, or other recognized educational credential (e.g., teacher's certification requires special procedures to document).

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

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

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

Enrollment Status

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

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

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

Types of Federal Financial Aid

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

- *Federal Work-Study Program (FWS).* Oakland City University offers approximately sixty (60) on-campus student jobs. Work assignments are made on a first-come, first-served basis and are based on financial need.

- *Federal Direct Subsidized Loan Program.* This loan program allows eligible students to borrow directly from the U.S. Department of Education. Students must be enrolled a minimum of half-time and demonstrate financial need. Principal and interest payments begin six months after half-time enrollment status ceases. The government pays the interest on this loan during school and certain other periods. Please contact the Office of Financial Aid regarding application procedures. Interest rates for Federal Direct Stafford Subsidized Loans change every year on July 1. Current interest rates can be found at studentaid.ed.gov.

- *Federal Direct Unsubsidized Loan Program.* Terms and conditions for the Direct Unsubsidized Loan mirror those of the Direct Subsidized Loan. Loan limits, deferments, and interest rates are

the same as for the subsidized loan; however, non–in- school interest subsidies are provided by the government. Students are responsible for interest accrued during in-school and deferment periods. The Direct Loan Servicing Center sends quarterly statements showing the amount of interest the student is responsible for, with an option to pay it. If the interest is unpaid, it will be capitalized the day after the student's six-month grace period ends. The interest rates for Federal Direct Stafford Subsidized Loans change July 1 annually. Current interest rates can be found at studentaid.ed.gov.

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

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

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

Additional Federal Financial Aid Requirements

Entrance Counseling

Students who choose to borrow from the Federal Direct Loan Program must complete an Entrance Counseling Session. Graduate students taking out a PLUS loan for the first time will be required to complete entrance counseling even if counseling was completed for a previous subsidized or unsubsidized loan. Instructions for completing entrance counseling appear below:

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

Master Promissory Note

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

- They have never signed a Direct Subsidized, Unsubsidized, or PLUS Loan MPN;

- They signed an MPN more than a year ago, but the loan was not disbursed; and/or

- They signed an MPN more than ten (10) years ago.

Instructions for completing the Master Promissory Note appear below:

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

Exit Counseling

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

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

OCU Institutional Aid

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

- *General Baptist Scholarships* A one-third General Baptist Scholarship is available to new Master of Divinity students. To be eligible, the student or the spouse of the student must be a member of a General Baptist church. This scholarship is renewable as long as the student remains academically eligible. Applications are available on the university website at http://www.oak.edu/file/94/download?token=DJOODIyR

- *Private/Endowment Grants* Grants are available to Master of Divinity and Doctor of Ministry students due to the generosity of OCU alumni and friends. Students can contact the Office of Financial Aid to learn more about these restricted awards.

Veterans, Military, and Other Financial Aid Sources

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

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

- *Veterans Educational Benefits* These benefits are available to students who have served in the Armed Forces and will be receiving GI Bill® benefits. GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government web site at https://www.benefits.va.gov/gibill/. Students should contact the Veterans Affair's Certifying Official at OCU for further information. OCU participates in the following programs:

- Chapter 30 Montgomery GI Bill®

- Chapter 31 Disabled American Veterans (DAV)

- Chapter 33 Yellow Ribbon

- Chapter 33 Post 9/11 Educational Benefits

- Chapter 35 Dependents' Educational Assistance Program (DEA)

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

- *Title 38 United States Code Section 3679(e) School Compliance*

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

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

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

  - Your policy must permit any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website – eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

    1. The date on which payment from VA is made to the institution.

    2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

  - Your policy must ensure that your educational institution will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

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

Academic Standards Required for Federal Financial Aid Recipients

Satisfactory Academic Progress (SAP) Policy

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

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

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

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

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

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

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

Quantitative Standards (Pace of Progression)

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

- **Completed (earned) credits:** Successfully completed credits include grades of A, B, C, or D (including plus or minus) and credits taken as Pass/No Credit, in which a P was earned. Credits earned by examination will be considered completed credits.

- **Attempted credits:** All credit hours for which a student registers at OCU, transfer credits that count toward the OCU degree, and credits earned by examination are included in attempted credits. Grades of F, W, I, WE or WF will count as hours attempted, but not completed. When an I is changed to a letter grade, the new grade will be reflected the next time progress is reviewed, or sooner, at the student's request.

- **Incomplete grades:** If a student is unable to complete all requirements, due to extenuating circumstances approved by the instructor, an incomplete may be issued. The incomplete will not be calculated into the grade point average. The student will receive the letter grade when all work has been successfully completed; or if the student does not complete the work within the

specified time frame, a grade of F will be assigned. Incomplete grades can affect both quantitative and qualitative requirements. Please refer to *34 C.F.R. §668.34(a)(6).*

- **Withdrawal from a course:** Courses that a student withdraws from are considered in 'hours attempted' towards the qualitative, quantitative, and maximum time frame measurements. If a student withdraws from a course prior to the last day to withdraw for a grade of W, the student will receive earn a grade of W. The WF grade will affect their quantitative and max time frame measurements. If a student withdraws past the last day to withdraw for a grade of W, the student will earn a grade of WF. The WF grade will affect their quantitative, qualitative, and max time frame measurements. Please refer to *Refer to 34 C.F.R. §668.34(a)(6).*

- **Transfer Credits:** Transfer credits that apply to a student's OCU degree are included in both the credits attempted and the credits earned when calculating the completion percentage. Credits 2022-2023 Undergraduate Academic Catalog 37 received for remedial courses or for courses that are not applicable to the student's OCU degree are not included in either credits attempted or earned.

- **Repeated Courses:** Courses that are repeated to improve a grade are counted in attempted hours each time the course is taken but only one passing grade is counted toward the credit hours earned in the completion rate. Students may retake a class for which they have previously received a grade of "F" as many times as it takes to successfully complete the class. However, students may only repeat a course one time in which they have received a passing grade. After one allowable time, the student cannot use federal assistance for future repeats. However, if the course is added to full-time enrollment of twelve (12) or more credit hours, the student can receive federal aid based on full-time status.

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

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

Qualitative Standards (GPA)

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

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

Maximum Time Frame for Eligibility

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

  For transfer students, the number of transfer credit hours accepted at the point of admission to OCU will be used to calculate the student's remaining eligibility for the 150% maximum time frame calculation. These hours will also be counted towards both attempted and completed hours at OCU. Please refer to *34 C.F.R. §668.34(a)(6).*

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 be placed on FA SAP Probation for one semester and aid will be granted. If the student does not meet SAP by the end of the probationary period, the student must complete and submit a SAP academic plan indicating when the student expects to meet SAP to the Office of Financial Aid.

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

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

Penalties for Drug Law Violations for Currently Enrolled Students

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

Financial Aid Return Policy

Refunds and the Return of Federal Title IV Funds

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

* *The total number of calendar days in a semester shall exclude any scheduled breaks of more than five days. Please refer to 34 C.F.R. §668.22(e) and (f).*

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.

Order of Returning Federal Financial Aid to Accounts
Unearned federal financial aid will be returned in the following order:
1. Federal Direct Unsubsidized Loans
2. Federal Direct Subsidized Loans
3. Federal Direct PLUS Loans
4. Federal Direct Pell Grants
5. FSEOG

Please refer to 34 C.F.R. §668.22(i).

Title IV refunds are based on a student's withdrawal date. A student's withdrawal date may be:
- The date when official notification is provided by the student and a withdrawal form has been signed to a designated office,
- The last date of attendance of a student's currently enrolled class, or
- Students last day of attendance at a documented academically related activity.

Post-Withdrawal Disbursement
If the student did not receive all funds that were earned prior to withdrawing, a post-withdrawal disbursement may be due. If the student is eligible for a post-withdrawal disbursement of a grant, it must be disbursed within 45 days. If the post-withdrawal disbursement includes loan funds, the student must give permission before the funds can be disbursed. Students will be notified within 30 days of the date of the withdrawal determination of any direct loan eligibility, or a parent for a Direct Parent PLUS loan eligibility. The student and/or parent have 14 days to respond to this notification. If the student and/or parent does not respond to this notification within that time frame, the school is not required to make the post-withdrawal disbursement.

If permission is given for a post-withdrawal disbursement, funds are applied to the student account first and any resulting credit balance will be refunded to the student. The credit balance will be refunded to the student and/or the parent in the case of a Direct Parent PLUS loan as soon as possible, but no later than 14 days after the credit balance has occurred. Please r*efer to 34 C.F.R §668.22 (a)(5) and (6); 34 C.F.R. §668.164(j).*

Credit Balance Refund
If a Return of Funds (R2T4) calculation results in a credit balance on the student's account, a refund will be processed as soon as possible and no later than 14 days after the calculation of R2T4. Please r*efer to 34 C.F.R. §668.164(h).*

Time Frame for the Return of Title IV Program Funds
OCU will return any unearned Title IV funds as soon as possible, but no later than 45 calendar days from the date of determining the student withdrew. Please refer to *34 C.F.R. §668.22(g) and (j).*

Notification to Student
Once the Return of Funds (R2T4) calculation has occurred, the Office of Financial Aid will notify the student of the results of the calculation and the aid that was returned. The Business Office will notify the student if any outstanding balance due to the institution as a result.

Official Withdrawal from OCU
A student is officially withdrawn on:
1. The date the student provided official notification of intent to withdraw, in writing or orally; or
2. The date the student began the withdrawal process Office of Student Life (traditional students) or with their NTE Advisor (non-traditional students). A student is allowed to rescind this notification in writing and continue the program. If the student subsequently drops, the student's withdrawal date is the original date of notification of intent to withdraw.

Official dates and deadlines for withdrawing are specified in OCU's Academic Calendar.

Students with financial aid who are withdrawing from OCU are advised to complete the withdrawal form through the Office of Student Life (Traditional Students or NTE Advisor (non-traditional students). For withdrawals processed after Census for fall or spring terms or the equivalent dates for summer sessions, the grade of W is recorded for each course in which a withdrawn student was enrolled.

A student is considered a withdrawal from classes offered in a session of enrollment when the student ceases attendance at any point prior to completing the period of enrollment unless the school obtains confirmation from the student at the time of withdrawal that the student will attend a session that begins later in the same period of enrollment. This confirmation must be obtained at the time of the withdrawal even if the student has registered for subsequent courses.

If a student receives Title IV grant or loan assistance and does **not** begin attendance in a period of enrollment, the student is considered to be ineligible for any Title IV aid.

Upon receipt of the official withdrawal information, OCU will complete the following:
1. Office of Academic Affairs Aid verifies the student's attendance through the withdrawal form or the school's attendance records.
2. The Return of Title IV (R2T4) calculation is performed by the Office of Financial Aid to determine the amount of federal funds the student has earned and the amount of unearned Federal funds for which the school and the student is responsible to return (if any).
    o Calculations are completed using the U.S. Department of Education's Return of Title IV, HEA Funds Worksheets, student's attendance, and withdrawal date are based upon the period of enrollment.
3. Office of Financial Aid will return the amount of any unearned portion of the Title IV funds for which the school is responsible within 45 calendar days of the date the official notice of withdrawal was provided.
4. Office of Financial Aid will provide the student with a letter explaining any returns that have been made to the Title IV, HEA programs on the student's behalf as a result of exiting the program.
    o Remaining unearned Title IV loan funds (e.g. Direct Loans) must be repaid by the student in accordance with the terms of the loans.
5. If a student's scheduled attendance is more than 60 percent of the period of enrollment, he/she is considered to have earned 100 percent of the federal funds received for the period of enrollment. In this case, no funds need to be returned and no letter will be sent.
6. A copy of the completed worksheet and notification letter will be kept in the student's file.

In the event a student decides to rescind his or her official notification to withdraw, the student must provide a signed and dated written statement that he/she is continuing his or her program of study and intends to complete the period of enrollment. Title IV, HEA assistance will continue as originally planned. If the student subsequently fails to attend or ceases attendance without completing the period of enrollment, the student's withdrawal date is the original date of notification of intent to withdraw.

Officially withdrawing from classes may affect the student's future eligibility for financial aid due to Satisfactory Academic Progress requirements and R2T4 balances owed. Please refer to *34 C.F.R. §668.22(b) and (c)*

Unofficial Withdrawal from OCU
Unofficial withdrawals occur when official notification is not provided to OCU. If a student stops attending classes, the institution must assume, for Title IV, HEA purposes, the student has unofficially withdrawn and is administratively withdrawn.

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 for future registration.

If a student receives Title IV grant or loan assistance and does **not** begin attendance in a period of enrollment, the student is ineligible for any Title IV aid.

When a recipient of Title IV grant or loan assistance unofficially withdraws from an institution, after having begun class attendance during a period of enrollment, the institution must determine the amount of Title IV grant or loan assistance that the student earned up to the date of withdrawal. For unofficial withdrawals, the withdrawal is the last date of an academically related activity in which the student participated as stated by the professor of record or authorized departmental representative.

Once it has been determined that the student has ceased attendance, OCU will complete the following:
1. The Office of Student Life (traditional students) or NTE Advisor (non-traditional students) will notify the student as well as the students' instructors if it is found that a student has ceased attendance.
2. The Office of Student Life (traditional students) or NTE Advisor (non-traditional students) SFAS will determine and record the student's last date of attendance as the withdrawal date.
    o The withdrawal date is the last date of an academically related activity in which the student participated as provided by the professor of record or authorized departmental representative.
    o The Office of Academic Affairs (traditional students) or NTE Advisor (non-traditional students) will be notify and will process the administrative withdrawal.
3. The Return of Title IV (R2T4) calculation is performed by the Office of Financial Aid to determine the amount of federal funds the student has earned and the amount of unearned Federal funds for which the school and the student is responsible to return (if any).
    o Calculations are completed using the U.S. Department of Education's Return of Title IV, HEA Funds Worksheets, student's attendance, and withdrawal date are based upon the period of enrollment.
4. Office of Financial Aid will return the amount of any unearned portion of the Title IV funds for which the school is responsible within 45 calendar days of the date the official notice of withdrawal was provided.
5. Office of Financial Aid will provide the student with a letter explaining any returns that have been made to the Title IV, HEA programs on the student's behalf as a result of exiting the program.
    o Remaining unearned Title IV loan funds (e.g. Direct Loans) must be repaid by the student in accordance with the terms of the loans.
6. If a student's scheduled attendance is more than 60 percent of the period of enrollment, he/she is considered to have earned 100 percent of the federal funds received for the period of enrollment. In this case, no funds need to be returned and no letter will be sent.
7. A copy of the completed worksheet and notification letter will be kept in the student's file.

Unofficially withdrawing from classes may affect the student's future eligibility for financial aid due to Satisfactory Academic Progress requirements and R2T4 balances owed. Please refer to *34 C.F.R. §668.22(b) and (c)*

Refunds and the Return of Institutional Funds

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

Appeals for Return of Funds

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

Student Services and Student Life

Campus Offices and Student Services

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

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

The Office of Student Life

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

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

Student Life Mission

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

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

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

Campus Ministry

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

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

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

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

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

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

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

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

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

Chapel Band – Participate in weekly services.

The Well – Lead Sunday evening worship time.

Center for Calling and Career

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

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

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

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

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

Housing and Residence Life

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

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

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

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

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

New Student Orientation (NSO)

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

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

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

Student Activities

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

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

University Bands

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

Marching Band

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

Pep Band

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

Community Concert Band

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

Percussion Ensemble

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

Other Important Information Regarding Student Life

Safe Environment

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

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

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

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

Additional policies to promote a safe environment are available in the student handbook and the annual Safety and Fire Reports available at http://www.oak.edu/consumer-information

Consumer Information

Consumer information is disseminated to students by the Office for Student Life through the Student Handbook. The most current and official information may be found on our website at http://www.oak.edu/consumer-information Notification of the availability of the consumer information is sent to all students each semester by the Office of Student Life via the OCU e- mail address provided the student.

Academic Policies and Procedures

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

Student Classification

The university classifies graduate students in different ways. Depending on their goals, students are classified as degree-seeking or licensure only/classified, or non-degree seeking/unclassified:

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

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

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

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

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

Academic Year

The academic year at OCU consists of two (2) semesters or terms (Fall and Spring) of about fourteen (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 contains multiple five (5) week, eight (8) week, and fifteen (15) week online sessions.

Academic Load

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

Full-time Status in Fall/Spring. A full-time academic load consists of at least nine (9) credit hours within the Fall or Spring semester. Students registered for fewer than nine (9) credit hours in the Fall or Spring semesters are considered part-time students. The following table outlines student classification based on the number of hours they are enrolled in a given semester by the semester census date (census dates are published on the academic calendar at https://www.oak.edu/academics/registrar-services).

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

Fall/Spring Overload Status. Students can register for up to fifteen (15) credit hours during the Fall or Spring semesters in consultation with their academic advisor. Those wishing to register for sixteen (16) or more credit hours in a Fall or Spring semester must request approval from the Provost by completing and submitting the Academic Overload Request form to the Office of Academic Affairs during the registration process. This form and instructions for completing and submitting it are available online on the Academics page of the website (https://www.oak.edu/academics/registrar-services).

Requests will only be considered under the following circumstances:

- The Academic Overload Request form has been signed by the student's advisor;

- The student has completed at least one semester at OCU;

- The student has a cumulative grade point average of 3.0 or higher; and

- The student has never been administratively withdrawn for non-attendance or non-payment.

Summer Term Academic Load. Students can also register for up to fifteen (15) hours in the Summer term. Students wishing to register for sixteen (16) or more credit hours in the Summer term must request approval from the Provost by completing and submitting the Academic Overload Request form to the Office of Academic Affairs during the registration process. This form, along with instructions for how to complete this process are available on the Registrar's page of the OCU website under Student Forms at https://www.oak.edu/academics/registrar-services. Failure to obtain prior approval may result in credits not transferring.

Registration

Eligibility and Registration Periods

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

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

Registration takes place during the final days of the preceding semester and during the first few days of each semester according to the schedule published by the Office of Academic Affairs in the academic calendar (available at https://www.oak.edu/academics/registrar-services).

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

Independent Study Courses

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

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

Auditing Courses

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

- Auditors receive no credit, but the course appears on the student's transcript with a notation of AU. Hours for an audited course are not applied toward meeting graduation requirements nor computed in the grade point average. Audit courses are not included in determining full-time enrollment status.

- An audit course may not be changed to a credit course under any circumstance. This means students cannot attempt to earn credit by departmental 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 $100 per credit hour.

Cancellation of Registration

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

A student's registration may also be cancelled due to non-attendance.

Registered students who do not attend or participate in their courses by the second Friday after the start of the semester risk having their registrations cancelled and all courses dropped.

Change of Registration (Adding or Dropping Courses)

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

- Students wishing to change their registration must meet with their advisor, complete a Change of Registration form, and submit it to the Office of Academic Affairs. It is the student's responsibility to finalize this process.

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

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

Withdrawing from Courses

A student may withdraw from a course after the add/drop date designated in the academic calendars. Withdrawal from courses is 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 and submit it to the Office of Academic Affairs. The form and instructions for completing it are available on the Academics page of the OCU website at https://www.oak.edu/academics/registrar-services.

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

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

Attendance

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

Attendance Guidelines

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

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

Absences

When an absence occurs due to an emergency or unforeseen circumstance, students are expected to notify their instructor of the absence prior to class or to seek assistance from 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 penalized provided that all regularly scheduled tests are taken, and all course requirements are met. Absences beyond those excused by university administration will be subject to attendance policies defined by the individual instructor. Absences due to official university events are included in total absences for semester and consecutive absences where separate policies exist.

Course Withdrawals Due to Excessive Absences

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

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

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

Withdrawal from the University

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

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

Withdrawal Types

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

Different policies and procedures apply for each type of withdrawal:

Student-Initiated Withdrawals. Students wishing to withdraw from the university must do so in collaboration with their advisor. This process requires the completion of a Withdrawal from University form and submitting this form to the Office of Academic Affairs. This form, along with instructions for how to complete this process are available on the Registrar's page of the OCU website under Student Forms at https://www.oak.edu/academics/registrar-services. Failure to obtain prior approval may result in credits not transferring. 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 to discuss whether they are eligible for a leave of absence and how to request it. In addition, students should consult with the Financial Aid and Business Offices to discuss financial implications for students placed on leave and for those failing to return after the 180-day leave period.

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

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

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

- Drop or withdraw from current course(s) that the student has started and future course(s) he/she is registered for; and/or
- Request a grade of incomplete (I) for course(s) the student has started.

Military Leave of Absence

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

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

Special Circumstances Leave of Absence

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

Credit Hours

Definitions of a Credit Hour

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

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 and/or follow face-to-face sessions. For every credit hour to be earned, the seat-time and out-of-class work combined must be equivalent to at least forty-five (45) notional hours of contact and coursework. When such guidelines are followed, student learning outcomes and product will be commensurate to a course fully delivered through face-to-face sessions.

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

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

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

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

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

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

Accelerated or Compressed Session Activity. 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.

Transfer Credit Policy

Oakland City University allows for transfer credits from institutions accredited by agencies approved by the Council for Higher Education Accreditation (CHEA). Specifics of transfer credit policies for graduate programs can be found in this catalog within the sections associated with each program.

The following additional considerations will be given to transfer credit:

- Transfer from non-accredited colleges and universities is evaluated on the basis of articulation agreements with OCU. If an articulation agreement does not exist, credits will not transfer.
- Course grades and grade point averages are not transferred, only credits are transferred.
- Institutional exams, classes with the grade of pass, and life experience or portfolio credit will not qualify for transfer from another institution.
- The Registrar is responsible for equating quarter hours to semester hours used at the university.
- For international transcripts to be reviewed for transferability of credits, the transcripts must be officially translated into English and converted to a 4.0 grading system by an accredited organization such as World Education Services (WES). A fee may be associated with the translation.
- Courses for the degree older than ten (10) years are typically not accepted, and in some programs the time limitations may be shorter.

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

Credit by Examination and Experiential Learning

Some students can earn credit by examination or experiential learning if they are enrolled at the university and pursuing a program of study with OCU, though some programs do not accept prior experiential learning for credit. The total number of credits a student can earn based on examinations, work or service learning may vary. However, students must meet the residency requirement set by the program excluding credit earned through examinations or experiential learning.

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

Credit by Examination

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

- Students can earn up to fifteen (15) credit hours by departmental examinations. Specific schools may permit fewer hours awarded by examination within particular degree programs.

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

Students interested in earning credit for departmental examinations must complete an Application for Departmental/Proficiency Exam, request approval by the Dean of the school, and pay a nonrefundable $100 per credit hour fee prior to the administration of the exam. This form, along with instructions for how to complete this process are available on the Registrar's page of the OCU website under Student Forms at https://www.oak.edu/academics/registrar-services.. Failure to obtain prior approval may result in credits not transferring.

Experiential Learning

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

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

To apply for credit based on previous learning experience, students must complete and submit the Experiential Learning form and the Prior Learning Assessment Portfolio to their advisor. In order to be awarded credit for learning experience, approval must be granted by the advisor, the Dean of the school of that course, a content expert in the discipline, and the Provost. A nonrefundable $100 per credit hour fee will be charged if approved. This form, along with instructions for how to complete this process are available on the Registrar's page of the OCU website under Student Forms at https://www.oak.edu/academics/registrar-services. Failure to obtain prior approval may result in credits not transferring.

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

Grades

Grading System

The computation of grade point averages and which grades are accepted for credit can be found under each school's section of this catalog. A student's cumulative grade point average is determined by dividing the total number of grade points by the total number of course hours taken at Oakland City University. Grades of I, P, W, and WP are not included in this computation.

Incomplete Grades (I)

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

An incomplete grade may only be given to a student whose work is currently passing. A grade of "I" does not count in the computation of grade point average. Faculty complete the Request for Incomplete

Grade form housed under Student Forms at https://www.oak.edu/academics/registrar-services and secure the student's signature. The faculty member selects "I" when posting the student's grade within the faculty portal. The faculty member also submits the completed/signed Request for Incomplete form to the academicaffairs@oak.edu within one week of submitting grades.

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

For example:

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

If a student fails to submit all required coursework by the deadline/due date agreed upon in the Request for Incomplete Form, the grade of "I" will be converted, by the faculty member, to a letter grade. The faculty must act to remove the incomplete grade within the timeframe established and noted on the form, by submitting a copy of the signed form with the updated letter grade and date of completion to the academicaffairs@oak.edu email address. In the event that the instructor from whom a student receives an incomplete is not available, the disposition of the case resides with the appropriate dean.

Important Considerations when Faculty Assign a Grade of Incomplete

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

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

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

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

Grade Reports

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

Repeating Courses

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

Academic Standards

Graduation requires a minimum cumulative grade point average (GPA). Each graduate program has its own GPA requirements and grading scales. See the sections of this catalog associated with specific graduate programs for more information.

Academic Progress

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

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

Academic Honor Code

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

Academic Honor Code Guidelines

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

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

- Any ideas drawn from other sources must be properly credited. This includes not only direct quotes, but also ideas drawn from course syllabi, videotaped lectures, and other university-related publications.

- Any content that is reused by the author which has already been submitted previously in the same course or another course without citing the original source is self-plagiarism.

- If a student knowingly allows another student to copy his or her work, that student will be subject to the same remedial consequences as the student who copied.

- Students who take responsibility for attendance or any other records contributing to the final course grade are required to be faithful and accurate in their reporting.

- Students who become aware of a failure to uphold the standards of the Academic Honor Code are required to notify the faculty member teaching the course.

Consequences of Plagiarism

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

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

Consequences of Academic Honor Code Violations Other Than Plagiarism

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

Grade Appeals and Other Academic Grievances/Due Process

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

Academic Dismissal

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

Academic Exception Petition

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

Education Records

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

1. The right to inspect and review the student's education records within 45 days of the day Oakland City University receives a request for access. A student should submit to the Registrar or Provost a written request that identifies the record(s) the student wishes to inspect. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

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

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

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

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

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

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

Disclosures without Consent

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

- To other school officials, including teachers, within Oakland City University whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))

- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))

- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))

- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))

- To accrediting organizations to carry out their accrediting functions. ((§99.31(a)(7))

- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))

- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))

- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))

- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))

- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))

- To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))

- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

Directory Information Disclosure

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

- A playbill, showing a student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members. Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. If a student does not wish Oakland City University to disclose directory information from his/her education records without prior written consent, he/she must notify the Office of Academic Affairs in writing. Oakland City University has designated the following information as directory information:
- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards
- The most recent educational agency or institution attended
- Student Identification Number

Updating Student Record Information

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

To notify the university of such changes (e.g., address, phone number, email address, legal name), students can complete the Change of Personal Information form and submit it to the Office of Academic Affairs. This form is 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 Registrar. Students can request unofficial transcripts (no signature, no seal) and/or official transcripts (including signature and seal) the following ways:

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

- By mail, downloading, completing and mailing the Transcript Request form to the Office of Academic Affairs.

- Online at www.oak.edu/academics by requesting an electronic transcript through the National Student Clearinghouse.

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

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

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

For more information about transcript costs and how to request them, please visit www.oak.edu/academics.

Student Right to Education Record Information

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

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

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

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

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

Inactivity of Student Records

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

- Permanent record of academic achievement, including supporting documents;

- Career Planning and Placement files that remain active upon request; and

- Such financial records as are necessary, as long as there exists a financial obligation to the university.

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

Institutional Review Board (IRB)

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

Graduation

Time Limitation for Degree Completion

The time limits for the completion of a graduate degree program vary from program to program. See the section of this catalog associated with the specific degree programs for more information. Students who do not complete their degrees in the established timeline are subject to the terms and conditions of the latest issue of the catalog and will be expected to meet the academic requirements set forth in it. The online edition of the catalog posted on the university website is the most current catalog. In addition, failing to complete a degree program in the designated time may require the student to retake courses already completed.

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

Degree Application and Graduation Fee

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

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

Commencement Ceremony and Graduation Dates

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

The university has established graduation dates in the following months: May, July, August, and December.

Diplomas

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

Learning Resources

Barger-Richardson Learning Resource Center

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

- Providing informational services and resources to meet the requirements of the educational programs of Oakland City University.

- Providing a setting conducive for academic excellence, technical preparation, and life-long learning.

- Aiding in the promotion of Christian ethical and moral values in the conducting of academic research.

- Striving to become a leader in preparing students and the learning community for success in their endeavors to live and work in the 21st century productively; spiritually, intellectually, and morally.

The Barger-Richardson library currently has physical holdings of over 94,765 items, a collection of approximately 252,472 eBooks, and 124,707 eJournals. In addition, through the affiliation with organizations/programs such as Academic Libraries of Indiana (ALI), Academic Christian Librarians (ACL), Christian Librarian Consortium (CLC), Midwest Collaborative for Library Services (MCLS), and Interlibrary Loan services, OCU's students have access to research materials throughout Indiana. OCU's library also participates in and operates through WMS, (World Management System) which offers access to items from libraries around the world, including online articles.

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

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

Library Hours. Library hours are subject to change during holidays and semester breaks. The hours and days open can found at: https://www.oak.edu/academics/library/.

Canvas Online Learning Center

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

OCU's E-Learning Center uses Canvas Learning Management System (LMS). Tutorials on how to use Canvas are made available for students at https://www.oak.edu/canvas/.

Chapman Seminary

About the School

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

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

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

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

- Master of Arts in Pastoral Leadership (36 hours, online)
- Master of Divinity (90 hours, on campus) The Master of Divinity can be taken with or without a specialization in Pastoral Care.

Faculty of Chapman Seminary

Ronald L. Mercer, Jr., Ph.D., Dean, Chapman Director of Undergraduate Studies, Professor of Philosophy
Thomas R. Walls, Ph.D., Professor of Missions

Mission of Chapman Seminary

Conscious of the call of God, honoring our ties to General Baptists, and mindful of the Church universal, Chapman Seminary seeks to develop, through the professional education of men and women, the spiritual, moral, and intellectual maturity necessary for effective leadership in the church.
Chapman Seminary has also chosen to embrace the following statements drawn from the Association of Theological Schools General Standards (adapted from *Standard 3* [2010]):

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

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

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

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

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

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

Learning Outcomes of Chapman Seminary

The Chapman Seminary is a learning community dedicated to OCU's mission. The institutional learning outcomes of the Head, Heart, and Hands are mirrored in the seminary's three learning outcomes: thinking theologically, living faithfully, and serving effectively. These outcomes are met by holistically addressing cognitive, affective, and behavioral objectives. Chapman calls the interweaving of these outcomes and objectives the Tapestry of Theological Education. The stated goals of every individual class offered in Chapman fall somewhere on the Tapestry. There is a Tapestry for each of the accredited Masters degrees.

Tapestry of Theological Education Master of Arts in Pastoral Leadership

	Thinking Theologically Dimension	Living Faithfully Dimension	Serving Effectively Dimension
	Evaluate Scripture and Christian theology in light of Pastoral Ministry	Mature in spiritual practices for Christ-like Pastoral Leadership	Develop practical skills in Pastoral Leadership
Cognitive Domain (Know) EXAMPLES **Remembering** - recall or recognize information long-term **Evaluating** - make judgments based on criteria **Creating** - generate new ideas and concepts	Course outcomes go in these boxes showing the overlap of dimensions and domains		
Affective Domain (Feel) EXAMPLES **Receiving** - be open in attitude to alternate points of view **Valuing** - appreciate and support perspectives and practices **Characterizing** - reflect behavior consistently in personal and interpersonal context			
Behavioral Domain (Do) EXAMPLES **Imitating** - replicate a behavior observed in others **Performing** - model behavior for others **Adapting** - modify a behavior according to contextual needs			

Tapestry of Theological Education Master of Divinity

	Thinking Theologically Dimension		Living Faithfully Dimension		Serving Effectively Dimension	
	Integrate Scripture and Christian tradition	Evaluate cultural context in ministry practice	Foster spiritual growth of self & others	Reflect moral integrity in life and ministry	Adapt skills for ministry performance	Demonstrate skills for leadership
Cognitive Domain (Know)	Course objectives from					

Tapestry of Theological Education Master of Divinity

	Thinking Theologically Dimension		Living Faithfully Dimension		Serving Effectively Dimension	
	Integrate Scripture and Christian tradition	Evaluate cultural context in ministry practice	Foster spiritual growth of self & others	Reflect moral integrity in life and ministry	Adapt skills for ministry performance	Demonstrate skills for leadership
EXAMPLES **Remembering** - recall or recognize information long-term **Evaluating** - make judgments based on criteria **Creating** - generate new ideas and concepts	the syllabus are placed in these blocks as appropriate to the course.					
Affective Domain (Feel) **EXAMPLES** **Receiving** - be open in attitude to alternate points of view **Valuing** - appreciate and support perspectives and practices **Characterizing** - reflect behavior consistently in personal and interpersonal context						
Behavioral Domain (Do) **EXAMPLES** **Imitating** - replicate a behavior observed in others **Performing** - model behavior for others **Adapting** - modify a behavior according to contextual needs						

Grades and Procedures

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

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

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

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

Standards of Conduct

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

Honor System

Upon becoming a student, an individual takes upon himself or herself the obligation not to give or receive aid in examinations and not to give or receive unpermitted aid in class work, in the preparation of papers and reports, or in any other work that is to be used by a professor as the basis of grading.

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

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

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

Master of Arts in Pastoral Leadership (36 Semester Hours) - *Online*

The Master of Arts in Pastoral Leadership (M.A.P.L.) is an **online** program designed for those individuals who seek a graduate level education that advances skills in practical ministerial service. While it is not necessary to be employed in a church, it is a requirement of this degree that each student is actively involved in church ministry. Course work will often focus on actual ministry being done in one's church setting.

It is the goal of Chapman Seminary that, upon completion of the Master of Arts in Pastoral Leadership, the successful graduate will have an advanced knowledge of Holy Scripture and Church traditions as well as an advanced effectiveness in serving the Church through focused course work in servant leadership.

This degree lays a foundation for further graduate academic work or for professional studies for ministry such as provided by a Master of Divinity degree. The course of study is thirty-six (36) hours. Any student who chooses to further study in the Master of Divinity program at Chapman Seminary will receive advanced standing for work completed in the Pastoral Leadership degree.

Rationale of the Curriculum for the Master of Arts in Pastoral Leadership

Chapman Seminary, a graduate school in theology, is a school of Oakland City University. The curriculum is founded upon traditional Christian understandings of the nature and purpose of God as revealed in the Old and New Testaments, and expressly declared in the life, death, and resurrection of Jesus Christ.

The curriculum addresses the purpose of the degree and its expressed learner outcomes. In keeping with the learner outcomes, the curriculum concentrates on the active work of the minister as a servant leader.

Learner Outcomes for the Master of Arts in Pastoral Leadership

It is the goal of the Chapman Seminary that upon completion of the Master of Arts in Pastoral Leadership, the successful graduate will be able to:

1. Evaluate Scripture and Christian theology in light of Pastoral Ministry.
2. Mature in spiritual practices for Christ-like Pastoral Leadership.
3. Develop practical skills in Pastoral Leadership.

Admission Requirements for the Master of Arts in Pastoral Leadership

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

Graduation Requirements for the Master of Arts in Pastoral Leadership Degree

The completion of thirty-six (36) semester hours as outlined below, with a minimum grade point average of B on a 4.0 scale, is necessary to receive the M.A.P.L. degree. Of the thirty-six (36) hours, thirty (30) hours are core (mandatory) courses required of all students and 6 hours of courses dedicated to the completion of a capstone project.

Capstone Project (6 Semester Hours)

The Capstone Project consists of two final courses, MPL 550 Capstone: Ministry Practicum and MPL 555 Capstone: Essay Writing.

The Ministry Practicum (MPL 550) course is a structured learning experience in an actual ministry setting. The purpose of the course is to allow the student to acquire and develop appropriate attitudes and behaviors related to professional ministry. Students will draw upon their ministry experience as a source of data for reflection and action in weekly sessions with the instructor and student peers. Students will also take this time to gather artifacts from previous coursework at Chapman that connects with their specific ministry experience, the ultimate purpose of which is to write a Capstone essay (MPL 555) defining ministry in light of the education Chapman provides.

The ultimate goal of the Chapman Seminary is 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. Chapman uses the Tapestry of Theological Education to communicate this goal and to guide every course toward the completion of its mission. In short, the student's time at Chapman is about edifying the student as a minister.

In view of the school's mission and the guidance of the Tapestry, the final project for each student is the creation of a definition essay. The student should utilize the education received at Chapman, informed by the artifacts gathered in MPL 550, and the direct ministry experience in the practicum to write a 25-page paper that defines ministry for the student, so the paper should not only be academic but personal, detailing how the student's understanding of ministry has grown in light of Chapman's program. The final section of the paper should act as the student's guide to ministry in the future.

Paper structure:
- Introduce the problem of defining ministry
- Discuss how ministry is defined by thinking theologically, living faithfully, and serving effectively
- Include in the discussion how you have grown in each of these three dimensions
- Include a guide to ministry (what will the student's ministry look like going forward)

Advanced Standing

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

Academic Probation

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

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

Academic Suspension

Academic suspension occurs when a student has three (3) consecutive semesters of total grade point average below 1.70 (C-). The student may request reinstatement after one full calendar year by letter to the Chapman faculty and by interview with the Dean of the Chapman Seminary. The student is advised that reinstatement is not automatic.

Schedule of Course Offerings

All courses in this degree will be delivered online through Oakland City University's *Learning Management Software System*, CANVAS. Online courses will be eight (8) weeks in length and are scheduled every eight (8) weeks according to the university's 8-week online schedule. These online courses will be asynchronous, meaning that there are no scheduled meetings with professors and all course work can be done on the student's schedule as long as assignments are completed by announced due dates.

Seminar Core Courses (30 Hours)			
B designates Biblical courses; H designates Historical-Theological courses; and P designates Practical courses			
Dept.	*Number*	*Name*	*Credit Hours*
MPL	501B	New Testament as Witness to Jesus and as Word to the Church	3
MPL	502B	Old Testament as Christian Scripture	3
MPL	511H	Church History for Pastoral Leaders	3
MPL	512H	Christian Theology for Pastoral Leaders	3
MPL	522P	Servant as Worship Leader	3
MPL	530P	Leading in Contemporary Culture	3
MPL	531P	Service Through Spiritual Formation	3

MPL	535P	Service Leadership of Church Administration	3
MPL	540P	Servant Leader as Preacher I	3
MPL	541P	Servant Leader as Preacher II	3

Seminar Capstone Courses (6 Hours)			
Dept.	*Number*	*Name*	*Credit Hours*
MPL	550	Capstone: Ministry Practicum	3
MPL	555	Capstone: Essay Writing	3

Master of Divinity Programs (90 Semester Hours)

** CHAPMAN SEMINARY IS CURRENTLY NOT ACCEPTING MDIV STUDENTS**

The Master of Divinity (MDiv) combines academic and professional education. The degree program consists of a minimum of ninety (90) semester hours of study. The degree is designed for those individuals who seek to prepare themselves for ministry in the name of Jesus Christ, especially in pastoral settings (the traditional MDiv) or in institutional settings such as chaplaincy (the MDiv with the Pastoral Care concentration). Graduates usually serve as clergy or seek further academic degrees (such as the PhD).

Rationale of the Curriculum for the Master of Divinity

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

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

Learning Outcomes for Master of Divinity Degree

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

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

Admission Requirements for the Master of Divinity Degree

Requirements for unconditional admission to the Master of Divinity programs are as follows:
1. A formal application for admission submitted to the Admissions Office together with the application fee.
2. A baccalaureate degree from an accredited four-year college or university.

3. An overall undergraduate grade point average of 2.5 based on a 4.0 scale, or a 2.75 average in the undergraduate major field.
4. Two (2) letters of recommendation from persons qualified to judge aptitude and ability for graduate work; one recommendation may come from the faculty of the Chapman Seminary.
5. Submission of official transcripts of all undergraduate credits and any graduate credits earned.
6. A formal statement of reasons for applying, making clear the motivation for entering the Seminary.

Graduation Requirements for the Master of Divinity Degree

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

Transfer of Graduate Credit for the Master of Divinity Degree

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

Advanced Standing

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

Academic Probation

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

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

Academic Suspension

Academic suspension occurs when a student has three (3) consecutive semesters of total grade point average below 1.70 (C-). The student may request reinstatement after one full calendar year by letter to the Chapman faculty and by interview with the Dean of the Chapman Seminary. The student is advised that reinstatement is not automatic.

Master of Divinity Degree – Traditional (90 Semester Hours)

Schedule of Course Offerings

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

Biblical Studies (21 Semester Hours)

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

Historical-Theological Studies (18 Semester Hours)

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

Ministry Theory and Practice (33 Semester Hours)

Ministry Theory and Practice Courses (33 Hours)			
Dept.	*Number*	*Name*	*Credit Hours*
MDV	501M	Introduction to Theological Study	3
MDV	502M	Formation for Ministry	3
MDV	511M	Evangelism	3
MDV	512M	Church Administration	3
MDV	513M	Christian Missions	3
MDV	514M	Christian Education	3
MDV	515M	Christian Worship	3
MDV	516M	Pastoral Counseling	3
MDV	521M	Homiletics 1	3
MDV	522M	Homiletics 2	3
MDV	601M	Ministry in Context 1– OR –	3
	603M	Clinical Pastoral Education (total of 6 hrs, with 3 hrs counted as elective)	6

Elective Courses (18 Semester Hours)

Student choice of six (6) courses.

Elective Courses (Choose 18 Hours)			
Dept.	Number	Name	Credit Hours
MDV	504B	Old Testament Hebrew 2	3
MDV	515B	New Testament Greek Syntax	3
MDV	516B	New Testament Greek Exegesis	3
MDV	525B	The Book of Jeremiah	3
MDV	535B	Wisdom Literature	3
MDV	541B	The Apocrypha and Jewish Pseudepigrapha	3
MDV	551B	The Parables of Jesus	3
MDV	552B	The Synoptic Gospels	3
MDV	556B	The Gospel of Mark	3
MDV	559B	The Acts of the Apostles	3
MDV	561B	The Letter to the Romans	3
MDV	562B	First Letter to the Corinthians	3
MDV	569B	The Theology of Paul	3
MDV	578B	The Revelation of John	3
MDV	581B	The Apostolic Fathers	3
MDV	595B	Seminar in Biblical Studies	3
MDV	525H	History of Baptists	3
MDV	528H	History of American Revivalism	3
MDV	531H	Studies in Western Philosophy	3
MDV	565H	Bonhoeffer: Life and Thought	3
MDV	595H	Seminar in historical-Theological Studies	3
MDV	531M	Introduction to Church Growth	3
MDV	532M	Church Planting	3
MDV	535M	The Emergence of the Missional Church	3
MDV	536M	Church Growth in a 21st Century Context	3
MDV	537M	World Religions	3
MDV	541M	History of Christian Education	3
MDV	542M	Philosophy of Christian Education	3
MDV	543M	Psychological Foundation of Christian Education	3
MDV	545M	Christian Education of Adults	3
MDV	547M	Ministry of Teaching	3
MDV	595M	Seminar in Ministry Theory and Practice	3
MDV	602M	Ministry in Context 2	3
MDV	603M	Clinical Pastoral Education	6

Master of Divinity Degree – Pastoral Care (90 Semester Hours)

Students who plan to serve as chaplains in hospitals or other institutions may choose to concentrate in the area of pastoral care. A Master of Divinity with a concentration in Pastoral Care is possible if the student is admitted to a residency program at an accredited institution. Deaconess Hospital, for example, is the local institution accredited by the Association for Clinical Pastoral Education. A residency is usually a twelve (12)-month placement in which a student takes four (4) units of Clinical Pastoral Education (CPE).

These placements come with stipends. Openings are restricted, and successful acceptance is not guaranteed simply by having student status at the Chapman Seminary.

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

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

It is customary for the student to have already taken the basic unit of CPE at Deaconess (numbered MDV 603M at OCU for six [6] hours).

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

Schedule of Course Offerings

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

Biblical Studies (21 Semester Hours)

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

Historical – Theological Studies (18 Semester Hours)

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

Ministry Theory and Practice (15 Semester Hours)

Ministry Theory and Practice (9 Hours)			
Dept.	Number	Name	Credit Hours
MDV	501M	Introduction to Theological Study	3
MDV	502M	Formation for Ministry	3
MDV	521M	Homiletics I	3
MDV	603M	Clinical Pastoral Education	6

Clinical Pastoral Education in Residency (24 Semester Hours)

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

Elective Courses

Student choice of twelve (12) credit hours.

Elective Courses (Choose 18 Hours)			
Dept.	Number	Name	Credit Hours
MDV	503B	Old Testament Hebrew 1	3
MDV	516B	New Testament Greek 3	3
MDV	535B	Wisdom Literature	3
MDV	541B	The Apocrypha & Jewish Pseudepigrapha	3
MDV	551B	The Parables of Jesus	3
MDV	552B	Synoptic Gospels	3
MDV	556B	The Gospel of Mark	3
MDV	559B	The Acts of the Apostles	3
MDV	561B	The Letter to the Romans	3
MDV	562B	First Letter to the Corinthians	3
MDV	569B	Theology of Paul	3
MDV	578B	The Revelation of John	3
MDV	581B	The Apostolic Fathers	3
MDV	525H	History of Baptists	3
MDV	528H	History of American Revivalism	3
MDV	565H	Bonhoeffer: Life and Thought	3
MDV	531H	Studies in the History of Western Philosophy	3
MDV	513M	Christian Missions	3
MDV	516M	Pastoral Care and mdv Counseling	3
MDV	522M	Homiletics 2	3
MDV	532M	Church Planting	3
MDV	541M	History of Christian Education	3
MDV	542M	Philosophy of Christian Education	3
MDV	543M	Psychological Foundation of Christian Education	3
MDV	545M	Christian Education of Adults	3
MDV	547M	Ministry of Teaching	3

School of Business

About the School

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

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

The School of Business has received specialized accreditation for its business programs through the International Accreditation Council for Business Education (IACBE), located at 11960 Quivira Road, Suite 300, Overland Park, Kansas.

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

The School of Business offers the Master of Business Administration and the Master of Science in Strategic Management in-seat on the main campus and at Toyota Motor Manufacturing. Both programs are also available online.

Faculty of School of Business

Cathy A. Robb, Ed. D., D.B.A., Provost, Professor of Business
Jervaise McDaniel, Ed.D., Dean, Professor of Business
Stephen Custer, Ed.D., Professor of Business
Rodger Minatra, Ed.D., Associate Professor of Business
James Sigler, Ph.D., Assistant Professor of Business
Brian Simpson, M.B.A, Lecturer in Business
Dave Wilderman, M.B.A., Lecturer in Business
Robert Vaughan, M.B.A., Lecturer in Business
Adam Price, MS in Secondary Education, Lecturer in Business
Justin Scheller, M.B.A., Lecturer in Business

Mission of School of Business

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

Objectives of School of Business

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

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

Graduate 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 school has the following graduate programs offered at Toyota and on Main Campus: Master of Business Administration (MBA), and Master of Science in Strategic Management (MSSM). Both the MBA and MSSM are also offered fully online with each course being eight (7) weeks in length.

The goals of the Graduate Program are:

- To provide flexible, relevant learning experiences and degree programs for the varied professional development needs of working adults and their employers.

- To enhance oral and written communication skills, strengthen problem-solving and critical-thinking skills, develop organizational leadership skills, and promote ethical human standards and values in adult students.

- To serve a leading role for the university in outreach to Indiana communities and citizens in need of further education and career enhancement.

- To support and strengthen leadership through a Christian viewpoint.

Grading System

The School of Business graduate grading system consists of letter grades and grade points. Graduate students must earn a C or better in each course in the program.

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

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

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

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

Program Description and Goals

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

Student Learning Assessment for the MBA & MSSM
Program Intended Student Learning Outcomes (Program ISLOs)
1. Students will be able to evaluate Capsim results and construct a coherent, well researched report applying the major theories, concepts, and trends to organizational decision making.
2. Students will apply Christian concepts of ethical and moral behavior to make positive leadership decisions in support of the University's focus on head, heart, and hands.
3. Students will be able to analyze and apply appropriate technological and quantitative methods to conduct data-driven analysis for recommending solutions to management problems.

4. Students will be able to create narrative and persuasive team presentations through research using technological visual aids to demonstrate workplace readiness.

5. Students will be able to model well-developed leadership skills for the effective implementation of problem solving and strategic planning.

6. Students will be able to demonstrate the capacity to manage organizational problems and issues from diverse perspectives.

Master's Degree Programs

Curriculum Overview

Master's programs cover aspects of modern business administration and management practice. The MBA program consists of thirty-three (33) credit hours. This degree includes thirty-three (33) credit hours with five (5) concentrations consisting of nine (9) credit hours in each concentration. The unifying aspect of the programs is a comprehensive business simulation capstone project to tie together and affirm the interrelated nature of the various learning experiences. This hands-on simulation activity ensures that students gain the ability to identify, analyze, and research the multiple facets of business management.

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

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

Requirements and Procedures:

- Apply during the Fall semester of the Junior year; 3.0 GPA required.
- Upon admission to the 4+1 program, student's should schedule an appointment with the Director of Graduate Studies to enroll in MGT 438 (Leadership) and MGT 465 (Research Methods) which will count towards both the bachelors' and master's degrees. If pursuing the HR concentration, students may also take HRM 450 (SHRM Capstone Review).
- Graduate with a bachelor's degree.
- As a graduate business student, complete another twenty-four (24) to twenty-seven (27) credit hours to earn the MBA or MSSM degree (33 credits total). This will include three semesters as a full-time graduate student at nine (9) credit hours each semester.

Functional Development Areas

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

Contemporary and emerging modes of thought are explored. Students are expected to develop competency in acquiring, assessing, and articulating ideas, judgments, and points of view. Leadership, critical thinking, decision making, and teamwork skills relating to present and future organizational analysis and development are emphasized.

Integration Area

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

Evaluation of Student Progress

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

Graduate Course Formats

In-seat graduate classes are structured on an accelerated, hybrid format. Courses are 7-weeks in length meeting one night per week in-seat or via asynchronously online. Due to this accelerated format, only one class absence per course can be excused. Further absences must be pre-approved by the Dean of the School of Business or the Graduate Studies Director in the School of Business or the student will be dropped from the course.

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

Business Graduate Transfer Credit

Graduate credit from another accredited university may be accepted by approval of the School of Business Graduate Review Committee. The Business Review Committee will only consider approving graduate transfer credit for courses on an official transcript reflecting a grade of a B- or better. Graduate courses older than seven (7) years old will not be accepted without Dean approval. All graduate transfer credit will be subject to review by the Graduate Committee. Graduate transfer credit is limited to three (3) credit hours or the discretion of the Dean of the School of Business.

Admission Requirements

The School of Business Graduate Committee reviews all MBA and MSSM applications for acceptance into the program. The application, official transcripts and the professional resume are the minimum required documents for program acceptance.

Master of Business Administration (MBA) or Master of Science in Strategic Management (MSSM)

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

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

2. Submit official transcripts as evidence of completing a bachelor's degree (minimum cumulative GPA of 3.0) from an accredited institution.

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

Non-business undergraduate majors upon review of the School of Business Graduate Committee may be required to complete Peregrine Leveling courses to ensure a business background is reflected prior to beginning the coursework.

Students applying for the 4+1 program must complete the OCU graduate application form specifically for that program. Transcripts for these students are accessible internally and there is no resume required.

Admission with Conditions

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

Admission with conditions status will be removed after successfully completing their first six (6) graduate hours with a minimum overall GPA of 3.0 or above.

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

Graduation Requirements

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

All students must apply for graduation when registering for courses in their last payment period. Apply for graduation online at https://www.oak.edu/forms/graduation-application/.

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

Schedule of Course Offerings

Master in Business Administration

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

Master in Business Administration (33 Hours)			
Dept.	*Number*	*Name*	*Credit Hours*
MBA	505	Business Research Methods	3
MBA	510	Financial & Managerial Accounting	3
MBA	520	Financial Management	3
MBA	525	Management Information Systems	3
MBA	545	Marketing Management	3
MBA	548 OR 549	Human Resource Management OR SHRM Capstone Review	3
MBA	550	Managerial Economics	3
MBA	555	International Business Management	3
MBA	570	Strategic Management & Operational Planning	3
MBA	575	Leadership & Organizational Behavior	3
MBA	595	Capstone Seminar	3

Master of Science in Strategic Management

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

Master of Science in Strategic Management (24 Hours)			
Dept.	*Number*	*Name*	*Credit Hours*
MSM	505	Business Research Methods	3
MSM	510	Financial & Managerial Accounting	3
MSM	545	Marketing Management	3
MSM	555	International Business Management	3
MSM	570	Strategic Management & Operational Planning	3
MSM	575	Leadership & Organizational Behavior	3
MSM	585	Strategic Change Management	3
MSM	595	Capstone Seminar	3

Concentration: Leadership

Leadership Courses (9 Hours) Select 3 courses for 9 credit hours.			
Dept.	*Number*	*Name*	*Credit Hours*
MSM	530	Leading Change Through Team Building	3
MSM	562	Servant Leadership	3
MSM	535	Conflict Management Resolution	3
MSM	549	SHRM Capstone Review	3

Concentration: Quality Systems

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

Concentration: Logistics & Product Distribution

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

Concentration: Criminal Justice

Criminal Justice Courses (9 Hours)			
Dept.	*Number*	*Name*	*Credit Hours*
CJ	550	CJ Budget Management	3
CJ	560	CJ Administration & Management	3
CJ	570	CJ Public Policy Analysis	3

Concentration: Human Resource Management

Human Resource Management Courses (9 Hours)			
Dept.	*Number*	*Name*	*Credit Hours*
MSM	546	Talent Acquisition & Management	3
MSM	548	Human Resource Management	3
MSM	549	SHRM Capstone Review	3

A graduate student enrolling in both the MBA and MSSM degrees will need to complete a minimum of four (4) additional classes or twelve (12) credit hours.

Graduate Business Certificates

Certificate in Leadership

This certificate provides the student with the skills to lead effectively by building effective teams and creating productive work cultures. The student will explore strategies in effectively resolving disputes through ethical, positive solutions. Emphasis is placed on servant leadership with the philosophy that the needs of the employees are the focus and thus creating an environment where the leader is serving the people.

Certificate in Leadership (9 hours)			
Dept.	*Number*	*Name*	*Credit Hours*
MSM	530	Leading Change Through Team Building	3
MSM	562	Servant Leadership	3
MSM	535	Conflict Management Resolution	3

Certificate in Business Management

This certificate provides the student with the skills in examining internal and external environments to develop strategic plans for accomplishing business goals and a review of leadership styles for successful implementation. Attention is also given to the importance of human resources for business management.

Certificate in Business Management (9 hours)			
Dept.	*Number*	*Name*	*Credit Hours*
MBA	575	Leadership and Organizational Behavior	3
MBA	570	Strategic Management & Operational Planning	3
MBA	548	Human Resource Management	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 Team

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

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

Degrees Offered

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

- Transition To Teaching (Certificate Earning)
  - Elementary Education (K-6)
  - Secondary Education (7-12)
  - Special Education (P-12)
- Building Level Administration (Certificate Earning)
- Special Education (P-12) (Non-Degree, Licensure Add-On)
- Masters
  - Master of Arts in Teaching (MAT)
    - Elementary Education
    - Secondary Education
    - Special Education
  - Master of Science in Education (Ms. Ed.)
    - Building Level Administration
    - Curriculum and Instruction
    - School Counseling
- Doctorate Programs
  - Education Specialist
    - Superintendency
    - Curriculum and Instruction

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

Accreditation

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

Mission and Conceptual Framework of the School of Education

The mission of the OCU School of Education is contained 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 that enable servant leaders to positively impact the next generation of learners.*

School of Education – Initial Program Learning Outcomes

Teacher candidates will demonstrate a deep knowledge of content that assists learners in accessing information, apply knowledge to real-world settings, and addressing meaningful issues to assure learner mastery of content.

Teacher candidates will demonstrate an understanding and integration of assessment, planning, and instructional strategies in coordinated ways to engage diverse learners.

Teacher candidates will demonstrate high expectations for each learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential.

Teacher candidates will demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

Quality Assessment System (QAS)

School of Education faculty represent the dean's advisory council as an extension, providing collaborative input through periodic School of Education Huddle's. Huddle's are chaired by the Dean of the School of Education or his/her designee. Opportunities for Improvement are reviewed as deemed appropriate during the SOE Huddle sessions, with faculty members taking part in offering input and guidance for the best go-forward approach. The Dean of the School of Education is responsible for the advancement of the initial and advanced educational programming and is appointed by the Provost. The School of Education Dean, is the officially designated person for the design, approval, evaluation, and continuous development of education programs at Oakland City University. The Director of Educational Studies supports the Dean through ensuring rigorous and relevant curriculum and instructional programming that serve the best interests of the individual student.

The QAS aligns SPA assessments, dispositions assessments (audits), and program in accordance with the School of Education Accreditation through AAQEP Standards, the Indiana Department of Education and the National Education Leadership Preparation (NELP) standards.

License Requirements

1. Under the current licensing rules, REPA/REPA3, a pedagogy/developmental exam is required for all individuals that are applying for their first initial practitioner instructional license in addition to any required content exams. The pedagogy exams cover the strategies of teaching such as Methodology, Classroom Management, Student Development and Diversity, Learning Processes, Learning Environment, Instructional Planning, Assessments, and the Professional Environment as a teacher at the respective developmental levels. These are topics that are covered in a teacher preparation program. Candidates must pass Praxis Content tests AND the developmental (pedagogy) area assessment that matches the grade level for which they plan to teach. The student may pursue the successful completion of their respective and required exam and any time during the program.

   Educator Testing (Indiana)
   https://www.in.gov/doe/files/License-Areas,-Corresponding-Praxis-Tests,-and-Test-Fees-8.29.2024.pdf

2. **Required CPR and AED Certification**
   https://www.in.gov/doe/educators/educator-licensing/cpr-and-aed-certification/

3. **Required Completion of Suicide Prevention Training**. The state of Indiana recommends the free resource – The Jason Foundation. https://www.in.gov/doe/educators/educator-licensing/suicide-prevention-training/

Certificate Earning Programs

Transition to Teaching (T2T):

The Transition to Teaching (T2T) program assists individuals who have earned a bachelor's degree and are seeking licensure. Oakland City University offers the following T2T options:
- Elementary Education (K-6)
- Secondary Education (7-12)
- Special Education (PreK-12)

Admission Requirements
Indiana Requirements
1. **Students are required to fulfill the following requirements prior to admission:**
   Elementary Education Requirements (K-6):
   - Baccalaureate degree from an accredited postsecondary educational institution with a grade point average of at least 3.0 on a 4.0-point scale; **or**
   - Both a baccalaureate degree from an accredited postsecondary educational institution with a grade point average of at least 2.50 on a 4.0-point scale, and five (5) years of professional experience; **or**
   - Both a baccalaureate degree from an accredited postsecondary educational institution, and proof of passing state-approved content area examination(s) in the subject area.

   Secondary Education Requirements (5-12)
   - Baccalaureate degree from an accredited postsecondary educational institution with a grade point average of at least 3.0 on a 4.0-point scale and the degree corresponds to the subject content area in which the applicant seeks to be licensed; **or**

- Graduate degree from an accredited postsecondary educational institution in the subject area or related field in which the person wants to teach; **or**
- Both a baccalaureate degree from an accredited postsecondary educational institution with a grade point average of at least 2.50 on a 4.0-point scale and the degree corresponds to the subject content area in which the applicant seeks to be licensed, and five (5) years of professional experience; **or**
- Both a baccalaureate degree from an accredited postsecondary educational institution, and proof of passing state approved content area examination(s) in the subject area.

Special Education Requirements (K-12)
- Baccalaureate degree from an accredited postsecondary educational institution with a grade point average of at least 3.0 on a 4.0-point scale; **or**
- Both a baccalaureate degree from an accredited postsecondary educational institution with a grade point average of at least 2.50 on a 4.0-point scale, and five (5) years of professional experience; **or**
- Both a baccalaureate degree from an accredited postsecondary educational institution, and proof of passing state approved content area examination(s) in the subject area.

Oakland City University Admission Requirements for T2T:

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

Transition to Teaching Elementary Education

Transition to Teaching Elementary Education Courses (24 Hours)			
Dept.	Number	Name	Credit Hours
EDUC	506*	Integrated Elementary Curriculum I	3
EDUC	507*	Integrated Elementary Curriculum II	3
EDUC	510	Inclusive Classroom	3
EDUC	517	Science of Reading Foundations and Fundamentals	3
EDUC	557e	Elementary Classroom Management	3
EDUC	577	Science of Reading Evidence and Application	3
EDUC	596e*	Internship	3
EDUC	610*	Culturally Responsive Instruction for the 21st Century	3

*Key Assessment Course

Transition to Teaching Secondary Education

Transition to Teaching Secondary Education Courses (18 Hours)			
Dept.	Number	Name	Credit Hours
EDUC	500	Introduction to the Profession	3
EDUC	510*	Inclusive Classroom	3
EDUC	517	Science of Reading Foundations and Fundamentals	3
EDUC	557s	Secondary Classroom Management	3
EDUC	565	MS/HS Teaching Strategies & Assessment	3

| EDUC | 596s* | Internship | 3 |

*Key Assessment Course

Transition to Teaching: Special Education P-12

Transition to Teaching Special Education Courses (24 Hours)			
Dept.	*Number*	*Name*	*Credit Hours*
SPED	506	Special Education Law	3
SPED	565	Collaboration & Consultation	3
SPED	575	Methods & Materials for Exceptional Learners	3
SPED	601	Diagnostic Assessment of Exceptional Learners	3
EDUC	517	Science of Reading Foundations and Fundamentals	3
EDUC	557 e or s	Classroom Management (Elementary or Secondary)	3
EDUC	572	The Teaching and Remediation of Reading	3
EDUC	577	Science of Reading Evidence and Application	3
EDUC	596 e or s*	Internship (Elementary or Secondary)	3

*Key Assessment Course

Building Level Administration (BLA) Certificate

Building Level Administrator Certificate is designed for applicants who have completed a traditional master's degree in a teaching field, and who are seeking advanced study and administrative licensure. It is designed to be an induction model for new principals and a continuing professional education model for experienced educators who seek additional skills, dispositions, and knowledge outside their content area. Candidates are expected to have a background in research in their Master's program. Transcripts will be evaluated to determine admission. If a deficiency is identified, the student will have to take additional coursework beyond the coursework listed below.

Building Level Administration

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

*Key Assessment Courses

Non-Degree, Licensure Program

Special Education P-12 (Add-On to Existing Licensure)
This licensure program's goal is to provide a forum for applicants who already have a teaching license and are seeking to add special education to their existing teaching license.

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

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

Master's Degree Programs

The School of Education graduate programs are designed and delivered in a format consistent with the meeting of the following:
- Interstate Teacher Assessment and Support Consortium (InTASC) principles adopted by the Indiana Department of Education (IDOE)
- The Association for Advancing Quality in Educator Preparation (AAQEP).
- National Educational Leadership Preparation (NELP) Standards.
- The state of Indiana Educator and Educational Leadership Certification and Programming Requirements.

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

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

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

- Master of Arts in Teaching (MAT)
  - Elementary Education
  - Secondary Education
  - Special Education

- Master of Science in Education (M.S. Ed.)
  - Building Level Administration
  - Curriculum and Instruction

      o   School Counseling

Master's Programs Learning Outcomes

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

Program faculty members are committed to achieving educational objectives that go beyond these standards and fulfill the missions of Oakland City University and the School of Education.

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

Program Learning Outcomes MAT/T2T

Elementary Education
Elementary teacher candidates will demonstrate a deep knowledge of elementary generalist content that assists learners in accessing information, to apply knowledge to real-world settings, and addressing meaningful issues to ensure learner mastery of content. (

Elementary teacher candidates will demonstrate an understanding and integration of assessment, planning, and instructional strategies in coordinated ways to engage diverse elementary-age learners.

Elementary teacher candidates will demonstrate high expectations for each elementary learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential.

Elementary teacher candidates will demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

Secondary Education
Secondary education teacher candidates will demonstrate a deep knowledge of disciplinary content that assists learners in accessing information, applying knowledge to real-world settings, and addressing meaningful issues to ensure learner mastery of content.

Secondary education teacher candidates will demonstrate an understanding and integration of disciplinary-specific assessment, planning, and instructional strategies in coordinated ways to engage diverse middle and high school learners.

Secondary education teacher candidates will demonstrate high expectations for each middle and high school learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential.

Secondary education teacher candidates will demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

Special Education
Special education teacher candidates will demonstrate a deep knowledge of content that assists learners with specific disabilities to access information, apply knowledge to real-world settings, and address meaningful issues to assure learner mastery of content.

Special education teacher candidates will demonstrate an understanding and integration of assessment, planning, and instructional strategies in coordinated ways to engage diverse learners with disabilities.

Special education teacher candidates will demonstrate high expectations for each learner with disabilities and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help learners meet high standards and reach their full potential.

Special education teacher candidates will demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

Program Learning Outcomes MSED (BLA)

Master of Science in Education: Building Level Administration
Building-level educational leaders will demonstrate an awareness of legal and ethical school-level organizational management practices through the acquisition of concepts, information, definitions, and procedures.

Building-level educational leaders will demonstrate an understanding of school-level organizational processes through the interpretation, integration, and utilization of knowledge and skills.

Building-level educational leaders will demonstrate the application of knowledge and skills to new or specific school-level opportunities, challenges or problems for positive collective impact.

Program Learning Outcomes MSED (C&I and SC)

Educational leaders will demonstrate an awareness of legal and ethical organizational management practices through the acquisition of concepts, information, definitions, and procedures.

Educational leaders will demonstrate an understanding of organizational processes through the interpretation, integration, and utilization of knowledge and skills.

Educational leaders will demonstrate the application of knowledge and skills to new or specific opportunities, challenges, or problems for positive collective impact.

Master's Program Delivery

The curriculum for all master's level programs is designed to be completed within three (3) to four (4) terms depending on the program of study. Instruction is provided via online means during the fall, winter, spring, and summer terms.

Typically, students will be enrolled from six (6) to twelve (12) credits per term.

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

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

With successful completion of coursework and the successful completion of stated required certification exams, the licensing process can begin. The state of Indiana requires CPR/AED and Suicide prevention training as a component of the educator licensing approval process.

Admission Requirements for MAT
1. Bachelor's degree from an accredited institution
2. Minimum undergraduate GPA of 2.75 out of 4.00
3. OCU Graduate Application
   a. Writing sample reflecting personal goals with the objectives of the MAT program as reflected in the OCU Mission Statement
   b.
4. Concentration Declaration
5. Current resume
6. Official transcript(s) from all undergraduate and graduate institutions of study
7. Background check (OCU will provide this)
8. Two (2) character references from persons able to attest to the candidate's suitability as a prospective graduate student

Master of Arts in Teaching: Elementary Education

Master of Arts in Teaching: Elementary Education Courses (33 Hours)			
Dept.	*Number*	*Name*	*Credit Hours*
EDUC	506	Integrated Elementary Curriculum I	3
EDUC	507*	Integrated Elementary Curriculum II	3
EDUC	510	Inclusive Classroom	3
EDUC	517	Science of Reading Foundation and Fundamentals	3
EDUC	557e	Elementary Classroom Management	3
EDUC	577	Science of Reading Evidence and Application	3
EDUC	596e*	Internship	3
EDUC	610*	Culturally Responsive Instruction for the 21st Century	3
EDUC	611	Schools, Families, and Communities	3
EDUC	630*	Master's Thesis I	3
EDUC	631*	Master's Thesis II	3
EDUC	632	Thesis Continuation (if necessary)	1

*Key Assessment Courses

Master of Arts in Teaching: Secondary Education

Master of Arts in Teaching: Secondary Education Courses (33 Hours)			
Dept.	*Number*	*Name*	*Credit Hours*
EDUC	500	Introduction to the Profession	3
EDUC	505	Integrated Instructional Technology	3
EDUC	510	Inclusive Classroom	3

EDUC	517	Science of Reading Foundation and Fundamentals	3
EDUC	557s	Secondary Classroom Management	3
EDUC	565	MS/HS Teaching Strategies & Assessment	3
EDUC	570	Trends and Issues in Reading	3
EDUC	596s*	Internship	3
EDUC	610*	Culturally Responsive Instruction for the 21st Century	3
EDUC	630*	Master's Thesis I	3
EDUC	631*	Master's Thesis II	3
EDUC	632	Thesis Continuation (if necessary)	1

*Key Assessment Courses

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

Master of Arts in Teaching: Special Education Courses (36 Hours)			
Dept.	*Number*	*Name*	*Credit Hours*
SPED	501	Foundations of Special Education	3
SPED	506	Special Education Law	3
SPED	565	Collaboration & Consultation	3
SPED	575	Methods & Materials for Exceptional Learners	3
SPED	601	Diagnostic Assessment of Exceptional Learners	3
SPED	645	Best Practices Working with Exceptional Learners	3
EDUC	557 e or s	Classroom Management (Elementary or Secondary)	3
EDUC	577	Science of Reading Evidence and Application	3
EDUC	610*	Culturally Responsive Instruction for the 21st Century	
EDUC	596 e or s*	Internship (Elementary or Secondary)	3
EDUC	630*	Master's Thesis I	3
EDUC	631*	Master's Thesis II	3
EDUC	632	Thesis Continuation (if necessary)	1

*Key Assessment Courses

Master of Science in Education

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

Master of Science in Education—Building Level Administration

Master of Science in Education—Building Level Administration Courses (36 Hours)			
Dept.	*Number*	*Name*	*Credit Hours*
EDUC	553*	Principalship	3
EDUC	576	School Finance	3
EDUC	630*	Master's Thesis I	3
EDUC	631*	Master's Thesis II	3
EDUC	632	Thesis Continuation (if necessary)	1
EDUC	678*	Curriculum & Assessment Leadership	3
EDUC	685	Supervision of Instruction & Personnel	3

EDUC	695	Legal Issues in Education	3
EDUC	698*	Internship I	3
EDUC	699*	Internship II	3
CES	650	Supervision of School Counselors	3

Electives (Select 2 Courses)			
CES	680	Counselor Education and Social Justice	3
CES	670	Collaborative School Leadership	3
CES	505	Trauma and Crisis Counseling	3
CES	610	Guidance Counseling	3

*Key Assessment Courses

Master of Science in Education—Curriculum and Instruction

Master of Science in Education—Curriculum and Instruction Courses (33 Hours)			
Dept.	*Number*	*Name*	*Credit Hours*
CI	615	Critical Issues in Curriculum and Instruction	3
CI	635	Technology and Tools for Curriculum and Instruction	3
CI	676	Curriculum Leadership	3
CI	677	Universal Teaching Methods	3
CI	680	Assessment of Curriculum and Instruction	3
CES	650	Supervision of School Counselors	3
EDUC	610	Culturally Responsive Instruction for the 21st Century	3
EDUC	630	Master's Thesis I	3
EDUC	631	Master's Thesis II	3
EDUC	632	Thesis Continuation (if necessary)	1
EDUC	685	Supervision of Instruction and Personnel	3
EDUC	695	Legal Issues in Education	3

Master of Science in Education—School Counseling

The 48-credit curriculum Master of Science in Education – School Counseling include a range of required courses on relevant, critical topics identified in the CACREP Standards for School Counselors. This program applies Indiana's Rules for Educator Preparation and Accountability (REPA 3) standards, IDOE – School Counselor Standards, and ASCA Standards to prepare candidates to pass Indiana's Praxis School Counseling Test. Additionally, this program will prepare candidates to pass the National Counselor Exam (NCE). The clinical experience will include two (2) internship courses totaling 700 hours of supervised internship experience to prepare graduates to gain practical knowledge and to gain an advanced K-12 license in school counseling. For the Master's Thesis, school counseling candidates will research, create, and deliver special programs or curriculum on topics that can make an impact.

Master of Science in Education—School Counseling (48 Hours)			
Dept.	*Number*	*Name*	*Credit Hours*
CES	500*	Theories/Techniques School Counseling I	3
CES	501*	Theories/Techniques School Counseling II	3
CES	505*	Trauma and Crisis Counseling	3
CES	525	Group Counseling	3
CES	555*	Counseling Practicum	3
CES	610	Career Guidance Counseling	3
CES	611	School Counselor Indiana CORE Assessment Prep	0
CES	620	Data Analysis for School Counseling Improvement	3

CES	631*	Counseling Research	3
CES	640	Counseling Children and Adolescents	3
CES	650	Supervision of Counseling Programs & Legal Issues	3
CES	660*	Current Critical Issues in CES	3
CES	670	Collaborative School Leadership	3
CES	675	Applied Neuroscience	3
CES	680	Counselor Education & Social Justice	3
CES	698*	Counseling Internship I	3
CES	699*	Counseling Internship II	3

*Key Assessment Courses

Master's Thesis

The Master of Arts in Teaching and Master of Science in Education programs require sustained work on a thesis and culminating with an oral presentation at the end of the program. The courses for the Master's Thesis include Master's Thesis I (EDUC 630) and Master's Thesis II (EDUC 631).

If the master's thesis is not completed at the end of EDUC 631, students will be required to register for EDUC 632 (Thesis Continuation, 1 credit hour) each term until they complete their thesis. Should a student drop out of the master's degree program, to be reinstated, a student will need to reapply by submitting a new graduate application, and declaration, and register for EDUC 632 every term (Spring and Fall) since they last took EDUC 631.

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

Purposes of The Master's Thesis

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

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

Master's Thesis Design

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

Master's Thesis Requirements

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

- Both research design approaches (qualitative and quantitative) of the Master's Thesis are organized to make a positive, realistic impact upon the classroom or school community within which it is conducted
- A minimum of three (3) weeks of research data collection will be spent on the Master's Thesis during the course of study
- Copies of all educational materials developed to complete the Master's Thesis must be submitted as a part of the research. This is to be included in an appropriate Appendix of the Research. For example, if new curriculum or a training manual was developed, it must be included in the Master's Thesis Appendix

Master's Thesis Approach Overview

Quantitative Approach – Applied Design Intervention
Qualitative Approach – Descriptive Research

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

Institutional Review Board: If the proposed Master's Thesis proposal calls for research using human subjects (including survey research) the advisor and student must submit an IRB application for any research for approval.

Doctorate Programs

Education Specialist
- Superintendency
- Curriculum and Instruction

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

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

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

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

Program Objectives and Learning Outcomes

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

Admission to the Doctor of Education or Education Specialist Program

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

The comprehensive admission portfolio must contain the following items:
1. Completed Graduate Application Form.
2. Documentation and description of a record of a minimum of two (2) years of successful administrative experience in education, or management.
3. A letter of reference from a supervisor or other person familiar with the applicant's academic ability and professional performance (specific examples of leadership ability and problem-solving skills should be cited).
4. An essay that reconciles personal goals with the objectives of the Ed. S./ Ed D. program as reflected in the OCU Mission Statement and School of Education Conceptual Framework or writing sample.
5. A complete resume that includes work experience, educational background, professional experience, professional activities, honors received, professional publications or presentations, community service, and other relevant information relating to the applicant's leadership background.
6. Official transcripts from all undergraduate and graduate institutions of study.

Candidacy
Admission to doctoral candidacy clearly indicates that the student has completed all doctoral requirements as delineated below:
- completion of the residency;
- a cumulative GPA of 3.0 or better for all required degree coursework,
- completion of the Internship and Internship Portfolio; and
- approval of the dissertation topic and proposal for completing the dissertation research.

Program Learning Outcomes Ed. D. (Superintendency, C & I, and OM)

Doctor of Education: District-Level Administrator
District-level educational leaders will demonstrate an awareness of legal and ethical district organizational management practices through the acquisition of concepts, information, definitions, and procedures.

District-level educational leaders will demonstrate an understanding of district-level organizational process through the interpretation, integration, and utilization of knowledge and skills.
District-level educational leaders will demonstrate the application of knowledge and skills to new or specific district-level opportunities, challenges, or problems for positive collective impact.

Doctor of Education: Curriculum and Instruction
Curriculum and instruction-focused educational leaders will demonstrate an awareness of legal and ethical teaching and learning management practices through the acquisition of concepts, information, definitions, and procedures.

Curriculum and instruction-focused educational leaders will demonstrate an understanding of teaching and learning processes through the interpretation, integration, and utilization of knowledge and skills.

Curriculum and instruction-focused educational leaders will demonstrate the application of knowledge and skills to new or specific teaching and learning opportunities, challenges, or problems for positive collective impact.

Doctor of Education: Organizational Management
Organizational management-level leaders will demonstrate an awareness of legal and ethical organizational practices through the acquisition of concepts, information, definitions, and procedures.

Organizational management-level leaders will demonstrate an understanding of effective organizational process through the interpretation, integration, and utilization of knowledge and skills.

Organizational management level leaders will demonstrate the application of knowledge and skills to new or specific organizational opportunities, challenges or problems for positive collective impact.

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

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

The Education Specialist (Ed. S.) is a minimum of thirty(30) credit hours., The program is designed to be completed over a period of three (3) to four (4) terms if all coursework is successfully finished.

Program Learning Outcomes Ed. S. (Superintendency, C & I, and OM)

Education Specialist: Superintendency
Superintendent-level educational leaders will demonstrate an awareness of legal and school district organizational management practices through the acquisition of concepts, information, definitions, and procedures.

Superintendent-level educational leaders will demonstrate an understanding of systems organizational processes through the interpretation, integration, and utilization of knowledge and skills.

Superintendent-level educational leaders will demonstrate the application of knowledge and skills to new or specific systems opportunities, challenges or problems for positive collective impact.

Education Specialist: Curriculum and Instruction

Curriculum and instruction-focused educational leaders will demonstrate an awareness of legal and ethical teaching and learning management practices through the acquisition of concepts, information, definitions, and procedures.

Curriculum and instruction-focused educational leaders will demonstrate an understanding of teaching and learning processes through the interpretation, integration, and utilization of knowledge and skills.

Curriculum and instruction-focused educational leaders will demonstrate the application of knowledge and skills to new or specific teaching and learning opportunities, challenges, or problems for positive collective impact.

Admission to the Education Specialist Program

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

Education Specialist – Superintendency

Education Specialist Superintendency Courses (30 Hours)			
Dept.	Number	Name	Credit Hours
LDR	720	Superintendency	3
LDR	730	Personnel Evaluation & Administration	3
LDR	750	Internship & Seminar I	3
LDR	751	Internship & Seminar II	3
LDR	760	Financial Strategies	3
LDR	770	Facility Planning & Usage	3
LDR	780	Instructional Leadership	3
LDR	790	Leadership Ethics	3
CES	726	Counselor-Based School Leadership	3
Select One Course (3 Hours)			
LDR	715	Critical Issues in Instruction and Assessment	3
LDR	725	Curriculum and Instruction Leadership	3
LDR	755	Culture Dynamics and Organizational Management	3

Education Specialist – Curriculum & Instruction

Education Specialist C & I Courses (30 Hours)			
Dept.	Number	Name	Credit Hours
LDR	700	Curriculum Theory	3
LDR	715	Critical Issues in Curriculum and Assessment	3
LDR	725	Curriculum and Instruction Leadership	3
LDR	730	Personnel Evaluation & Administration	3
LDR	750	Internship & Seminar I	3
LDR	751	Internship & Seminar II	3

LDR	770	Facility Planning & Usage	3
LDR	790	Leadership Ethics	3
LDR	800	Leaders Role in Organizational Dynamics	3
CES	726	Counselor-Based School Leadership	3

Doctor of Education

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

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

The doctoral program is a minimum of fifty-four (54) credit hours. Additional credit may be given for other graduate-level work. Approval of the Graduate Council is required for exceptions to this policy.

Option I: Superintendency

Doctor of Education in Superintendency (54 hours)			
Dept.	*Number*	*Name*	*Credit Hours*
Educational Leadership Courses (12 Hours)			
LDR	720	The Superintendency	3
LDR	780	Instructional Leadership	3
LDR	790	Leadership Ethics	3
LDR	800	Leader's Role in Organizational Dynamics	3
Project Focused Courses (6 Hours)			
LDR	751	Internship and Seminar I	3
LDR	752	Internship and Seminar II	3
Professional Courses (15 Hours)			
LDR	730	Personnel Evaluation and Administration	3
LDR	760	Financial Strategies	3
LDR	790	Leadership Ethics, Law and Legal Issues	3
Select Two Courses			
CES	726	Counselor-Based Leadership	3
LDR	715	Critical Issues in Curriculum and Instruction	3
LDR	725	Curriculum and Instruction Leadership	3
LDR	755	Culture Dynamics and Organizational Management	3
LDR	775	Current Issues in Organizational Management	3
Research and Evaluation Courses (12 Hours)			
LDR	745	Applied/Statistical Analysis	3
LDR	805	Literature Review for Research	3
LDR	812	Research Proposal and Methodology	3
Select One Course (3 Hours)			
LDR	746	Advanced Qualitative Research Methods	3
LDR	747	Advanced Quantitative Research Methods	3

Dissertation Phase (9 Hours)			
LDR	821	Dissertation I	4
LDR	822	Dissertation II	4
LDR	840	Dissertation III	1

Option II: Curriculum and Instruction

Doctor of Education: Curriculum and Instruction (54 Hours)			
Dept.	*Number*	*Name*	*Credit Hours*
Educational Leadership Courses (9 Hours)			
LDR	725	Curriculum and Instruction Leadership	3
LDR	790	Leadership Ethics, Law and Legal Issues	3
LDR	800	Leader's Role in Organizational Dynamics	3
Project Focused Courses (6 Hours)			
LDR	751	Internship & Seminar I	3
LDR	752	Internship & Seminar II	3
Professional Courses (18 Hours)			
LDR	700	Curriculum Theory	3
LDR	715	Critical Issues in Curriculum and Instruction	3
LDR	735	Instructional Technology-Curriculum and Instruction	3
Select Three Courses (9 Hours)			
CES	726	Counselor-Based Leadership	3
LDR	720	Superintendency	3
LDR	730	Personnel Evaluation and Administration	3
LDR	755	Culture Dynamics and Organizational Management	3
LDR	760	Financial Strategies	3
LDR	770	Facility Planning and Usage	3
LDR	775	Current Issues in Organizational Management	3
LDR	780	Instructional Leadership	3
Research and Evaluation Courses (12 Hours)			
LDR	745	Applied/Statistical Analysis	3
LDR	805	Literature Review for Research	3
LDR	812	Research Proposal and Methodology	3
Select One Course (3 Hours)			
LDR	746	Advanced Qualitative Research Methods	3
LDR	747	Advanced Quantitative Research Methods	3
Dissertation Courses (9 Hours)			
LDR	821	Dissertation I	4
LDR	822	Dissertation II	4
LDR	840	Dissertation III	1

Option III: Organizational Management

Doctor of Education: Organizational Management			
Inquiry (if necessary) (0-6 Hours)			
Dept.	*Number*	*Name*	*Credit Hours*
EDUC	640	Methods of Inquiry I (If required; check with your advisor)	3
EDUC	645	Methods of Inquiry II (If required; check with your advisor)	3

Foundational Studies Phase (6 Hours)			
LDR	705	Foundations of Leadership	3
LDR	710	Leadership Theory, Practices, & Principles	3
Inquiry Studies Phase (6 Hours)			
LDR	745	Applied/Statistical Analysis	3
LDR	810	Dissertation Research & Design – Chapter 2	3
Organizational Management Specialization Phase (36 Hours)			
LDR	720	Corporate Financial Theory	3
LDR	726	The CEO	3
LDR	730	Personnel Evaluation & Administration	3
LDR	750	Internship & Seminar I	3
LDR	751*	Internship & Seminar II	3
LDR	752*	Internship & Seminar III	3
LDR	755	Cultural Dynamics & Organizational Management	3
LDR	770	Facility Planning & Usage	3
LDR	775	Current Issues in Organizational Management	3
LDR	790	Leadership Ethics	3
LDR	800	Leader's Role in Organizational Dynamics	3

*Key Assessment Course

Doctorate Programming Guidance

- All Applicable Pre-Requisites Must Be Met
- An OnLine Format Will Be Utilized
- A Minimum of 24 Doctoral Credit Hours, as well as the LDR750 and LDR751 Internships Must Be Successfully Completed Before Enrollment In LDR745.
- Once The Student Enters The Dissertation Phase (Following Completion of LDR812) They Must Maintain Continuous Enrollment (Fall, Spring, Summer Semesters/Terms) Until All Degree Requirements Are Met
- Beginning With The LDR812 Course, Students Must Be Approved To Move To The Next Phase (Dissertation) of the Program By The School of Education (Dissertation Committee and Dean). Students Must Have This Approval Before Move Between LDR812, LDR821, LDR822 and LDR840.
  - A Student Not Approved To Move To The Next Phase Of The Dissertation Process Must Retake The Respective Course During The Succeeding Semester/Term.
- Full Semester Courses are: LDR750, LDR751, LDR821, LDR822, and LDR840 (Defense). All Other Courses Will be Either 7 or 8 – Weeks in Length.
- The Degree Program Must Be Completed Within 5 – Years.
- A Maximum of 50% of a Post-Graduate and Doctoral Degree May Be Transferred and Allowed.
- An Application For Graduation Must Be Submitted During the Last Semester of An Individual's Anticipated Study and Dissertation Completion.
- A Sustained GPA of 3.0 is Necessary.

The Dissertation Phase

The Dissertation Phase focuses on the dissertation completion process.
Dissertation Phase Guidance

- LDR812 must be the final course taken before enrolling in the dissertation phase courses.

- Once the student enters the dissertation phase (following completion of LDR812) they must maintain continuous enrollment (fall, spring, summer semesters/terms) until all degree requirements are met.
  - Reference the course continuation policy contained in the academic catalog for further details.
- Ed D. Students may enroll in LDR812, LDR821, and LDR822 a maximum of two times. Extensions may be granted for extenuating and/or exceptional situations by approval of the School of Education Dean.
- The following courses will use a pass/no-pass grading strategy: LDR812, LDR821, LDR822, and LDR840.

The courses are:

Dissertation Courses (9 Hours)			
Dept.	Number	Name	Credit Hours
LDR	821	Dissertation I	4
LDR	822	Dissertation II	4
LDR	840	Dissertation III	1

Dissertation

The doctoral dissertation represents the culmination of the student's research, field experiences, and academic study in educational leadership. The dissertation is a major achievement that demonstrates not only intellectual attainment but professional development in the field of educational leadership through the completion of original research. While the doctoral candidate will have a committee to work with through this challenging endeavor, the finished product reflects the candidate's own work, intellectual and professional growth, and scholarly efforts.

The dissertation is to reflect the various components of the candidate's doctoral program, demonstrate the knowledge and expertise learned from that program of study, and address a specific educational issue or problem as well as demonstrate the knowledge of research design, interpretation of findings, and presentation of work in a scholarly fashion.

General Items of the Dissertation

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

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

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

The candidate's advisor serves as the chair on behalf of the students dissertation and study work, coordinating an identified methodology expert, which is assigned based on subject matter expertise. Members of the team must be of professional status and possess an earned doctoral degree.

The student must complete LDR 812, Research Proposal and Methodology, before advancing into the Dissertation Phase of the program. During the LDR812 course, the doctoral candidate will work with their assigned chair to create a relevant and focused proposal while drafting initial pages of chapters 1, 2, and 3. The chair will coordinate a review of the candidate's work to determine whether or not the candidate is ready to move into the dissertation phase.,

A minimum of nine (9) hours have been assigned for completion of the dissertation. The student has a maximum of five (5) years from initial acceptance into the program to complete the dissertation.

Many regulations govern research involving human subjects conducted at federally funded research institutions. If the proposed dissertation calls for research using human subjects (including survey research) the chair and student must submit a completed IRB application for approval. The IRB application must include the Certification of IRB Training, Consent forms, and/or survey/interview questions that would be used in the research. Additional information will be coordinated by the candidate's assigned chair.

Under federal law and Oakland City University policy, all research (funded or unfunded) involving human and/or animal subjects, conducted by OCU faculty and/or student investigators, must be reviewed and approved by Oakland City University's Institutional Review Board (IRB) before the commencement or recruitment of subjects and data collection. Please review all policies and procedures and apply to the IRB for the necessary approval of all research activities involving human and animal subjects.

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

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

Proposal Approval

The doctoral candidate will work closely with the assigned dissertation chair during LDR812 in order to align and defend their proposal for the respective study.

Dissertation Committee

The dissertation committee consists of two (2) members. To be eligible to serve on a committee individuals must have an earned doctorate degree. Dissertation Committees are assigned by the School of Education Dean, in collaboration with the doctoral candidate. The dissertation committee approval form and a comprehensive list of approved dissertation committee members are available from the Oakland City University School of Education office.

The Chairperson of the student's dissertation committee assumes the responsibility for monitoring the progress of the dissertation. The dissertation committee and School of Education Dean are kept informed of progress throughout the candidate's program. The committee offers guidance and support while providing substantive feedback to the students during their study and dissertation work. The student

assumes the responsibility for making recommended changes throughout the dissertation process. Once the dissertation has been approved by the committee, the student may arrange for the oral defense.

Oral Defense of Dissertation

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

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

In order to pass the oral defense, the student must receive a minimum average score of 2.25 on a 3-point scale. The committee may accept,   reject, or require the student to make revisions to his/her dissertation. To be accepted, the committee must cast an undisputed vote of Pass. There may be no abstention or no pass votes. Students needing to make revisions to their dissertations will need to set a realistic yet progressive schedule for revisions with their dissertation chair. A revision with a completion date schedule must be submitted in writing to the School of Education Dean and will be placed in the student's file.

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

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

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

For students who do not successfully complete and/or defend their dissertation will need to register for the LDR822, Dissertation II, course. The candidate will be responsible for covering the costs for any course retake. Faculty members will not be able to monitor the progress of a dissertation if a student is not registered for this course.

Should a doctoral candidate drop out of the doctoral degree program, to be reinstated, a candidate will need to reapply by submitting a new graduate application, and declaration. Following review, which will be led by the School of Education Dean, a decision will be made on whether or not the candidate may be reinserted into the program. Further, this decision will include a recommendation on course placement for reentry.

Students who successfully defend their dissertation, the final manuscript, and committee report are submitted to the School of Education Dean.

General School of Education Graduate Information

Grading System for Graduate Level Programs

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

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

Class Delivery Models

Master's Degree

Master's program classes are offered in an On-Line manner during the fall, winter (as deemed necessary), spring, and summer terms.

Doctoral Degree

Doctoral courses are offered in an online modality during the fall, winter (as deemed necessary), spring, and summer terms.

Extended Leave from Program and Re-Instatement

Requests to withdraw from a program, temporary or otherwise, are to be completed in writing by completing the Withdrawal from University Form and submitting it to the Dean of the School of Education or his/her designee.

Students who take a leave of absence and who want to return to the program, must reapply for admission into the program. Any request for re-instatement to graduate level programs must be approved by the Dean of the School of Education or his/her designee.

Graduation Requirements

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

Transfer of Credit

Master's Degree

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

School of Arts and Sciences

About the School

Oakland City University's School of Arts and Sciences offers the following graduate certificates/micro-credentials:

- **Graduate Micro-Credential in Criminal Justice Administration**
- **Graduate Certificate in Criminal Justice Administration**

The Graduate Micro-Credential in Criminal Justice Administration (6 hours) and the Graduate Certificate in Criminal Justice Administration (12 hours) are designed for criminal justice professionals seeking to enhance their skills so that they can move into supervisory positions. Nine hours can also be applied to the Criminal Justice Concentration in the Master of Science in Strategic Management offered through the School of Business. See that section of the catalog for more detail.

Graduate Micro-Credential in Criminal Justice Administration: 6 Hours			
Dept.	Number	Name	Credits
Six hours selected from the following courses			
CJ	550	Budget Management in Criminal Justice	3
CJ	560	Criminal Justice Administration and Management	3
CJ	570	Public Policy Analysis in Criminal Justice	3
CJ	575	Critical Issues in Criminal Justice Administration	3

Graduate Certificate in Criminal Justice Administration: 12 Hours			
Dept.	Number	Name	Credits
CJ	550	Budget Management in Criminal Justice	3
CJ	560	Criminal Justice Administration and Management	3
CJ	570	Public Policy Analysis in Criminal Justice	3
CJ	575	Critical Issues in Criminal Justice Administration	3

Course Abbreviations

CES	Counseling Education and School Counseling
CJ	Criminal Justice
CI	Curriculum Instruction
DMN	Doctor of Ministry
EDUC	Education
LDR	Leadership
MGT	Management
MBA	Master of Business Administration
MDV	Master of Divinity
MSM	Master of Science in Strategic Management
MPL	Master of Arts in Pastoral Leadership

Course Descriptions

Counseling Education and School Counseling

CES 500   **Theories/Techniques School Counseling I**   **3 hours**
The following course focus will be on understanding the importance of theory in counseling, building a theoretical knowledge base for counseling and critical examination of theories most appropriate for individual and group counseling. Assessment and intervention techniques for each theory will be addressed. Demonstrated competence for each theory will be required. Ethical and Legal issues will be examined for each.

CES 501   **Theories/Techniques School Counseling II**   **3 hours**
The following theories of individual and group counseling will be examined: Behavioral, Cognitive Behavioral, Reality, Post-modern, Family Systems, Solution-Focused Brief Therapy. The emphasis will be on understanding the importance of theory in counseling, building a theoretical knowledge base for counseling and critical examination of theories most appropriate for individual and group counseling. Assessment and intervention techniques for each theory will be addressed. Demonstrated competence for each theory will be required. Ethical and Legal issues will be examined for each.

CES 505   **Trauma and Crisis Counseling**   **3 hours**
This course is designed to prepare students to respond effectively in critical situations and to help counsel clients who are experiencing crisis events in their lives. Students will understand that crisis interventions are founded in theory and will be able to apply theory to crisis intervention techniques. Students will learn assessment and treatment techniques of clients in crisis situations and those suffering from trauma will be studied using materials and formulations drawn from several theoretical approaches.

CES 525   **Group Counseling**   **3 hours**
The Group Counseling course is designed to provide students preparing to enter a helping profession in schools with an understanding of the theory and practice of group counseling. In the course students will explore different theoretical approaches to counseling groups; basic principles of group dynamics, which include leadership tasks, group developmental stages, and member roles; and basic group counseling skills including establishing, leading, and evaluating various types of counseling groups.

CES 555   **Counseling Practicum**   **3 hours**
This course is designed to offer students practical experience in the field of counseling specific to the school setting. Through reading, supervision, and actual counseling experience, students will have an opportunity to gain a better understanding of the role of the school counselor, diverse learners in the pre-k through 20 learning environment, the ASCA (2012) National Model and state models, the counseling process, skills, and ethical/legal considerations.

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

CES 611   School Counselor Indiana CORE Assessment Prep   0 hours
A comprehensive review designed to assist school counseling students prepare for the Indiana CORE School Counseling (041) licensing exam. This course must be taken (and passed) in the semester immediately preceding the internship courses (CES 698 and CES 699). This course is a Pass/Fail course and is optional.

CES 615   Comprehensive Examination   0 hours
The MSED – School Counselor Comprehensive Examination is a five (5) hour written examination based on the following framework: (1) A thorough analysis of what is known about effective school counseling, (2) A comprehensive look at the blending of theory and practice, and (3) A requirement necessary for gaining candidacy status in the program. This course is a Pass/Fail course.

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

CES 631   Counseling Research   3 hours
The final project is a culminating activity that represents the student's appreciation of the inter-disciplinary research approach to human value systems and an attempt to communicate what the student has learned. The student completes all chapters of the thesis according to the OCU Master's School Counseling Action Research Handbook and submits completed document to the School of Education for publishing. Additionally, students must present their findings at the Celebration of Learning event.

CES 640   Counseling Children and Adolescents   3 hours
This course is designed to unite counselors, educators, and community service personnel in a collaborative effort to build counseling skills and programs for the children and youth of our area. Through lecture, role-play, video feedback and the use of creative (expressive) arts, students are provided an in-depth experience in skill development using individual and small group counseling and therapy, play therapy, and family interventions, including parent education. Students will work both in specialty area groups and as a consortium of community counseling and education students during the class experience. (3 credit hours)

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

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

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

CES 675   Applied Neuroscience   3 hours
This overview and introduction to the role and function of the central nervous system in psychopathology, and its treatment will prepare the school counseling professional to both have a basic understanding of neuroscience, and to work with students, faculty, staff, and caregivers to maximize the effectiveness of medication and brain functions.

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

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

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

CES 720   Data Analysis for School Counseling Improvement   3 hours
This course guides emerging school leaders in creating a climate for assessment to enhance decision-making processes for school counseling improvement purposes. The course focuses on using school-based data as tools for ongoing assessment of the counseling program and the educational environment. The course also emphasizes the simultaneous use and analysis of multiple data sources, both qualitative and quantitative, to target improvement needs.   Prerequisite: None

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

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

Criminal Justice

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

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

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

CJ 575 Critical Issues in Criminal Justice Administration   3 hours
This course will focus on some of the most significant issues facing criminal justice administrators today. Some topics included will be: police use of deadly force; review of police conduct; police unionization; police corruption; media relations; civil liability; and community/problem-oriented policing.

Curriculum and Instruction

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

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

CI 635   Technology and Tools for Curriculum and Instruction   3 hours
An exploration and evaluation of instructional technologies and their use in campus classrooms, online classrooms, and in leadership training. An emphasis is placed on using technologies and instructional

practices that foster the active engagement of learners in instructional settings. Appropriate context and best practices in the use of current and developing technologies are examined. Prerequisite: None

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

CI 677   Universal Teaching Methods   3 hours
Universal Teaching Methods is a study of the aims, content, methodology, and procedures for planning and delivering instruction in the elementary and secondary grades. Each student will be able to concentrate on his or her major teaching area.

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

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

Doctor of Ministry

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

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

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

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

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

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

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

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

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

DMN 821   The Leader as Peacemaker   3 hours
In this course, we develop a biblical/theological foundation and learn psycho-social aspects of conflict management. We will learn how to manage interpersonal conflict, how to avoid unnecessary conflict, and how to lead others to restoration and reconciliation. No less conflict occurs in the church than   outside

the church. Jesus did not avoid conflict, but he modeled appropriate behavior in the midst of conflict. Together, we look at ways to behave appropriately and benefit from conflict when it occurs.

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

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

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

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

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

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

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

Education

EDUC 500   Introduction to the Profession   3 hours

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

EDUC 505   Integrated Technology   3 hours

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

EDUC 506   Integrated Elementary Curriculum I   3 hours

This class is a curriculum planning class. It integrates basic skill development (reading, language arts, and social studies core content areas) with creative learning strategies. This course will provide practical knowledge for blending content areas to maximize student learning and to prepare teachers to meet the needs of all students. The course will concentrate on knowledge, understanding and usage of major concepts, principles, theories to integrate curriculum in the areas of reading, language arts and social studies.

EDUC 507   Integrated Elementary Curriculum II   3 hours

This class is a curriculum planning class. It integrates basic skill development (reading, math and science core content areas) with creative learning strategies. This course will provide practical knowledge for blending content areas to maximize student learning and to prepare teachers to meet the needs of all students. The course will concentrate on knowledge, understanding and usage of major concepts, principles, theories to integrate curriculum in the areas of reading, math and science.

EDUC 510   Inclusive Classroom   3 hours

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

EDUC 536   English Language Learner   1 hour

This course will help students understand the concept of ELL and appreciate the educator's need to effectively incorporate appropriate education for all student s in the classroom. Methods for Teaching English language learners will be introduced. This is a one credit hour course.

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

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

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

EDUC 565   Middle School/High School Teaching Strategies & Assessment   3 hours
This course examines teaching methodologies appropriate for middle and high school learners in the content area. The development of lesson plans along with appropriate tools to assess learning are examined.

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

EDUC 572   The Teaching and Remediation of Reading   3 hours
Designed to examine current research, assessment, materials, and methods 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. It is also designed to assist academically challenged children in attaining essential reading skills. Included are both qualitative and quantitative assessment procedures. Experiences are incorporated to assist the pre-service educator in developing teaching of reading skills and working with children with reading difficulties.

EDUC 575   Reading Across the Content Areas   3 hours
The content of this course examines appropriate methods and materials to be used in the secondary classroom with students with reading problems. Focus will be on models of instruction and materials development. Students will apply the research findings to the real classroom. 3 Credit hours

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

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

EDUC 610   Culturally Responsive Instruction for the 21ˢᵗ Century   3 hours
In this research-based courses, students will recognize the value of evidence-based research, inclusive of neuroscience research, that encourages classroom instruction rooted in college and career readiness, national testing, deeper 21st century learning, 21st century skills, technology, new instructional models, and new school models. Participants explore their own assumptions about race, class, and culture; and learn strategies for creating classrooms that are culturally inviting to all.

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

EDUC 630   Master Thesis I   3 hours
This course is designed to provide students with an experience utilizing the application of fundamental research concepts and procedures in order to form and prove and/or disprove a hypothesis. Appropriate strategies for incorporating quantitative, qualitative, and/or mixed methods paradigms will be explored. Specific issues, challenges, and considerations encountered in using these research methodologies will be addressed in detail. Students will produce draft versions of their thesis manuscript.

EDUC 631   Master's Thesis II   3 hours
The final thesis project is a culminating activity that represents the student's appreciation of the inter-disciplinary research approach to human value systems and an attempt to communicate what the student has learned. The student completes all chapters of the thesis according to the OCU Master's Thesis Handbook and submits completed manuscript to the School of Education for publishing. In addition, students will share research findings at the Celebration of Learning event. (if applicable)

EDUC 632   Master's Thesis Continuation   1 hour
Continued study of a topic approved by the Director of Graduate Studies Program that leads to the successful completion of a Master's Thesis. Must register for this course for the Fall and Spring terms to have assistance and access to Master's Thesis faculty. This course is a pass/fail course and will be repeated until successful completion of the Master Thesis. Prerequisites: Completion of EDUC 630 and EDUC 631 and all program coursework

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

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

EDUC 650   Advanced Reading and Language Arts   3 hours
The course will consider the role of language arts in elementary education, in terms of methodology, materials, theory, and practical applications in order to help the students become a facilitator and conveyor of knowledge and cultural heritage through language. Elements of teaching and learning

reading, literature, spelling, grammar and handwriting will be explored. Candidates are required to demonstrate proficiency in teaching areas of language arts in addition to incorporating and strengthening formal and informal assessment strategies in order to foster active engagement during learning.

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

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

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

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

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

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

Leadership

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

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

LDR 710   **Leadership Theory, Practices, and Principles**   **3 hours**

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

LDR 715   **Critical Issues in Instruction and Assessment**   **3 hours**

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

LDR 720   **Superintendency**   **3 hours**

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

LDR 725   **Curriculum & Instruction Leadership**   **3 hours**

This course is designed to explore executive leadership and the role of the dean as an ethical education leader. The dean's role in building relationships with the board of trustees, faculty, and staff, and the topic of academic programming, will be explored. University culture shaping will be addressed through discussion of consensus building and conflict mediation, delegation of authority, and   team building. Co-register with LDR 750.

LDR 726   **The CEO**   **3 hours**

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

LDR 730   **Personnel Evaluation and Administration**   **3 hours**

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

LDR 735   **Instructional Technology in Curriculum and Instruction**   **3 hours**

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

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

LDR 745   Applied Analysis   3 hours
This course involves an exploration of various designs and methods for educational research. Students are introduced to qualitative and quantitative methods and analysis to prepare students for applications in research design.

LDR 746   Advanced Qualitative Research Methods   3 hours
This course addresses the skills and knowledge necessary for completion of a qualitative dissertation, including research design and data analysis. Topics include data collection, analysis, validation measures, and ethical considerations in research with human subjects. Prerequisites: LDR 745 and LDR 805

LDR 747   Advance Quantitative Research Methods   3 hours
This course addresses the skills and knowledge necessary for completion of a quantitative dissertation, including research design, analysis, and statistical procedures. Topics covered include sampling, assumptions, data interpretation, validity, reliability, and instrumentation. Prerequisites: LDR 745 and LDR 805

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

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

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

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

LDR 770   Facility Planning and Usage   3 hours
The role of educational facilities in the teaching and learning process is the central theme for this course. The design and use of present and future facility planning and usage within the mission of the school organization is explored. The course examines the efficiency of facilities, operations, housekeeping, and

maintenance programs. The business management and budgetary requirements are   considered. The planning process, policies, and financing for school construction are discussed.
Prerequisite: LDR 740 and Co-register with LDR 752 and LDR 760.

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

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

LDR 790   Leadership Ethics, Law and Legal Issues   3 hours
This course is designed to provide the opportunity for candidates to learn philosophical theories and concepts that provide various and diverse ethical frameworks for educational practice. The historical perspectives regarding ethical decision making will be explored. Moral, social, political, and ethical issues of the contemporary American society as those issues impact the policies, programs, and practices of schools and related organizations will be reviewed. If an organization is to have a moral, social, and spiritual impact on American culture, it must also be engaged in a living context. Therefore,   this course will also include autobiographical and ethnographic research methodologies in addition to mainstream social science methodologies.

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

LDR 805   Literature Review for Research   3 hours
Candidates will launch their review of literature research while drafting the beginning of their dissertation chapter two. The draft will include the organization plan for chapter two, as well as the respective purpose statement. Prerequisite: Successful completion of core doctoral program courses.

LDR 810   Dissertation Research/Literature Review   3 hours
This course extends the expertise gained in LDR 745, as well as other courses, and is designed to assist the student in approaching the dissertation in a problem solving and analytical manner. The student is to finalize the focus problem area (Dissertation Topic) during this course and will be required to conduct a study of prior pertinent research and write a detailed narrative regarding prior research that informs their dissertation topic.

LDR 812   Research Proposal and Methodology   3 hours
Candidates apply fundamental concepts and tools of research to educational problems. The candidate will prepare a proposal for the dissertation, including an introduction, literature review, and methodology. Prerequisites: LDR 805 and LDR 746 or 747

LDR 815   Comprehensive Examination   0 hours
The Doctor of Education in Educational Leadership Comprehensive Examination is a written examination based on a three-fold framework: (1) A thorough analysis of what is known about effective educational leadership, (2) A comprehensive look at the blending of theory and practice, and (3) A requirement necessary for gaining Candidacy status in the program. The Comprehensive Examination is required of all candidates at the end, or near the end, of coursework completion, but prior to beginning formal dissertation work.

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

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

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

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

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

LDR 821   **Dissertation I**   **4 hours**
Candidates will work with their committee chair on their dissertation. In this course, the candidate will finalize their literature review and methodology before applying for IRB approval. Prerequisite: LDR 812 and approval by the School of Education

LDR 822   **Dissertation II**   **4 hours**
Candidates will continue to work with their committee chair on completion of their dissertation.

LDR 830   **Dissertation Continuation**   **1 hour**
Continued study of a topic approved by the Director of Graduate Studies Program that leads to the successful completion of a doctoral dissertation. Must register for this course for the Fall and Spring terms to have assistance and access to dissertation faculty. This course is a pass/fail course and will be repeated until successful completion of the doctoral dissertation. Prerequisite: LDR 820A-E and all program coursework.

LDR 840   **Dissertation III**   **1 hour**
Candidates will successfully defend their dissertation.

Management

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

MGT 551   **Supply Chain Management**   **3 hours**
Supply chain management encompasses the planning and management of all activities involved in sourcing and procurement, conversion, and all logistics management activities. Importantly, it also includes coordination and collaboration with channel partners, which can be suppliers, intermediaries, third party service providers, and customers.

MGT 552   **Quality Systems**   **3 hours**
A quality management system (QMS) is the organizational structure, procedures, processes and resources needed to implement quality management. A study of team cooperation and dynamics via a continuous improvement cycle, and customer satisfaction and perceived quality is included. The ISO 9000 family of standards are reviewed. Aspects of quality and sustainability that result from systematic thinking, transparency, documentation, and diagnostic discipline are included.

MGT 553   **Six Sigma Principles**   **3 hours**
This course covers organizational goals, lean concepts and tools, quality function design, quality systems deployment, failure mode analysis, and creating successful quality teams in the organization.

MGT 554   **Quality Management for Projects**   **3 hours**
Applications of quality control principles in the workplace is the course focus. Content includes elements   of process control, internal and external stakeholders, utilizing customer feedback, as well as collecting and analyzing production data. Utilize data and other inputs to develop and implement quality control plans in a team environment.

MGT 555   Logistics and Product Distribution   3 hours

Logistics management activities typically include inbound and outbound transportation management, fleet management, warehousing, materials handling, order fulfillment, logistics network design, inventory management, supply/demand planning, and management of third party logistics services providers. Logistics management is an integrating function, which coordinates and optimizes all logistics activities,   as well as integrates logistics activities with other functions including marketing, sales manufacturing, finance, and information technology.

MGT 560   Professional Internship   1-6 hours

The student will experience a working internship in a business or industry setting related to their individual program of study, and future career goals. Experiences are to be designed to expand student   knowledge, and/or focus on an in-depth practical exposure to certain sectors of the U.S. enterprise system.

MGT 595   Capstone Seminar   3 hours

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

MGT 710   International Business   3 hours

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

MGT 720   Corporate Financial Theory   3 hours

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

MGT 730   Organizational Change Models   3 hours

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

Master of Business Administration/Master of Science in Strategic Management

MBA/MSM 505   Business Research Methods   3 hours

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

MBA/MSM 510 Financial and Managerial Accounting   3 hours

Students explore the complex role of accounting and its role within the organization for planning and control purposes as well as the relevant use of financial data for creditors, investors, and other external stakeholders. Accounting principles include financial statements, trend analysis, ratio analysis, cost

classification and allocation, activity-based costing, and corporate financing. The principles of accounting and finance are presented from a managerial perspective.

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

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

MBA 522 Healthcare Financial Management   **3 hours**
This course explores the use of financial information associated with healthcare budget management, decision making, and cost justifications. Financial trends in the health care industry are reviewed with strategies for maintaining margins and keeping a healthy bottom line.

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

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

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

MBA/MSM 550 Managerial Economics   **3 hours**
During this course students explore the economic environment in which an organization operates and how to use this information in decision making. This course applies economic theory to practical business operations and decision making. Topics include funds procurement, demand, asset management, capital allocation, benefit cost analysis, production and costs, risk analysis, business cycles, and other managerial issues.

MBA/MSM 555 International Business Management   **3 hours**
Students explore the issues of management within a corporation that spans across more than one country. Students develop an understanding of the political, social, economic, and technological considerations as

they relate to international competition and their impact on business corporations. This course presents the general concept of globalization and examines the issues of ethics and social responsibility, culture, political risk, personnel selection and development, and international management and control.

MBA/MSM 570 Strategic Management and Operational Planning   3 hours
Students examine the various processes within a corporate environment and how these processes interact, as well as explore the role of these processes in the strategic planning process within a corporate environment. This course examines the concepts of supply chain management, project management, capacity, production processes, quality measurement and management, lean production, and strategic management.

MBA 572 Healthcare Strategic Management   3 hours
This course will focus on Healthcare Management. A broad overview will help students explore the fluidity of management styles, decision making, planning, control processes, and strategic management. Students will also focus on organizational design and leadership and development. The final product is an analysis of personal management style as well as a collaborative team project.

MBA 582 Healthcare Quality & Ethics   3 hours
This course analyzes the ethical issues of health policy and health services in a global perspective. Applying a comparative or multicultural approach, the course compares and contrasts different perspectives on ethical issues in various countries and cultures, such as different views about informed consent, withholding or withdrawing treatment, physician-assisted suicide, reproductive health issues, research with human subjects, the right to health care, rationing of limited resources, and health system reform. The course analyzes ethical issues that arise from the movement of patients and health professionals across national obligations to provide care for undocumented aliens, and the brain drain of health professionals from developing countries.   In addition, the course focuses on healthcare quality management in defining what quality is and the many ways quality can be measured through various quality management tools and on how healthcare practice can be altered to improve patient outcomes.

MBA/MSM 575 Leadership and Organizational Behavior   3 hours
During this course students explore behavior and performance within an organization and the role of the leader within the organization. Further, students examine the issues relating to individual performance and group performance at the organization level. This course emphasizes the responsibility of leaders to improve organizational performance through the effective management of human resources. Additionally, the course presents other current topics such as the effect of organizational practices on competitive advantage, managerial challenges, and how attitudes and ethics interface in the workplace.

MBA/MSM 580 Corporate Governance, Law, and Ethics   3 hours
This course examines governance structures that are found within today's corporations and the ethical conflicts commonly faced by managers within a corporation. Topics include executive responsibility, importance of ethics within organizations, corporate ethics programs, compliance with recent legislation (Sarbanes-Oxley), corporate social responsibility, and the fiduciary duties of leaders. Extensive readings and case studies are used throughout the course.

MBA/MSM 590 Portfolio   3 hours
This course will allow graduating students to demonstrate, with specific examples, that they have produced substantive, professional work during their program of study. It is evidence of personal accomplishment, as well as a tangible demonstration of skills and learning for present or future

employers. Portfolio documents will include a professional resume, co-authored or group projects, research papers, presentations showing technology skills, and case study analysis papers.

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

Master of Divinity – Biblical Studies

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

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

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

MDV 504B   Old Testament Hebrew II   **3 hours**
An inductive study of intermediate Hebrew grammar based on a close reading of the Hebrew text of an Old Testament book. Skill in discerning nuances of Hebrew grammar and syntax is stressed. Emphasis is placed on vocabulary building, accurate translation, exegesis, and pronunciation. Theological issues   arising out of the Hebrew text are considered.

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

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

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

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

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

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

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

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

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

MDIV 537M   **Introduction to World Religions**   **3 hours**
A survey course which will introduce students to the origin, history, basic tenets, and worldview of each of the major religious traditions of the world. This course will provide a phenomenological approach and overview of these religions, including their emergence, core beliefs and practices, and their understanding of the human predicament and salvation.

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

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

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

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

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

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

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

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

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

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

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

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

Master of Divinity – Historical-Theological Studies

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

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

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

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

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

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

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

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

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

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

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

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

Master of Divinity – Ministry Theory and Practice

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

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

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

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

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

MDV 511M   **Evangelism**   **3 hours**
A study of the nature, theology, and methods of evangelism, with special emphasis on attaining practical skills in evangelism, raising socio-cultural awareness of the problems of modernity and post-modernity   in implementing evangelism, doing evangelism with ethical integrity, communicating with the secular   mind, and initiating discipleship for new converts.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

MDV 571M**Spanish for Ministry****3 hours**
This course introduces students to Spanish culture and language through a combination of text, online resources, and classroom instruction. Equal emphasis is placed on developing skill sin areas of grammar, reading, and speaking this increasingly important language.

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

MDV 573M**Spanish for Ministry III****3 hours**
This course introduces students to Spanish culture and language through a combination of text and tapes. Equal emphasis is placed on developing skills in areas of grammar, reading, and speaking this increasingly important language.

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

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

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

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

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

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

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

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

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

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

Master of Arts in Pastoral Leadership
B designates Biblical courses; H designates Historical-Theological courses; and P designates Practical courses

MPL 501B   New Testament as Witness to Jesus and as Word to the Church   3 hours
This course is designed to provide an understanding of the New Testament as the canonical witness to who Jesus is and as God's witness through the Spirit to the nature and practice of faithful disciples of Jesus gathered as His Church. Confessional and critical reading strategies are suggested as the minister engages the New Testament.

MPL 502B   Old Testament as Christian Scripture   3 hours
A survey of the Old Testament with consideration given to the apostolic reading of the Old Testament as a witness to Jesus Christ and as an authority for the faith and practice of the Church in its life throughout history. Confessional and critical reading strategies are suggested as approaches available for the minister to engage the Scriptures.

MPL 511H   Church History for Pastoral Leaders   3 hours
An introduction to the people, movements, and theological issues that have given shape to the church from the first century to the present with emphasis on their importance for the practice of Christian ministry today.

MPL 512H   Christian Theology for Pastoral Leaders   3 hours
An introduction to the methods, tasks, and doctrines of Christianity with emphasis on their context and application in the practice of ministry.

MPL 522P   Servant as Worship Leader   3 hours
An introduction to the nature and function of Christian worship of biblical, historical, and theological consideration. Practical issues related to conducting worship are explored.

MPL 530P   Leading in Contemporary Culture   3 hours
This course will help the minister analyze current cultural ideologies, interpret their connections with the Bible, and respond in a theologically sound and Christ-like manner to those who identify themselves with these ideologies.

MPL 531P   Service Through Spiritual Formation   3 hours
This course reviews the spiritual formation of the Christian minister with the aim of enhancing the minister's life of religious practice and spiritual growth as well as aiding the minister in developing competency to help others grow spiritually through expansion of spiritual growth practices.

MPL 535P   Service Leadership of Church Administration   3 hours
This course is a study of local church administration and polity. Relational and functional approaches are addressed to allow the leader to provide appropriate direction to churches in a variety of settings.

MPL 540P   Servant Leader as Preacher I   3 hours
A study of the nature of preaching and the rhetorical principles involved in the sermon. Special attention is given to developing the sermon and using variety in preaching. Brief experience in preaching and gathering feedback is provided.

MPL 541P   Servant Leader as Preacher II   3 hours
A review of Homiletics I with additional stress on planning preaching, using sermon illustrations, knowing pulpit etiquette, improving the public reading of Scripture, and related matters. Stress is on preaching a wide variety of sermons such as doctrinal, topical, textual, narrative, and special occasion. Opportunity is given to preach on a regular basis with video camera feedback.

MPL 550   Capstone: Ministry Practicum   3 hours
This course is a structured learning experience in an actual ministry setting. The purpose of the course is to allow the student to acquire and develop appropriate attitudes and behaviors related to professional ministry. Students will draw upon their ministry experience as a source of data for reflection and action in weekly sessions with the instructor and student peers. Students will also take this time to gather artifacts from previous coursework at Chapman that connects with their specific ministry experience, the ultimate purpose of which is to write a Capstone essay (MPL 555) defining ministry in light of the education Chapman provides.

MPL 555   Capstone: Essay Writing   3 hours
The final project for each student is the creation of a definition essay. The student should utilize the education received at Chapman, informed by the artifacts gathered in MPL 550, and the direct ministry experience in the practicum to write a 25 page paper that defines ministry for the student, so the paper should not only be academic but personal, detailing how the student's understanding of ministry has grown in light of Chapman's program. The final section of the paper should act as the student's guide to ministry in the future.

Master of Science Management

MSM 530 Leading Change Through Team Building   3 hours
This course is designed to strengthen the student's understanding of team design and how to manage through leading change. Principles of building highly effective teams are explored by analyzing a variety of group dynamics and the barriers to embracing change. Students will review a variety of skills that will support problem solving in bringing teams together to be a successful change agent in their organization.

MSM 535 Conflict Management Resolution   3 hours
This course explores the theory and practice of resolving disputes as conflict is inevitable. The perspective that all participants will be impacted by conflict and resolutions is applied throughout the course. The understanding of conflict in individual and joint decision making processes is studied with solution strategies that minimize the destructive potential of conflict and focuses on ethical, positive solutions.

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Students gain an understanding of negotiation strategies and review effective methods for resolving interpersonal and organizational disputes.

MSM 556   Logistics and Product Distribution   **3 hours**

Logistics management activities typically include inbound and outbound transportation management, fleet management, warehousing, materials handling, order fulfillment, logistics network design, inventory management, supply/demand planning, and management of third party logistics services providers. Logistics management is an integrating function, which coordinates and optimizes all logistics activities, as well as integrates logistics activities with other functions including marketing, sales manufacturing, finance, and information technology.

MSM 551   Supply Chain Management   **3 hours**

Supply chain management encompasses the planning and management of all activities involved in sourcing and procurement, conversion, and all logistics management activities. Importantly, it also includes coordination and collaboration with channel partners, which can be suppliers, intermediaries, third party service providers, and customers.

MSM 552   Quality Systems   **3 hours**

A quality management system (QMS) is the organizational structure, procedures, processes and resources needed to implement quality management. A study of team cooperation and dynamics via a continuous improvement cycle, and customer satisfaction and perceived quality is included. The ISO 9000 family of standards are reviewed. Aspects of quality and sustainability that result from systematic thinking, transparency, documentation, and diagnostic discipline are included.

MSM 553   Six Sigma Principles   **3 hours**

This course covers organizational goals, lean concepts and tools, quality function design, quality systems deployment, failure mode analysis, and creating successful quality teams in the organization.

MSM 554   Quality Management for Projects   **3 hours**

Applications of quality control principles in the workplace is the course focus. Content includes elements of process control, internal and external stakeholders, utilizing customer feedback, as well as collecting and analyzing production data. Utilize data and other inputs to develop and implement quality control plans in a team environment.

MSM 562   Servant Leadership   **3 hours**

This course examines the concept of servant leadership from the perspective of leadership theory. Leadership is reviewed from history, dynamics and expectations from a servant leadership viewpoint. Emphasis will be placed on the principles of servant leadership with ethics and how influence can move people to perform at increasingly higher levels in a dynamic and changing world. A focus is on how leadership can contribute to the growth of others and to building a value-driven institution.

MSM 585 Strategic Change Management   **3 hours**

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

Special Education

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

SPED 506   Special Education Law   3 hours
Explores the laws that relate to special needs learners and their implications in program and curricular design. IEPs, due process, and student and parent rights will be studied. Students will also study teacher rights and responsibilities as they relate to the law.

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

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

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

SPED 573   Classroom and Behavior Management   3 hours
An in-depth study of behavioral management techniques. Exploration of ways to adapt the techniques   to be used with a specific student. Review of psychological processes involved in punishment and reinforcement. Field experiences required.

SPED 575   Methods and Materials for Mildly and Learning Disabled   3 hours
Provides understanding of the development and acquisition of knowledge, as well as an appreciation for the ways children learn. Explores and evaluates materials, methods, and techniques used to foster learning across the spectrum of exceptionalities.

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

SPED 601   Diagnostic Assessment of Special Needs Populations   3 hours
Both qualitative and quantitative assessment procedures are studied in diagnosing learning problems. Strategies to accommodate special needs students are included. Candidates are expected to be able to

construct a variety of tests and develop authentic evaluative materials (i.e. portfolio) as well as administer and interpret achievement, diagnostic, and intelligence tests. Candidates develop a personal   philosophy of assessment.

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

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

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

SPED 601   Diagnostic Assessment of Special Needs Populations   3 hours
Both qualitative and quantitative assessment procedures are studied in diagnosing learning problems. Strategies to accommodate special needs students are included. Candidates are expected to be able to construct a variety of tests and develop authentic evaluative materials (i.e. portfolio) as well as administer and interpret achievement, diagnostic, and intelligence tests. Candidates develop a personal   philosophy of assessment.

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

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

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

Administration, Staff, and Faculty

Executives

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

Staff

Name	Title
Baysinger, Hannah Jeanann	Upward Bound Academic Guidance Coordinator
Bell, Melisa Ann	Campus Store Clerk
Bladen, Jamie	Head Women's Soccer Coach
Bleska, Madison	Donor Relations and Marketing Assistant
Blume, Kellie	Facilities Service Worker 1
Bowdre, Paul R	Assistant Provost for Assessment
Breeden, Peggy Anissa	Financial Aid Program Coordinator
Brown, Logan	Assistant Baseball Coach
Buchta, Patti Dee	Associate Athletic Director
Burke, Greg	Director of Facilities Services
Burnett, Javin Drake	Residence Hall Director
Calderon, Juan	Head Athletic Trainer
Caldwell, Shannon G	Accounts Payable Clerk
Chandler, Angela	Enrollment Counselor
Cobb, Courtney	Director of Graduate and Online Admissions
Collins, Cody Taylor	Facilities Service Worker 4
Corn, Anita F	Facilities Service Worker 1
Dempsey, Amanda Jane	First Lady
Dempsey, Ron D	President
Dias Gentil, Rylan	Assistant Men's Soccer Coach
Dixon, Colin M	Head Men's Tennis Coach
Edrington, Rusten E	Facilities Service Worker 1
Egdorf, Brady Lee	Facilities Service Worker 4
Egle, Connie A	Facilities Service Worker 1
Engler, Ashley R	Administrative Assistant for Athletics
Epkey, Joe	Head Women's Tennis Coach
Ferber, Walt R	Assistant Sports Information Director
Fletcher, Tommy Ray	Director of Athletics
French, Ken	Head Men's Basketball Coach
Gowen, Henry	Security Officer
Greer, Dakota	Assistant Baseball Coach
Grimes, Emily K	Outreach Coordinator
Grimes, Marc A	Advisor Directions
Grubb, Sara	Facilities Service Worker 1
Guillozet, Blake	Head Men and Women's Cross-Country Coach
Hacker, Robert M	Director of EdD Program

Hawkins, FahKara M	Head Women's Basketball Coach
Hawkins, Justin G	Assistant Women's Basketball Coach
Hayes, Amanda Lee	Facilities Service Worker 1
Hayes, Dalonda M	Advisor Directions
Heldt, Amy L	Facilities Services Coordinator
Hoffer, Matthew D	Academic Success Coach
Hollinger, Jennifer A	Administrative Assistant/Online Academic Advisor -School of Business
Hope, Hailee	Assistant Softball Coach
Hopkins, Carmen G	Facilities Service Worker 1
Hopkins, Kelly	Facilities Service Worker 1
Hose, David N	Sports Information Director
Hose, Heather N	Academic Success Coordinator
Houghton, Leah	Personal Counselor
Hughes, Caleb	Head Coach for eSports
Hurst, Scott	Assistant Sprint Football Coach
Jarboe, Jacob J	Assistant Sprint Football Coach
Julian, Charity Gail	Director of College & Career Directions
Kalb, Jacob	Correctional Assistant
Kegg, Jack Kenneth	Head Men and Women's Track Coach
King, Jennifer L	Associate Director of Admissions
Kirby, Stephanie L	Director of Human Resources
Knotts, Bradley R	Associate Vice President for Student Life
Lantrip, Jennifer L	Director of Admissions
Lasher, Andrew D	Head Baseball Coach
Malone, Zachary	Assistant Sprint Football Coach
Maners, Jared	Head Sprint Football Coach
Marshall, Billie	Facilities Service Worker 1
McGregor, Michael R	Chief of Campus Police
McIntosh, Cassidy	Administrative Assistant – School of Education
McIntosh, Lori Gerilene	Advisor Directions
Miskell, Anita Marie	Student Account Manager
Modafari, Brian K	Assistant Softball Coach
Moody, Jacob M	Network Administrator
Moore, Aleah	Assistant Director of Library
Moore, Roy L	Campus Pastor
Moore, Tiffany L	Admissions Operations Coordinator
Moorman, Allyson	Head Women's Volleyball Coach
Morrow, Rita K	Directions Data Specialist and Tutor Coordinator
Mosby, Billy T	Associate Vice President for Development
Murphy, Eric G	Director of IT
Murphy, John Patrick	Assistant Baseball Coach
Nossett, Mary L	Executive Assistant to President
Pancake, Candy S	Director of Purchasing
Pauw, Elaine Carol	Associate Director of Academic Success Services
Perez, Luis Alberto	Assistant Men's Soccer Coach
Price, Chelsea	Assistant Women's Soccer Coach
Risi, Damiano	Coordinator of Library Services/International Student Liaison
Robertson, Shawna	Executive Assistant to the Vice President for Administration/CIO
Robinson, Callie N	Residence Hall Director

Romershausen, Samuel	Technical Support Analyst
Sandefer, Constance M	Assistant Registrar
Seeley, Scott Anthony	Assistant Sprint Football Coach
Sell, Adam	Head Men's Soccer Coach
Sell, Lynnette M	Academic Affairs Coordinator
Shamblin, Tyler D	Enrollment Counselor
Sharp, Nicole A	Director of Financial Aid
Short, Gunner	Assistant Men's Basketball Coach
Sloan, Phillip	Facilities Service Worker 4
Smith, Jermaine	Assistant Men's Basketball Coach
Smithers, Erin	Cafeteria Student Worker Supervisor
Snodgrass, Anna	Administrative Assistant for Student Life
Tipton, Linda	Registrar
Toopes, Tyler	Head Men and Women's Golf Coach
Turner, Andrea M	Webmaster
Twigger, Benjamin	Head Men's Volleyball Coach
Walburn, Jan S	Business Office Assistant
Ward, McKendree	Head Softball Coach
Wells, Angela K	Facilities Service Worker 1
Whitney, Elizabeth A	Director of Business Office
Wilder, James Kent	Donor Relations and Marketing Assistant
Wilkes, Beth	Associate Director for Curriculum Technology
Wilmes, Terry A	Purchasing Coordinator
Wilson, Rachel	Upward Bound Data Specialist
Woolsey, Clint E	Vice President for Administration
Wright, Marquita	Director of Student Activities
Yager, Jarrod B	Payroll Coordinator
Young, Tisha L	Financial Aid Program Coordinator

Faculty

Atiat (Allison) Alsaaideh – Associate Professor of Physics and Mathematics (2018)
B.S., Zarqa Private University; M.S., Missouri University of Science and Technology; Ph.D., Missouri University of Science and Technology

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

Patti Buchta – Lecturer in Health and Physical Education (1989)
A.S. General Studies, Wabash Valley College; B.S. Physical Education, Oakland City College; M.A. Education, University of Evansville

Stan Coy – Lecturer in Communication and English (2003)
B.A. Elementary Education, Morehead State University; M.Ed. Elementary Administration, Xavier University

Megan Croxton – Lecturer in Biology and Director of Nursing
A.S. Ivy Tech; B.S. University of Southern Indiana; M.S., Capella

Stephen Custer –Professor of Business (2018)
B.M., Georgetown College; B.S., Oakland City University; M.A., Marshall University; M.Th., Campbellsville University; M.S.S.M., Ed.D., Oakland City University

Camy N. Davis –Professor of Education (1999)
B.S., University of Southern Indiana; M.S., Indiana Wesleyan University; Ed.D., Oakland City University

Charles Davis – Lecturer in Criminal Justice (2024)
B.S., M.S., University of Phoenix

Luke Douglas – Assistant Professor of Criminal Justice and Psychology (2022)
B.A., Ashford University, M.S. University of Evansville, D.B.H., Arizona State University

Danielle Goodwin - Associate Professor of Computer Science and Mathematics (2024)
B.S., University of Maryland Eastern Shore; M.S., Rensselaer Polytechnic Institute; Ed.D. University of Massachusetts

Robert Hacker – Director of Educational Studies, Associate Professor of Education (2023)
B.A. Franklin College; M.S. Indiana University; Ed.S. Indiana State University; Ed.D. Oakland City University

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

Kaitlyn Laswell – Lecturer in English (2024)
A.A., Southeastern Illinois College; B.A., Eastern Illinois University; M.A., Arizona State University

Matt Malin – Lecturer in Elementary (2023)
B.A. Oakland City University; M.A. Indiana State University

Jervaise McDaniel – Dean, School of Business; Professor of Business (2016)
A.S., Olney Central College; B.A. Eastern Illinois University; M.B.A. Oakland City University; Ed.D. University of Illinois

Ronald L. Mercer, Jr. – Dean, Chapman School of Religious Studies, Chapman Director of Undergraduate Studies, Professor of Philosophy (2008)
B.A., University of Kentucky; M.Div., Southern Baptist Theological Seminary; M.A., M.A., Ph.D., University of Kentucky

Rodger Minatra – Associate Professor of Business (2018)
B.S., Arizona State University; M.A., University of Denver; M.B.A., Southwest Baptist University; Ed.D., University of North Texas

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

Matthew Murphy – Assistant Professor in Religious Studies (2024)
A.A., B.A., Ed.D. Oakland City University

Adam Price – Lecturer in Creative Technologies (2024)
B.A., University of Southern Indiana; M.S. Arkansas State University

Cathy A. Robb – Provost & Vice President for Academic Affairs (2024); Professor of Business (2013)
A.S. Wabash Valley College; B.S. Eastern Illinois University; M.Ed. & M.S.A. Indiana Wesleyan University;
Ed.D. University of Illinois; D.B.A. Liberty University

Aared Sampson – Lecturer in Health and Physical Education (2023)
A.S. Utah Valley University; B.S. Southern Utah University; M.S. Brigham Young University

Justin Scheller – Lecturer in Business (2024)
B.S., University of Southern Indiana; MBA Western Governors University

James Sigler – Assistant Professor of Business (2023).
M.S. Western Governors University, Ph.D. Liberty University

C. Brian Simpson – Lecturer in Business (2023).
B.S. University of Southern Indiana, M.B.A. Ball State University

Kevin R. Smith – Dean, School of Education; Assistant Professor of Education (2021)
B.S. University of Phoenix ; M.S. Oakland City University; Ed.D. Oakland City University

Katelyn Thomas – Lecturer in Science of Reading and Secondary Education (2023)
B.S. Sterling College; M.S. and M.A. Baker University

Rob Vaughan – Lecturer in Business (2020)
A.S. Frontier Community College; B.S. Oakland City University; M.B.A. Oakland City University

Dave Wilderman – Lecturer in School of Business (2021)
A.S. Wabash Valley College; B.S. Oakland City University; M.B.A. Southern Illinois University Edwardsville

Stan Wilm – Lecturer in Special Education (2021)
B. S., Indiana State University; M.S., Indiana State University; Ed.S. Oakland City University

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

Emeritus and Posthumous Emeritus Faculty

Robert L. Asa, Ph.D.	Professor of Old Testament Emeritus
Michael J. Atkinson, Ed.D.	Professor of Biology Posthumous Emeritus
Alpha L. Beckett	Assistant Professor of Welding Technology Emeritus
Richard V. Beesley, Ed.D., D.D., Litt.D.	Executive Vice President of the University Emeritus and Professor of Religious Studies Emeritus
Catherine Gonzales, Ed.D.	Associate Professor of Education Emerita
William R. Hasselbrinck, Ph.D., Ph.D.	Distinguished Professor of Social Science Emeritus
Thomas E. Leuze, Ph.D.	Professor of Christian Education and Religious Studies Emeritus
Douglas A. Low, Ph.D.	Professor of New Testament and Religious Studies Emeritus
Randy K. Mills, Ed.D.	Professor of Social Science Emeritus

Denise Pinnick, Ed.D.	Full Librarian Emerita
Patricia D. Schafer, Ph.D.	Associate Professor of Physical Education Emerita
Carolyn E. Spitler, M.M.	Associate Professor of Music Emerita
Patricia Swails, Ph.D.	Professor of Education Emerita
Thomas R. Walls, Ph.D.	Professor of Missional Studies Emeritus

Offices and Contact Information

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Office of Advancement & Alumni Relations	Murray Administration Center 138 N. Lucretia St. Oakland City, IN 47660 gifts@oak.edu 812-749-1228
Barger Richardson Library	605 W. Columbia Street Oakland City, IN 47660 812-749-1267
Business Office	Murray Administration Center 138 N. Lucretia Street Oakland City, IN 47760 812-749-1243
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