



OKLAHOMA CHRISTIAN UNIVERSITY



# 2023-2024 COLLEGE OF OUTREACH & INNOVATION CATALOG

## CONTENTS

Message from the President.....	3	M.A. in Teaching and Learning with an Emphasis in Secondary Education.....	26
Message from the Provost.....	4	M.A. in Teaching and Learning with an Emphasis in Elementary Education.....	27
Oklahoma Christian at a Glance.....	5	M.Ed. in Curriculum and Instruction with an Emphasis in Blended Learning.....	28
College of Outreach & Innovation Programs.....	5	M.Ed. in Curriculum and Instruction with an Emphasis in Computer Science Instruction.....	29
Accreditations.....	5	M.Ed. in Curriculum and Instruction with an Emphasis in Social Emotional Learning.....	30
Equal Opportunity Statement.....	5	M.Ed. in Curriculum and Instruction with an Emphasis in Teaching English Learners.....	31
Mission Statement.....	5	M.Ed. in Curriculum and Instruction with an Emphasis in Teaching Students with Disabilities.....	32
Converge.....	6	M.Ed. in Curriculum and Instruction with an Emphasis in Math.....	33
Spiritual Life.....	6	M.Ed. in Curriculum and Instruction with an Emphasis in K-8 Computer Science.....	34
Attendance Costs.....	6	Course Descriptions.....	35
Financial Information.....	6	Art and Design (ARTS).....	35
Payment.....	6	Bible (BIBL).....	35
Refund Policy.....	6	Biology (BIOL).....	36
Federal Financial Aid Programs.....	7	Business Administration (BUSA).....	36
Other Aid Programs.....	7	Chemistry(CHEM).....	36
Application Information.....	8	Child/Human Development (CHDV).....	36
College of Outreach & Innovation Admissions Policies.....	8	Chinese (CHNS).....	36
For High School Students.....	8	Communication (COMM).....	36
For Adult Students.....	8	Computer Science (CMSC).....	36
For Transfer Students.....	8	Education (EDUC).....	36
For International Students.....	8	Elementary Education (ELEM).....	40
For Graduate Students.....	9	English (ENGL).....	41
Classification of Students.....	9	Family Science (FMST).....	41
Academic Status.....	9	Fine Arts (FINE).....	41
Classes, Exams, and Grades.....	9	General Ministry (GMIN).....	41
Class Periods and Attendance.....	9	General Science (GNSC).....	41
Drop and Add Procedures.....	9	Geography (GEOG).....	42
Exams.....	9	German (GERM).....	42
Grading System.....	10	History (HIST).....	42
Policy on Academic Honesty.....	10	Latin (LATN).....	42
Family Educational Rights and Privacy Act.....	11	Liberal Arts (LBAR).....	42
Additional Credit Programs and Testing.....	11	Mathematics (MATH).....	42
Advanced Placement Examinations and Required Scores.....	13	Missions (MISS).....	42
CLEP Test Offered at OC and Required Scores.....	14	Music (MUSC).....	43
International Baccalaureate Program.....	14	Nursing (NURS).....	43
Degree Completion Requirements.....	15	Political Science (POLS).....	44
Core Curriculum.....	15	Psychology (PSYC).....	44
Transfer Policies.....	16	Student Development (SDEV).....	44
Graduation Requirements.....	16	Special Education (SPED).....	44
Student Development Services and Courses.....	17	Theology (THEO).....	44
College of Outreach & Innovation Programs Overview.....	18	Academic Calendar.....	45
A.S. Degree.....	19		
B.S. Degree in Interdisciplinary Studies in Education.....	20		
B.S.Ed. in Elementary Education (Non-licensure).....	21		
B.S.Ed. in Elementary Education with Special Education (Non-licensure).....	22		
Nursing Program Requirements.....	23		
B.S.N. Degree in Nursing (Prelicensure).....	24		
Master of Education.....	25		

## A MESSAGE FROM THE PRESIDENT

---



Welcome to Oklahoma Christian University!

You have chosen to be a part of a Christian educational experience that is welcoming and friendly, and where we hope you will feel right at home. Your mentor and professors at OC will guide and pray for you through your studies, and you will be extremely well prepared to put your God given gifts and abilities to good use in your future career.

Long ago, I wrote my personal mission statement which states, "Be a teacher for the improvement of life according to the design and will of God." I hope you are already planning and dreaming about your future and how God can best use you for His glory. Oklahoma Christian has an outstanding faculty and staff that will provide you a first class education. They truly want you to succeed academically, and upon graduation, to go out from this very special place to be a blessing for the Lord's kingdom.

I have read lots of books in my lifetime, but I firmly believe the BEST book ever written on leadership is the Bible. In Esther 10:3, Mordecai was described as a man

who, "...continued to work for the good of his people and to speak for the welfare of all their descendants." At OC, you will find many people who care about you as an individual and work for your good and speak up for your welfare. We want you to soar academically and grow spiritually!

As in most areas of life, you will get out of your experience at OC in proportion to what you put into it. Stay disciplined and connected. Prepare for your classes—professors will work hard in your courses, make sure you do too. Ask for help when you need it—there are lots of folks here willing, ready and able to help. Visit campus when you can. There are lots of free activities that will be fun for you and your family. Read your Bible regularly, and get involved in a local church to find extra encouragement and care during this season of your life.

Thank you for choosing OC! We want your time with us to be a blessing to you, your family and the Kingdom of God. We look forward to seeing how God transforms your life through OC, and no matter where your life's journey takes you, we hope you will always feel at home at OC.

God bless you,  
L. Ken Jones, Ph.D.  
President

## A MESSAGE FROM THE PROVOST

---



Welcome to Oklahoma Christian University! Whether you are attending college for the first time, transferring from another university, or beginning your pursuit of graduate studies, we are delighted that you have chosen to join us for an exciting academic journey. We hope that journey will change your life in positive and profound ways, and in two primary senses.

First and foremost, OC is a university, and here you will find a vibrant community of scholars and students who find excitement in the process of discovering and sharing knowledge. With the increased rate of technological change and the advent of generative artificial intelligence, facing the challenges of our times requires a well-trained and agile mind. You will find here at OC a place where you learn the facts and tools of your selected discipline. More importantly, you will learn how to learn, so that you can continue to adapt and thrive in a dynamic world.

You will also find at Oklahoma Christian University a place that is proud of its middle name. We take our faith in Christ seriously and want it to shape everything we do. Here, you will be treated with respect, as one who is created in the image of God, and worthy of our best efforts to help you become everything God intends for you to be. Our hope is that you will see faith displayed here in winsome ways as you decide what you believe about God and his will for your life, and how you will put your beliefs into practice.

Prepare for a challenging and joyful experience here at Oklahoma Christian University. We are glad you are with us.

Brian Starr, Ph.D.



This catalog contains official announcements of courses for the College of Outreach and Innovation at Oklahoma Christian University for the 2023-2024 academic year. Oklahoma Christian reserves the right to repeal, change, or amend the rules, regulations, and provisions contained in this catalog and may withdraw or modify the programs and courses described. Oklahoma Christian reserves the right to change fees, modify services, or change its program should economic conditions, national emergency, or other force majeure make it necessary to do so. Fees, tuition, programs, courses, course content, instructors, and university policies and regulations are subject to change without notice.

## **OC AT A GLANCE**

Oklahoma Christian University is a higher learning community that transforms lives for Christian faith, scholarship, and service. OC is a comprehensive institution of serious academic inquiry grounded deeply in the liberal arts and the Christian faith, while also providing excellent professional, pre-professional, and graduate programs. It is affiliated with the churches of Christ, but students of all faiths are welcome.

## **COLLEGE OF OUTREACH AND INNOVATION PROGRAMS**

### **ACADEMY OF ALTERNATIVE CERTIFICATION**

State approved coursework in classroom management and pedagogy

### **ASSOCIATE OF SCIENCE DEGREE**

Flexible degree focused on general education and lower division electives

### **CONCURRENT ENROLLMENT**

Concurrent coursework available for high school students

### **INTERDISCIPLINARY STUDIES IN EDUCATION**

Alternative certification pathway for Oklahoma paraprofessionals

### **MASTER OF EDUCATION DEGREE**

Graduate Master of Education (M.Ed.) competency-based education degree in Curriculum and Instruction with five different tracks of study

### **NURSING**

Online coursework in preparation for a B.S.N. degree

The University's traditional undergraduate degrees may be viewed in the Undergraduate Academic Catalog and the University's graduate degrees may be viewed in the Graduate Academic Catalog, available at <https://www.oc.edu/admissions/registrar/academic-catalogs>.

## **ACCREDITATIONS**

### **REGIONAL ACCREDITATION**

Oklahoma Christian is accredited by the Higher Learning Commission.

230 South LaSalle Street, STE. 7-500

Chicago, Illinois 60604-1413

Phone: 800.621.7440 | 312.263.0456

Fax: 312.263.7462

[www.hlcommission.org](http://www.hlcommission.org) | [info@hlcommission.org](mailto:info@hlcommission.org)

### **PROGRAMMATIC ACCREDITATIONS**

The University is approved by the Oklahoma State Department of Education to recommend students for teacher certification. The Professional Education Unit at Oklahoma Christian University is accredited by the Council for the Accreditation of Educator Preparation (CAEP), [www.caepnet.org](http://www.caepnet.org). This accreditation covers initial teacher preparation programs. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, relicensure, or other purposes.

1140 19th ST. STE. 400

Washington, DC 20036

Phone: 202.223.0077 | Fax: 202.296.6620

[www.caepnet.org](http://www.caepnet.org) | [caep@caepnet.org](mailto:caep@caepnet.org)

The B.S.N. degree at OC is accredited by the Commission of Collegiate Nursing Education (CCNE).

655 K. St. NW

Washington, DC 20001

Phone: 202.887.6791

<https://www.aacnnursing.org/CCNE>

[info@aacn.nche.edu](mailto:info@aacn.nche.edu)

## **EQUAL OPPORTUNITY STATEMENT**

Oklahoma Christian University is committed to the principles of Equal Opportunity as defined by federal and state law. OC does not unlawfully discriminate on the basis of race, color, creed, disability, national/ethnic origin, age, religion, sex, or disabled veteran/Vietnam era veteran status in its admissions policy, programs, or activities, educational policies, scholarship and loan programs, athletic and other University administered programs, or employment practices and programs.

Notwithstanding, as a religiously affiliated institution of higher learning, Oklahoma Christian University reserves the right, to the fullest extent allowed by the Constitution of the United States, the State of Oklahoma, and all statutory, regulatory, and judge made law, to make admissions and employment decisions based on the University's interpretation of Holy Scripture, and its sincerely held religious beliefs derived therefrom.

The following person has been designated to handle inquiries regarding the nondiscrimination policy with regard to employment:

Executive Director of Resources Officer: (405) 425-5157

2501 E. Memorial Road Edmond, OK 73013

The following person has been designated to handle inquiries regarding the nondiscrimination policy, including sexual harassment, with regard to F

Title IX Coordinator, Tamie Willis, (405) 425-6463

2501 E. Memorial Road Edmond, OK 73013 [titleix@oc.edu](mailto:titleix@oc.edu)

## **MISSION STATEMENT**

Oklahoma Christian University is a higher learning community that transforms lives for Christian faith, scholarship, and service.

## CONVERGE

AS A CHRISTIAN COMMUNITY OF LEARNING, WE SEEK THE FOLLOWING UNIVERSITY OUTCOMES:

### ACTIVE FAITH

A graduate of OC is able to:

1. Understand the living implications of Christian discipleship and
2. Demonstrate a mastery of scriptures and doctrine sufficient to support a life of service to the Christian community and the wider society.

### FOUNDATIONAL KNOWLEDGE

A graduate of OC is able to command a diverse knowledge base and effectively apply it as an educated Christian.

### INFORMATION LITERACY

A graduate of OC is able to:

1. Recognize when information is needed and
2. Locate, evaluate, and use the needed information effectively and ethically.

### STRUCTURED REASONING

A graduate of OC is able to use the appropriate quantitative and qualitative methodologies to process and organize information into useful forms and models.

### CRITICAL AND CREATIVE THINKING

A graduate of OC is able to reach, accept, or create appropriate conclusions and works after a comprehensive exploration of options, issues, ideas, artifacts, and events.

### EFFECTIVE COMMUNICATION

A graduate of OC is able to use an understanding of how meanings are constructed between people to form relationships and communicate information effectively via oral, written, and interpersonal means.

### PERSONAL, SOCIAL, AND GLOBAL STEWARDSHIP

A graduate of Oklahoma Christian University is able to:

1. Demonstrate awareness of the impact the graduate, other individuals, and societies can have on their world and
2. Express that awareness with compassion and respect for self and others of similar and different world views and cultures.

These seven university outcomes inform what is done in the Oklahoma Christian University community life, in the majors, and in the core. Concerning the core specifically, the faculty recognizes that these outcomes can be accomplished through a variety of courses and experiences. Accordingly, the faculty has designed a tiered, degree-based core curriculum for baccalaureate degrees focused on the liberal arts and based on seven general categories. The core curriculum consists of 51 semester hours in the liberal arts; 39 hours specifically satisfy the seven categories: Bible, communication (written and oral), behavioral/social science, great works, history, mathematics, and science, with 12 additional hours of liberal arts courses which may vary according to your degree. These requirements were determined by the mission and purpose of the faculty and the faculty's judgment regarding the common needs of all students.

To achieve these objectives, the faculty has established degree-based core curriculum requirements that are listed within the departmental sections of this catalog.

## SPIRITUAL LIFE

One of the great benefits of attending OC is the opportunity for spiritual growth and connection. This comes from lifelong Christian friendships, along with all of our faculty and staff being followers of Jesus Christ, too. Spiritual life is at the core of the OC experience.

### 2023-2024 ATTENDANCE COSTS

TUITION - FALL/SPRING/SUMMER

FULL-TIME STUDENTS, PER YEAR

Per credit hour

(Additional Costs for Books and Course Fees)

\$275

CONCURRENT STUDENTS, PER COURSE

One course

\$245

ACADEMY OF ALTERNATIVE CERTIFICATION

Three credit hour course

\$1,000

MASTER OF SCIENCE IN EDUCATION DEGREE

Per credit hour

\$350

### FINANCIAL INFORMATION

Because many students need financial help to attend a university, OC provides a wide variety of financial aid programs. Money for higher education is available from a variety of sources, including federal aid programs, state aid programs, loans, grants, and on-campus and off-campus jobs. College of Outreach and Innovation students are not eligible for institutional scholarships due to the discounted tuition rate.

The Free Application for Federal Student Aid (FAFSA) determines eligibility for aid. The application form is available at [www.fafsa.gov](http://www.fafsa.gov) or from the Student Financial Services Office ([financialservices@oc.edu](mailto:financialservices@oc.edu)).

### PAYMENT

STUDENT ACCOUNT AND AGREEMENTS FORM

All students need to complete the Student Account and Agreements form once enrolled. Students are encouraged to do this before August 1 to ensure all aid will be ready by the beginning of the semester. There are several options for payment:

Option 1: Full payment due before the first day of class. Payment by cash or check eliminates all service charges. Checks should be made payable to OC. Students may also use American Express, Discover, MasterCard, and Visa, but these will incur a 2.75% convenience fee. An online payment option by submitting bank information is also available to students in order to avoid the convenience fee.

Option 2: A monthly payment plan is available through the student's online account at [my.oc.edu](http://my.oc.edu). The first payment is due upon enrollment in the payment plan. There is a \$25 enrollment fee per semester. No finance charges are added to the student's account as long as the contract payments are made on time each month. Yearly costs may be paid in eight, nine, or 10 months, depending on the enrollment date. For a 10 month payment

plan, the student or parent must enroll before July 25. Students can access their student account by clicking on "Student Account Online" located on myOC under QuickLinks. Students may also grant their parent(s) access by assigning a Parent Pin from their Student Account Online.

Option 3: The Parent Loan for Undergraduate Students (PLUS) is a fixed interest rate loan and is available to the parents of undergraduate, dependent students enrolled in at least a half-time course of study. The amount of available funds is determined by the cost of education less the amount of other financial aid the student receives. Interest begins accruing when the loan is disbursed and repayment begins 60 days after the loan is fully disbursed. Parents may also defer repayments until their child has graduated or ceased attending at least half-time. Financial Services must certify eligibility for the loan. Please contact Financial Services at [financialservices@oc.edu](mailto:financialservices@oc.edu) or visit the website [www.oc.edu/loans](http://www.oc.edu/loans) for additional information regarding this loan.

Option 4: Various student loans and student sponsor loans are available to students through private lenders. More information is available from Financial Services ([financialservices@oc.edu](mailto:financialservices@oc.edu)). For more information, visit [www.oc.edu/loans](http://www.oc.edu/loans). For a complete list of Oklahoma Christian University's financial policies, visit the following website: <https://www.oc.edu/admissions/financial-services/financial-policies>.

### REFUND POLICY

WITHDRAW/DROP REFUND POLICY

Tuition refunds are made to students who officially withdraw from courses that are 11-16 weeks in length or from the University before the fourth week of a semester. Refunds are given as follows:

- If the withdrawal date is in the first WEEK, a 100% refund will be made.
- If the withdrawal date is in the second WEEK, a 75% refund will be made.
- If the withdrawal date is in the third WEEK, a 50% refund will be made.
- After the third week, no refunds will be made, except
- If the course instructor makes a good faith determination after the refund period has expired, that the student is academically unable to benefit from the course, the student will be dropped from the course and a full refund issued, upon the request of the student. Tuition refunds are made to students who officially withdraw from courses that are seven weeks to 10 weeks in length by the second week of class. Refunds are given as follows:
- If the withdrawal date is within the first WEEK, a 100% refund will be made.
- If the withdrawal date is within the second WEEK, a 50% refund will be made.
- After the second week, no refunds will be made, except
- If the course instructor makes a good faith determination after the refund period has expired, that the student is academically unable to benefit from the course, the student will be dropped from the course and a full refund issued, upon the request of the student.

Tuition refunds are made to students who officially withdraw from courses that are one week to six weeks in length (including Winter courses) by the second day of class. Refunds are given as follows:

- If the withdrawal date is on the first DAY, a 100% refund will be made.
- If the withdrawal date is on the second DAY, a 50% refund will be made.
- After the second day, no refunds will be made, except
- If the course instructor makes a good faith determination after the refund period has expired, that the student is academically unable to benefit from the course, the student will be dropped from the course and a full refund issued, upon the request of the student.

If the student drops a course and adds another course at a later time during the 100% refund period, it may result in additional charges. Students should always add and drop a course during the same session to avoid these charges.

## **FEDERAL FINANCIAL AID PROGRAMS**

### **APPLYING FOR AID**

Interested students should complete a Free Application for Federal Student Aid (FAFSA) and the admissions application. Determination of the student's eligibility is based on family size, the number in college, income, resources, obligations, and the cost of the university. All information contained in these documents is held in strict confidence. The resulting financial aid report determines eligibility for a Federal Pell Grant, Federal Direct Loan, and Oklahoma Promise. The FAFSA is available each October for the following academic year.

### **GRANT PROGRAMS**

Federal Pell Grants are available to students. Eligibility is determined on the basis of need as defined by the Pell Grant Program Division of the U.S. Office of Education.

### **LOAN PROGRAMS**

FEDERAL DIRECT LOANS are available for eligible students at a fixed interest rate. Subsidized and Unsubsidized Direct Loans have a fixed interest rate. Students may

borrow up to \$5,500 a year as a freshman, \$6,500 a year as a sophomore, and \$7,500 a year as a junior or senior. A loan application must be completed in addition to the FAFSA. Repayment begins six months after the student ceases to be enrolled at least half-time. There are two forms of the Federal Direct Loan. The Federal Subsidized Direct Loan is based on a student's need and the government pays the interest while the student is in school. The Federal Unsubsidized Direct Loan is based on the university's cost of attendance. The limit of unsubsidized takes into account the amount of subsidized received. The government does not pay interest on the unsubsidized loan while the student is in school. The student can choose to pay interest quarterly or add it to the loan principal.

FEDERAL PARENT LOANS FOR UNDERGRADUATE DEPENDENT STUDENTS (PLUS LOANS) are unsubsidized federal loans for the parent and in the parent's name. It is a credit based loan. A FAFSA for the student must be completed prior to application. Financial aid received by the student and the cost of attendance will determine eligibility. Families whose students who have little or no eligibility for the other federal aid programs may find the PLUS loan beneficial. Parents must apply at [www.studentloans.gov](http://www.studentloans.gov). Repayment begins 60 days after the loan is disbursed or parents may also defer repayments until their child has graduated or ceased attending at least half-time. For more information, contact the Student Financial Services Office or visit [www.oc.edu/loans](http://www.oc.edu/loans).

## **OTHER AID PROGRAMS**

### **BIA GRANTS**

The Bureau of Indian Affairs can provide applications for grants. You must contact your tribe to determine eligibility criteria.

### **VOCATIONAL REHABILITATION PROGRAMS**

Vocational rehabilitation assistance is available to qualified applicants. High school counselors should be contacted for the address of local vocational rehabilitation counselors.

## APPLICATION INFORMATION

Prospective students can contact the College of Outreach and Innovation at:  
College of Outreach and Innovation  
Oklahoma Christian University  
P.O. Box 11000  
Oklahoma City, OK 73136-1100  
(405) 425-5800 or (800) 877-5010  
[newcollege@oc.edu](mailto:newcollege@oc.edu)

For information about our work-based nursing program, please visit  
<https://www.oc.edu/academics/online/work-based>.

For information about our paraprofessional program in education, please visit  
<http://www.oc.edu/academics/online/teacher>.

## ADMISSION POLICIES

**To be accepted to an undergraduate program at OC, students must complete the following steps:**

### FOR HIGH SCHOOL STUDENTS

1. Submit a completed application for admission.
2. Submit a current high school transcript.

Eligible high school students may obtain early admission to OC and attend the summer session before their senior year and/or concurrent courses during high school. To be granted full admission to Oklahoma Christian, high school students must submit an official high school transcript that shows evidence of graduation.

Oklahoma Christian has relationships with many high schools for dual credit. High schools determine student eligibility and how many courses each student may take.

### ACT, SAT, or CLT EXAMS (OPTIONAL)

Under our test optional policy, first-year students may submit test scores if they feel the results accurately reflect their personal academic ability; however, students are not required to do so if they feel that their scores do not align with their demonstrated academic strength in the classroom. First-year students have the opportunity to select a test-optional admissions review with OC's application.

Residual ACT testing is offered on an appointment basis for those who have applied for admission to Oklahoma Christian. Call 405-425-5050 for an appointment. Residual test scores are mailed directly to the examinee with a copy kept by OC. The testing is given through OC.

Residual ACT test scores are not sent to other universities. OC may not administer ACT residual testing on the same day that a national ACT exam is administered. National registration for the ACT exam is made through the national office.

ACT registration packets are normally available at any high school. They also may be ordered by mail by calling 319-337-1270 or by registering online at <http://www.act.org>.

### FOR ADULT STUDENTS

**FOR APPLICANTS OVER 18 WHO HAVE NOT GRADUATED FROM HIGH SCHOOL:**

1. Submit a completed application for admission.
2. Submit evidence of having passed the GED test.

**FOR ADULT LEARNERS WHO HAVE GRADUATED FROM HIGH SCHOOL (OR EQUIVALENT GED):**

1. Submit a completed application for admission.
2. Submit a high school transcript or evidence of having passed the GED test.
  - a. If evidence cannot be provided due to extenuating circumstances, the student will be required to submit a statement detailing the year of high school graduation or GED completion and reason an official document is not available.
  - b. In the case of no evidence being provided, the student may be accepted provisionally by the university and required to complete 15 hours of coursework with a GPA of 2.5 before matriculating into OC officially.
3. Submit an ACT, SAT, or CLT score (optional).
  - a. If an ACT, SAT, or CLT test score is not available and the student has five or more years of work experience, the following items will be required:

- i. A work resume documenting the minimum five

years of work and

- ii. A recommendation letter from the current employer.
- b. In the case of non test scores being provided, the student may be accepted provisionally by the university and required to complete 15 hours of coursework with a GPA of 2.5 before matriculating into OC officially.

### FOR TRANSFER STUDENTS

1. Submit a completed application for admission.
2. Submit a high school transcript (waived for students who have completed 24 or more semester hours of accredited college credit).
3. Submit official academic transcripts from all colleges and universities previously attended.

Transfer students must be eligible to re-enter schools previously attended. Transfer credits will be accepted from nationally and regionally-accredited colleges and universities upon approval of the Registrar or Dean of the College of Outreach and Innovation. A maximum of 65 semester hours from community colleges may be applied toward degree requirements.

### FOR INTERNATIONAL STUDENTS

Complete the application for admission online at [www.oc.edu/apply](http://www.oc.edu/apply). This school is authorized under Federal Law to enroll nonimmigrant students.

Students must indicate the payment option for which they will pay the remaining portion of their enrollment cost by completing the student account agreement form no later than two weeks before the first day of classes. Payment options include: an Installment Payment Plan (IPP), a loan from the student's home country, or making a cash payment equal to the amount of the remaining balance.

#### PROOF OF ENGLISH PROFICIENCY

Applicants who have not studied in a country where English is the PRIMARY language of instruction must take the Test of English as a Foreign Language (TOEFL) or International English Language Testing Service (IELTS) and arrange for the testing agency to send the test results to Oklahoma Christian University. The required TOEFL score is 61 IBT and IELTS is 6.0.

#### B.A. DEGREE LANGUAGE REQUIREMENT

International students must successfully complete the Communication 9 hour sequence at OC with a grade of "C" or above in each course to meet the language requirement for the B.A. degree. They must also provide proof of a primary language other than English. See the Office of the Registrar to complete this requirement.

#### ACADEMIC DOCUMENTATION

Original or officially certified copies of all grade reports for all secondary and higher education studies, as well as original or officially certified copies of all academic diplomas, certificates, and national or other major examination results, must be submitted, along with an official English translation certified by the educational institution.

#### FINANCIAL DOCUMENTATION

An applicant must provide proof of adequate funds, \$33,290 per year, to live and study full-time at Oklahoma Christian University. Applicants must submit a completed Financial Worksheet accompanied by an original bank verification letter or statement. The U.S. government requires this certification before OC can issue the appropriate U.S. government forms necessary for obtaining a visa at a U.S. embassy or consulate.

#### STATEMENT OF UNDERSTANDING

An applicant must submit Oklahoma Christian University's Statement of Understanding outlining rules and expectations of the University. Once the above documents have been received and approved, a Certificate of Eligibility for Non Immigrant (F-1) Student Status Form I-20 can be issued for those students requiring a student visa.

#### TRANSFER STUDENTS

A Transfer Release Form is required for students transferring from another U.S. college or university. It must be signed by the applicant and completed by the current institution that holds the student's current I-20 record. Please note that students must hold legal status in the United States to be eligible for admission.

#### ADMISSION TO OC

Upon admission, first-time students and transfer students receive an I-20 and F-1 visa instructions from the Admissions Records Office at OC.

OC provides a wide range of support and services for international students. Assistance is provided in university enrollment, visa compliance, cross-cultural adjustment, and



tutoring. You are invited to join the International-American Association, the campus association promoting cross-cultural friendships and awareness.

## FOR GRADUATE STUDENTS

Students wishing to apply to the School of Education should refer to admission and academic policies in the Graduate Academic Catalog at <https://www.oc.edu/admissions/registrar/academic-catalogs>.

## CLASSIFICATION OF STUDENTS

### FRESHMEN

Students with fewer than 30 semester hours credit.

### SOPHOMORES

Students with 30 to 59 semester hours credit.

### JUNIORS

Students with 60 to 89 semester hours credit.

### SENIORS

Students with 90 or more semester hours credit.

### TRANSFERS

Students who have completed 16 or more college level hours since graduating from high school and before attending OC.

### FULL-TIME

Students taking 12 semester hours or more during any semester.

### SPECIAL

Students taking fewer than 12 semester hours during any semester.

### AUDIT

An audit student is one who has obtained official permission to attend a course without taking it for university credit. A reduced tuition fee is charged for students who audit a course.

### UNCLASSIFIED

An unclassified student is one who has applied for admission, but who has not yet been officially admitted because sufficient information has not been received. If the necessary information is not submitted within 30 days, you will be asked to withdraw.

### LEAVE OF ABSENCE

VA students who must leave OC to complete service requirements or because they are called to active duty may request a leave of absence for fall, spring, and/or summer semesters. A Leave of Absence Request Form must be completed and submitted to the Registrar as soon as the student learns that a leave of absence is necessary. If, at the end of the leave of absence period, the student does not return, the student's participation in the program will be terminated. Application for readmission will be required if the student wishes to return.

## ACADEMIC STATUS

### GOOD STANDING

To be considered in good standing, you must maintain the cumulative GPA shown below:

Freshman	1.70 (D)
Sophomore	2.0 (C)
Junior	2.0 (C)
Senior	2.0 (C)

All students have an academic status check at the end of each semester. Those who are not in good standing will be notified of their status.

### ACADEMIC ALERT

If your GPA for any semester, or if your cumulative GPA, falls below the level of good standing, you will be notified and placed on academic alert. Also, students with 64 or more hours and an undeclared major will be placed on academic alert.

### ACADEMIC PROBATION

If your GPA for the semester and your cumulative GPA fall below the level of good standing, you will be placed on academic probation. After two semesters of academic probation, you may not be allowed to continue at the university without permission from the Academic Appeals Committee. Students on academic probation are ineligible for intercollegiate athletic competition or for performance in other university-sponsored activities.

### ACADEMIC SUSPENSION

When you have completed two semesters on academic probation without achieving the level of good standing, you may be suspended. Appeals of suspension should be addressed in writing to the Registrar, who will present the case to an Academic Appeals Committee.

A suspended student may be re-admitted once, and the re-admitted student must attain a 2.0 GPA each semester while on probation. You will be removed from probation only

when a cumulative GPA of 2.0 has been reached.

The university may suspend or dismiss any student who fails to earn a GPA of at least 1.0 during a semester, regardless of classification or number of hours completed.

## CLASSES, EXAMS, AND GRADES

### CLASS PERIODS AND ATTENDANCE

OC's credit hour policy expects students to complete about three hours of work each week for each credit hour they are earning for a 16-week course. For an eight-week course worth three credits, students should expect to complete the equivalent of 18 hours of work each week.

### ABSENCE POLICY

In-person attendance is not required for online courses, but students are expected to log into their courses each day, actively and regularly participate in coursework, and check their school emails on a daily basis.

### CLASS SCHEDULING

The university makes every reasonable effort to offer all classes for which registration has occurred. There are times, however, when insufficient enrollment in the class makes it necessary for the university to cancel the section. There are times when you may attempt to register for a class that has already been filled. Once a class is filled, students may place themselves on the waitlist for that particular section. Being on a waitlist does NOT guarantee registration in the class. Your position on a class waitlist is on a first-come, first-served basis. Registration from a waitlist is not automatic. Check your OC email daily; if you receive a notification, you will have to login to myOC and register within 24 hours or lose your position on the waitlist. Please keep these situations in mind as you schedule classes needed to complete your degree.

### DROP AND ADD PROCEDURES

#### DROPPING A CLASS

To drop a class, you will click on a link in myOC labeled "Drop Form." Filling out and submitting this form begins the process of dropping the class. You will be contacted by your mentor to confirm that you wish to drop the course. Student-athletes must also obtain the signature of either the Athletic Compliance Coordinator or the Assistant AD for Student-Athlete Well-Being. Veterans should get a signature from the Articulation and VA Coordinator. International students should get a signature from the International Records Analyst.

#### DROP/ADD DATES FOR SPECIFIC TYPE OF CLASS STRUCTURE

Based on 16 hours of "seat time" per credit hour offered

#### REGULAR 16-WEEK TERM

Cannot add after the 1st week of class. Can drop without a grade of "W" week 1-4. Can drop with a grade of "W" week 5-12. Cannot drop after week 12.

#### EIGHT-WEEK COURSE

Cannot add after the 1st week of class. Can drop without a grade of "W" week 1-2. Can drop with a grade of "W" week 3-7. Cannot drop after week 7.

#### FOUR-WEEK COURSE

Cannot add after day 2. Can drop without a grade of "W" days 1-4. Can drop with a grade of "W" days 5-16. Cannot drop days 17-20.

### ADDING A CLASS

To add a class, you must contact the director of your academic program.

## EXAMS

### FINAL EXAMS

Generally, students may not reschedule final exams due to heavy testing in a single day. A student may request that his or her final examination in a class be rescheduled only where the student has more than three examinations scheduled for a single day. If a student wishes to reschedule a final exam, he or she must receive permission from the Dean. Final examinations will not be given early unless approved by the Deans' Council upon a showing of extraordinary circumstances. Examples of extraordinary circumstances are non-elective surgery or being called to active duty.

### PROCTORED EXAMS

For all faculty who use or may use proctored exams in their courses, regardless of delivery mode (face-to-face, online, or hybrid), the Federal Government and HLC requires that students be notified of the potential cost they may incur if the exam is proctored. If a course in an exam must be proctored, you must have your proctor identified and all proper forms turned in by the second week of class.

### CHOOSING A PROCTOR

Some proctoring services may require a testing fee. Any testing fees will be the responsibility of the student. Proctoring options include:

- Testing facility at a University of Community College campus (e.g. UCO Testing Center)
- Sylvan Learning Center (or equivalent)
- Federal Government Agency

#### WHO CANNOT BE A PROCTOR

- Relative or spouse
- Co-worker, business associate, or supervisor
- Friend or peer
- Coach
- Another Oklahoma Christian University student

#### EXAM PROCTORING EXPECTATIONS

- Proctors who do not fit the list of appropriate proctors will be refused.
- Proctors may expect payment for this service. Any costs involved are the student's responsibility.
- Discuss the number of exams and length of each with your proctor, as it requires a time commitment.
- Verify your proctor will be available for all your exams. Your proctor must agree to return exams in a timely manner.

#### AFTER FINDING YOUR PROCTOR

- Have your proctor complete the Examination Proctor Agreement Form.
- Submit your proctor form by the end of the second week of class.
- Confirmation will be sent to you and your proctor upon approval.

#### GRADING SYSTEM

Most courses use the standard letter grades: A, B, C, D, and F.

A: Superior performance in which the student demonstrates:

1. A thorough knowledge and retention of the factual material of the subject.
2. A thorough understanding of the principles of the material studied.
3. A timely and accurate completion of the course requirements, such as homework, term papers, etc.
4. An ability to apply and correlate the subject material to the solution of new and different problems.

B: Good performance in which the student demonstrates:

1. An above average knowledge and retention of the factual material of the subject.
2. An adequate understanding of the principles of the material studied.
3. A timely and accurate completion of the course requirements.
4. Some ability to apply and correlate the subject material to the solution of new and different problems.

C: Adequate performance in which the student demonstrates:

1. An average knowledge and retention of the factual material of the subject.
2. Some understanding of the principles of the material studied.
3. Satisfactory completion of course requirements.

D: Poor performance in which the student demonstrates:

1. Limited knowledge and retention of the factual material of the subject.
2. Limited or no understanding of the principles of the material studied.
3. Unsatisfactory completion of the course requirements.

F: Failing performance in which the student demonstrates:

1. Little or no knowledge and retention of the factual material of the subject.
2. Little or no understanding of the principles of the material studied, and/or
3. A failure to satisfactorily complete the course requirements.

Other grades that may be awarded are as follows:

NP: A no-passing grade in a course that does not give a letter grade.

P: A passing grade in a course that does not give a letter grade.

P\*: A passing grade that is awarded for AP, CLEP, IB, credit by exam, or other prior learning credit.

W: Withdrawn from a course after the fourth week and before the 12th week of a regular 15 week course.

I: Granted if you have not met the requirements of the course due to illness, an emergency, or some other cause deemed reasonable by the instructor. A grade of "I" is not given when you have simply been negligent of class requirements. A grade of "I" is removed by the completion of the necessary work within six weeks after the semester

ends. The professor has an option to grant an extension if warranted based on a request by you within the first six weeks. If a grade has not been submitted by the professor at the end of 12 weeks, the Registrar will convert the grade from an "I" to an "F."

The specific course requirements such as term papers, homework, attendance, special projects, and the number and scope of examinations are at the discretion of each professor. You should consult the course syllabus for the specific requirements and grading scale for each class. If you repeat a course at OC, the higher grade only is used to compute the GPA. The original grade will remain on the transcript.

#### ACADEMIC HONORS

The Honor Roll recognizes students with 3.40 (B) or above semester GPA. The Deans' List honors those with a 3.85 (A) or above GPA. The President's List honors those with a 4.0 (A) semester GPA.

#### GRADUATING WITH HONORS

Students graduate with honors at these levels:

Cum Laude	3.40
Magna Cum Laude	3.60
Summa Cum Laude	3.85

#### POLICY ON ACADEMIC HONESTY

##### CHEATING

Cheating on an examination, assignments, roll sheet, or any other course related work or activities undermines the ethics of the academy and the specific Christian purposes of Oklahoma Christian University. Accordingly, students who cheat on examinations, assignments, or other course related work or activities will face serious consequences, as outlined in this policy.

##### PLAGIARISM

One particular form of cheating is plagiarism. Plagiarism is transmitting of another's ideas, words, or materials as one's own and/or the failure to accurately credit the ideas, words, or materials of another. Plagiarism also includes passing off the work of another (a friend, a parent, a website) as one's own. Plagiarism undermines the ethics of the academy and the specific Christian purposes of OC. Accordingly, students who engage in plagiarism in assignments submitted will face serious consequences, as outlined in the following policy.

##### PENALTIES FOR ACADEMIC DISHONESTY

On the first offense, the student will receive a "0" (zero) credit for the examination or assignment. For forms of cheating or dishonesty other than on examinations or assignments, the professor shall have the discretion to impose an appropriate penalty. Professors must send documentation of the first offense to the appropriate chair, the dean of the appropriate college, the Chief Academic Officer, and the Dean of Students.

On the second offense in the same course, the student will receive an "F" in the course. Professors must send documentation of the second offense to the appropriate chair, the dean of the appropriate college, the Chief Academic Officer, and the Dean of Students.

At either the first or second offense, the student may appeal using the process set forth for grade appeals.

If a student commits offenses in two or more courses, the Academic Appeals Committee may assign penalties for academic dishonesty in addition to the penalties assigned by the professors in the courses. The Committee may assign penalties up to and including suspension from the University in instances where a student has engaged in cheating or plagiarism in two or more courses. The Academic Appeals Committee will inform the Chief Academic Officer and the Dean of Students in writing of any penalties imposed by it and will report annually on its activities to the university's Academic Affairs Committee.

Professors should maintain the highest standards of academic honesty both in and out of the classroom. Professors must apply the rules regarding cheating and plagiarism and report to the appropriate channel.

#### STUDENT COMPLAINT SYSTEM AT OKLAHOMA CHRISTIAN UNIVERSITY

To improve the ease and accessibility of reporting student complaints, Oklahoma Christian University developed an online student complaint system that was deployed in the Fall 2016 semester. The new student complaint system, accessible through the campus intranet, provides a single online portal for all types of student complaints. Students select one of four complaint categories (Title IX, Academic Appeals, Student Life, and Campus Police), and then complete the online form related to that category. Once completed and submitted, the form is automatically routed to the appropriate university employee (e.g., the Title IX Coordinator, FERPA officer, Dean of Students, or Campus Police department), who has a specified period of time to respond. Upon clicking

the "submit" button, students receive an automated email confirming the submission and providing information about the expected response time. The responsible employee also receives an email notifying him or her of the complaint and reminder emails if the complaint is not resolved within the specified timeframe. All responses to the complaint and the complaint resolution are documented in the system, which provides a log of all complaints submitted as well as information about the response time for various areas.

#### GRADE APPEALS

Any student may appeal a final grade received in a course. To assure due process and protect the rights of both the student and the professor, the appeals procedure below must be followed. Except by this process, no student-appealed grade may be changed, and no student-contested academic action by a professor may be reversed.

##### STEP 1 – CONTACT THE PROFESSOR

A student who disagrees with a professor on a course grade or other grade-related issue must contact the professor in writing to explain the concern or complaint. If the student does not bring the matter to the professor's attention within four weeks of the final grade report, the student loses the right of appeal. The professor has two weeks to respond in writing to the student's appeal.

##### STEP 2 – APPEAL TO THE CHAIR

If the interaction with the professor does not resolve the issue, the student has two weeks from that response to submit an appeal through the online Student Complaints system (available through myOC) to the chair of the professor's school or department. Otherwise the student loses the right of appeal and the issue is considered closed. If the professor is the chair or associate dean, the student will take the appeal to the dean.

The appeal must include a written description of the circumstances as understood by the student. The chair will request any supporting documentation from the professor. The chair will discuss the complaint with the professor and, where appropriate, with other students. The chair will make a decision as soon as is reasonably practicable, but in no event longer than four weeks from the date of receipt of the appeal, and will communicate that decision in writing to the student.

After receiving the appeal, the chair has two options: the chair may make the decision and explain it to the student and the professor within two weeks or, if the chair considers the matter sufficiently serious or complex, the chair may take the matter to the dean of the professor's college for further review and response.

##### STEP 3 – APPEAL TO THE DEAN

If the chair makes the decision, and if the student or professor is not satisfied that the chair's decision is fair and just, either may appeal to the dean of the professor's college by submitting information through the online Student Complaints system within one week of the decision by the chair.

Upon receiving notice of the appeal, the dean will request from the chair any documents submitted by the professor that are not available through the Student Complaints system and the chair's rationale for the decision. The dean will discuss the matter with all those involved.

After receiving the appeal, the dean has two options: the dean may make the decision and present it in writing to the student, the professor, and the chair within four weeks or, if the dean considers the matter sufficiently serious or complex, the dean may take the matter to the Academic Appeals Committee.

##### STEP 4 – APPEAL TO THE ACADEMIC APPEALS COMMITTEE

If the dean makes the decision, and if the student or professor is not satisfied that the dean's decision is fair and just, either may initiate an appeal to the Academic Appeals Committee by submitting information through the Student Complaints system within one week of the dean's decision. The dean will present any documents submitted by the professor or gathered in evidence prior to the dean's decision that are not available through the Student Complaints system.

The Academic Appeals Committee will discuss the matter with the student and professor individually. The Academic Appeals Committee will decide the matter as soon as is reasonably practicable, but in no event longer than four weeks after the matter is submitted to it. After review, the decision of the Academic Appeals Committee is final and must be reported in writing within a week of the decision to all involved parties and to the Chief Academic Officer.

The time periods noted above may, in each instance, be extended due to extenuating circumstances or when the time period runs during school holiday periods, such as Christmas or summer break.

All academic appeals processes in programs or departments need to be clear that

program-level appeals precede the institutional Academic Appeals Committee in order to be in compliance with the Department of Education and HLC standards, as well as appropriate legal practices. The Academic Appeals Committee appeal decisions supersede the program decisions.

#### FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act (FERPA) affords you certain rights with respect to your education records:

- The right to inspect and review your education records.
- The right to request the amendment of your education records to ensure that they are not inaccurate, misleading, or otherwise in violation of your privacy or other rights.
- The right to consent to disclosures of personally identifiable information contained in your education records, except to the extent that FERPA authorizes disclosure without consent.
- The right to file with the U.S. Department of Education a complaint concerning alleged failures by the university to comply with the requirements of FERPA.
- The right to obtain a copy of the university's student records policy.

You may obtain a copy of the policy from the Office of the Registrar in Cogswell-Alexander Hall. You will be notified annually of these rights in the Catalog and the Student Handbook.

Students may contact OC about FERPA-related complaints by using the Student Complaints form available through myOC. (To file a FERPA-related complaint, access the form, then click on "Student Life" and select "Miscellaneous.") All complaints related to FERPA will be directed to the university's Interim Registrar and FERPA officer, Ms. Karen Driskill.

#### DIRECTORY INFORMATION

Directory information is normally released without student consent. If a student does not wish such information to be made public, he or she can fill out a request form available in the Office of Student Life. Directory information is defined as: "information that would not generally be considered harmful or an invasion of privacy if disclosed," including, but not limited to, "the student's name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; grade level; enrollment status (e.g., undergraduate or graduate, full-time or part-time); dates of attendance; participation in officially recognized activities or sports; weight and height of members of athletic teams; degrees, honors and awards received; and the most recent educational agency or institution attended."

#### ADDITIONAL CREDIT PROGRAMS AND TESTING

You may receive credit for certain courses or activities not taken in the traditional manner.

##### CREDIT BY INDEPENDENT STUDY

You may receive credit by independent study in your major with the approval of your college's dean. Professors will assign a regular grade in a course on the basis of an examination, contact with you during a period of independent study, oral reports, and/or research papers.

You should take the initiative to propose a study or project to the dean and the faculty member before enrollment. Arrangements for periodic progress checks should be made within two weeks after the semester begins. You normally will not be allowed to take by independent study a course that is regularly offered. To comply with federal regulations, no more than 70% of an independent study course can be offered online. Students and faculty must document in their plan of study or syllabus how face-to-face meetings will take place between the instructor and the student. Normally, no more than 12 semester hours in independent study may be applied toward a degree. Faculty who agree to supervise an independent study must post the syllabus for the independent study in the online site for syllabi.

Syllabi for independent studies must note the number of credit hours the student will earn, as well as the workload requirements of the course. Faculty must consider the University's Assignment of Semester Credit Hours in determining course requirements for the number of credits awarded. This document is publicly available on the website at <https://www.oc.edu/uploads/images/AssignmentofSemesterCreditHours.pdf>.

##### EXTRACURRICULAR CREDIT

A department may request one hour of credit for an activity in which academic courses are usually given at recognized institutions. Prerequisites may be established if desired.

The course must provide some instruction in the area being served and must require a

total of no fewer than 60 hours of student participation. The professor certifies with the grade that you participated the required amount of time. The grade itself indicates the quality of participation. Hours well above the minimum may be given some consideration in establishing the grade. Because some activities will not start until after registration, you may enroll for the course after the stated time and the final grade will be the only one submitted.

#### CREDIT BY EXAMINATION POLICIES CLEP AND OTHER EXAMS

If you have had sufficient experience, training, or study in a subject area, you may apply to take College Level Examination Program (CLEP) subject exams or CLEP general exams published by the College Entrance Examination Board in order to receive academic credit. CLEP exams are offered to entering freshmen during the summer orientation programs or by special arrangement on an individual basis with the Student Success Center (405) 425-5921. You also may take CLEP exams after the semester begins if you meet the written guidelines. See the listing at the end of the following guidelines for CLEP exams offered and courses for which credit may be obtained.

#### CLEP GUIDELINES

Registration and payment for all CLEP exams must be completed through College Board. All payments for the CLEP exams are non-refundable. There is an additional fee of \$30 for test administration that can be paid to OC prior to the day of the exam or paid electronically using our online form. (If a student is taking the College Composition Modular, there is also a grading fee of \$25.) Payments made at OC for this fee may be made in cash or by check. Charges may not be added to the student's school account. To register for the CLEP exam or to receive more information regarding the exams, please

visit the following website: <http://clep.collegeboard.org/register/exam>. Only those who are enrolled at OC or who have been accepted for admission to the university may receive credit by examination.

A minimum of 12 semester hours must be earned in class work at OC before credit earned by examination will be recorded.

You may not attempt credit by examination for courses that you have audited or in which you are, or have been, enrolled and in which you have attended any classes at OC or any other university. If you wish to take a CLEP exam for credit in a course in which you are currently enrolled, then you must drop the course within the first week of the semester.

You may attempt to receive credit by CLEP examination again after three full months. Except where specifically provided for by a program, credit by examination may not be given in a course sequentially lower in the department or a prerequisite to a course for which you have received credit.

You may receive up to 60 semester hours of credit by examination. The amount you may take by correspondence or extension will be reduced accordingly.

Credit earned by proficiency examination does not count toward the resident requirement of 30 semester hours.

If you have taken and passed a course at an unaccredited institution and wish to validate that work through the procedures outlined in this policy, you may do so. This credit is considered equivalent to transfer credit and does not satisfy the requirement calling for 30 semester hours in residence or the requirement calling for one half of the major at OC.



**ADVANCED PLACEMENT EXAMINATIONS AND REQUIRED SCORES**

AP COURSE	SCORE	COURSE CODE	OC COURSE
Art History	3	ARTS-2013	Survey of Visual Culture
Art/Studio/Drawing	3	ARTS-1113	Fundamentals of Drawing
Biology	4	BIOL-1013	Principles of Biology I
Biology with a score of 4	4	BIOL-1013 & BIOL-1023	Principles of Biology I & II
Computer Science A	3	CMSC-1113	Programming I
Computer Science B	4	CMSC-1113 & CMSC-1123	Programming I & II
Computer Science Principles	3	CMSC-1313	Software Engineering I - Introduction
Economics/Macro	3	ECON-2113	Macroeconomics
Economics/Micro	3	ECON-2213	Microeconomics
English Language/Composition	3	ENGL-1113	English Composition I
English Literature/Composition	3	ENGL-1113	English Composition I
European History	3	HIST-2823	World Civilization to 1500
French, Language	3	FRNC-1113 & FRNC-1213	Beginning French I & II
General Chemistry I	4	CHEM-1115	General Chemistry I
General Chemistry I & II	5	CHEM-1115 & CHEM-1215	General Chemistry I and General Chemistry II
German, Language	3	GERM-1113 & GERM-1213	Beginning German I & II
Government and Politics	3	POLS-2113	Our American Politics
Human Geography	3	GEOG-2113	Elements of Human Geography
Introduction to Chemistry	3	CHEM-1104	Introduction to Chemistry
Math/Calculus AB	3	MATH-2114	Calculus I with Analytical Geometry
Math/Calculus BC	4	MATH-2114 & MATH-2214	Calculus I with Analytical Geometry & Calculus II
Music/Listening/Literature	3	FINE-2913	Perspectives in Fine Arts
Music Theory	3	MUSC-1023	Fundamentals of Music Theory
Psychology	3	PSYC-1113	General Psychology I
Physics I	3	PHYS-1114	College Physics I
Physics II	3	PHYS-1214	College Physics II
Physics/C Mechanics	3	PHYS-2514	Physics I
Physics/C E&M	3	PHYS-2614	Physics II
Spanish, Language	3	SPAN-1113 & SPAN-1213	Beginning Spanish I & II
Statistical Methods	3	MATH-2913	Statistical Methods
U.S. History or History of the U.S. Since 1877	3	HIST-2213 or HIST-2223	History of the U.S. to 1877 or History of the U.S. Since 1877
U.S. History and History of the U.S. Since 1877	4	HIST-2213 & HIST-2223	History of the U.S. to 1877 and History of the U.S. Since 1877
World History	3	HIST-2823	World Civilization to 1500

**CLEP TESTS OFFERED AND REQUIRED SCORES**

You must pass CLEP examinations with a score determined by the university to receive course credit at OC. Credit received is recorded on your permanent record with a grade of "P" for passing. No CLEP credit is given for ENGL-2213: Perspectives in Literature.

SUBJECT EXAMINATION	OC REQUIRED SCORE	COURSE CODE	OC COURSE
American Government	63	POLS-2113	Our American Politics
Calculus	64	MATH-2114	Calculus I with Analytical Geometry
College Algebra	63	MATH-1223	Mathematical Functions and Modeling
College Mathematics	62	MATH-1163	Applied Mathematics
College Composition Modular	55	ENGL-1113	English Composition I
General Biology	57	BIOL-1013	Principles of Biology I
General Chemistry	65	CHEM-1115 or CHEM-1313	General Chemistry I or General Chemistry for Engineers
History of the U.S. I	56	HIST-2213	History of the U.S. to 1877
History of the U.S. II	57	HIST-2223	History of the U.S. Since 1877
Humanities	56	FINE-2913	Perspectives in Fine Arts
Introduction to Psychology	59	PSYC-1113	General Psychology I
Introduction to Sociology	59	SOCI-1113	Perspectives in Sociology
Pre-Calculus	61	MATH-1223 & MATH-1523	Mathematical Functions and Modeling and Trigonometry
Principles of Macroeconomics	62	ECON-2113	Macroeconomic Principles
Principles of Microeconomics	64	ECON-2213	Microeconomic Principles

Note: No CLEP tests will be accepted for upper-division business courses. College Composition Modular can only be taken at OC.

#### INTERNATIONAL BACCALAUREATE PROGRAM

Credit may be awarded to students who have taken higher-level courses in the International Baccalaureate Program and who have scored at least a "4" (on a 7-point scale) on the higher-level course examination. Such credit generally is awarded on a course-by-course basis as recommended by the appropriate OC department. The following higher-level International Baccalaureate courses have been approved for credit without individual department review. International Baccalaureate transcripts should be submitted to the Office of the Registrar.

HIGHER LEVEL COURSE	EQUIVALENT OC COURSE	MINIMUM SCORE	SEMESTER HOURS
Biology	BIOL-1013: Principles of Biology I	4	3
Chemistry	CHEM-1115: General Chemistry I	4	5
Chemistry I & II	CHEM-1115: General Chemistry I & CHEM-1215: General Chemistry II	7	10
Economics	ECON-2113: Macroeconomics	4	3
Higher Mathematics	MATH-2114: Calculus I with Analytical Geometry	4	4
History - America	HIST-2213: History of the U.S. to 1877	4	3
Introduction to Chemistry	CHEM-1114: Introduction to Chemistry	4	4
Language A: English	ENGL-1113: English Composition I	4	3
Music	MUSC-2013: Music Appreciation	4	3
Physics	PHYS-1114: College Physics	4	4
Social Anthropology	SOCI-1113: Introduction to Sociology	4	3

You can request transcripts through your high school International Baccalaureate coordinator for the first year after high school graduation. Thereafter, transcripts can be requested from the International Baccalaureate Program, North America, 475 Riverside Drive, Suite 1600, New York, NY 10115; (212) 696-4464. Website: [www.ibo.org](http://www.ibo.org).

You should be aware that AP examinations, CLEP examinations, International Baccalaureate examinations, and college courses taken prior to or after enrolling at OC may be duplicative. In these cases, the university will award credit for only one specific course.

## DEPARTMENTALLY-PREPARED CHALLENGE EXAMS

Departmentally-prepared exams are extensive examinations over specific subjects or courses. Approval for the examination, the type of examination to be used, or for other work to be performed will be left to the department. Application forms are available in the Office of the Registrar.

The charge for credit under this policy will be a \$20 fee for the examination, whether passed or failed, and \$10 per semester hour of credit fee to record it on the transcript if it is passed. In case of validation of unaccredited work, the latter charge will not be made.

If you make a grade of "C" or above on a departmentally-prepared examination, the course will be recorded with credit given and a grade of "P" for passing. You may not attempt an examination in the same course more than one time.

## RETROACTIVE CREDIT

You may begin university study at the level appropriate to your background in a foreign language or as part of a dual undergraduate/graduate degree program. Upon completion of foreign language course numbers 1213, 2113, or 2123 with a grade of "B" or better, or upon passing a departmentally-prepared exam, you may apply for retroactive credit for all previous courses in the foreign language sequence. Students completing coursework as part of a dual undergraduate/graduate degree program may complete the graduate (5000-level) version of a course and apply for retroactive credit for the undergraduate (3000 or 4000-level) version of the same course, provided that you earn a grade of "B" or better in the graduate course. The application for such credit must be approved by the professor and the department chair or associate dean. You must then pay \$10 per semester hour in the Office of the Registrar to have the retroactive credit recorded.

## PORTFOLIO-BASED ASSESSMENT FOR PRIOR LEARNING

You may receive credit for assessment of your adult prior learning obtained outside of formal learning contexts, including but not limited to work experience, professional training, certifications, licenses, among others. Credit for Prior Learning (CPL) can be obtained by the submission of portfolios that demonstrate and document college-level, prior learning and show that your prior learning satisfies the objectives of specific courses required in your degree program. To develop portfolios, you may take the course Professional Development Theory and Practice: LBAR-3003. In this course, you will earn three credit hours toward elective requirements while you develop up to three portfolios. Credit is guaranteed upon passing the course, but the opportunity to earn up to nine additional credit hours is available upon submitting three portfolios to be assessed for their credentialing merit. You may submit additional portfolios beyond those the course requires, but no more than 30 hours of college credit will be awarded through portfolio-based prior learning assessment.

Should you be eligible for prior learning credit but not wish to take LBAR-3003 for credit, you may be enrolled in a portfolio writing workshop. This option does not provide instructor guidance, but you are provided with the rubrics, tools, and instructions needed to compose portfolios independently. This option may be advantageous to students who only wish to challenge one or two courses and/or do not need to satisfy additional elective credits to complete their degree.

A minimum of 12 semester hours must be earned in coursework at OC before credit awarded through portfolio-based CPL will be recorded.

## AIR FORCE ROTC CREDIT

AFROTC is a nationwide program that allows students to pursue commissions (become officers) in the United States Air Force (USAF) while simultaneously attending college. AFROTC classes are held on college campuses throughout the United States and Puerto Rico; students can register through normal course registration processes. AFROTC consists of four years of Aerospace Studies classes (Foundations of the USAF, Evolution of USAF and Space Power, Air Force Leadership Studies, and National Security Affairs/Preparation for Active Duty), and a corresponding Leadership Laboratory for each year (where students apply leadership skills, demonstrate command and effective communication, develop physical fitness, and practice military customs and

courtesies). College students enrolled in the AFROTC program (known as "cadets") who successfully complete both AFROTC training and college degree requirements will graduate and simultaneously be commissioned as Second Lieutenants in the Active Duty Air Force.

The AFROTC program is currently offered at the University of Oklahoma, but they have a crosstown agreement that allows OC students to enroll in AFROTC and become full-fledged cadet participants. For more information on AFROTC at OC, please visit <http://www.ou.edu/rotc/air-force.html>.

## ARMY ROTC CREDIT

Two-, three-, and four-year programs are available to you through a cooperative agreement between Oklahoma Christian and the University of Central Oklahoma (UCO). This allows you to commute to UCO and attend Army ROTC classes while continuing to pursue your degree at OC.

Through the Army Reserve Officers' Training Corps Program (ROTC), the Department of Military Science offers two programs. After completion of the degree and the ROTC program, you will be commissioned as an officer in the United States Army, the Army Reserves, or the Army National Guard. For more information, contact UCO.

## STUDENTS AND VA BENEFITS

In keeping with minimum standards set by the state, these following guidelines will be followed in reporting to the Veterans Administration regional offices the attendance and academic progress of those who receive VA benefits:

- If you drop out of school, OC will report the last date attended to assure that payments are terminated no later than the date when you stop attending a course.
- OC also will report when you fail to maintain satisfactory academic progress. You will be placed on academic alert and should make a 2.0 GPA at the end of that semester or raise your cumulative GPA to the level of good standing required for your classification.

If you have questions about your VA benefits, contact the Office of the Registrar at (405) 425-5206.

## DEGREE COMPLETION REQUIREMENTS

### CORE CURRICULUM

Oklahoma Christian's aim is to "take every thought captive to make it obedient to Christ" (II Cor. 10:5b). This means the faculty and the students are involved in an ongoing project to explore and promote the Christian worldview. In every discipline, Christ – the incarnate Word of God – and the Bible – the written Word of God – is the foundation of our intellectual growth and moral development. This knowledge of the Word of God is essential equipment for Christian scholars.

Secular education often is satisfied to create doubt and leave it unresolved. Fundamentalist education often is satisfied to retreat from doubt and deny that it exists. Christian education confronts doubt and seeks to overcome it to produce faith.

Therefore, the Oklahoma Christian community is committed to creating and communicating a Christian analysis of every discipline, believing that in doing so, Christian students develop a bold faith and all students are exposed to a wider array of thought than they would encounter in most secular universities. No one is required to hold any position on scriptures or to agree with any application of them, but all are required to learn the information and skills necessary to meet the stated objectives. Professors seek to be open to and understanding of the views of students while affirming their own position. Faith is, therefore, the central concept in the core curriculum model. All of the specific objectives listed in each category are built on the central concept. Generally, the core curriculum for College of Outreach and Innovation degrees is the same or similar to the University's undergraduate core curriculum. However, because of the unique nature of these degrees and programs and the

specific context of each student, many of whom are adult learners with significant life and professional experience, the advisor, with approval of the Dean, may adjust aspects of the core curriculum.

#### STUDENTS WITH ASSOCIATE OR BACCALAUREATE DEGREES FROM ANOTHER INSTITUTION

If you transfer to OC with an associate degree designed to provide the core curriculum background for a baccalaureate degree, OC will consider the hours taken before coming to OC when determining your core curriculum requirements. The associate degree program must include at least 30 hours in courses typically required for the core curriculum with at least one course in the following seven categories: communication, math, American citizenship, behavioral/social science, literature/fine arts, science, and global civilization.

If you have fulfilled at least five of these categories prior to coming to OC, you will be able to complete courses on campus to fulfill up to two deficient areas in the seven categories. You also will be required to complete the following at OC: 3-6 hours of Bible including BIBL-1213: Life of Christ: Matthew or BIBL-1103: Introduction to Christian Worldview.

Those completing a second baccalaureate degree at OC will be covered by the same policy. You may transfer all approved courses from an accredited community college. A maximum of 65 hours from a community college will apply toward a degree.

Note: You must satisfy the specific course provisions for the B.S.E. and other programs requiring specific courses for the core curriculum.

#### REQUIREMENTS FOR ALL BACCALAUREATE DEGREES

After consulting with an academic advisor, it is ultimately your responsibility to choose and implement your academic program and to see that all specific requirements for that program and all core curriculum requirements for graduation from the university have been met in an acceptable and timely manner. Requirements are as follows:

- You must have satisfied all entrance requirements.
- You must complete at least 122 semester hours.

#### TRANSFER POLICIES

##### FIRST-TIME TRANSFER STUDENTS TO OC

Transfer students must take the following number of hours in Bible at OC:

Transfer hours	Required OC Bible hours
1 to 29	12*
30 to 59	9*
60 to 89	6*
90 or more	3*

Or reach the total of 12 hours, including transfer hours.

\*The number of Bible hours required for transfer students is determined at the time of your initial enrollment at OC. Subsequent transfer hours do not affect the number of hours required. All transfer students must take, at a minimum, BIBL-4533: Senior Capstone.

#### POST-ENROLLMENT TRANSFER CREDIT

Students who are enrolled at OC may receive credit for courses taken at another institution, subject to the following restriction:

Obtain written approval on a Transfer Course Approval Form before registering for the courses at another institution.

Approval for courses within the major must come from the Dean of the College of Outreach and Innovation. Approval for core curriculum courses must come from the Registrar.

#### LIMITATION OF TRANSFER CREDIT FOR DEGREES

Once a bachelor's degree seeking student begins at OC, he or she may not

transfer in more than 15 hours of credit to count toward graduation, of which no more than six upper division hours of his or her major can be transferred back to OC. Transfer credit in the major must be approved by the Dean of the College of Outreach and Innovation, as explained above. Similarly, once an associate's degree seeking student begins at OC, he or she may not transfer in more than seven hours of credit to count toward graduation.

Specific departments may have additional transfer restrictions.

Technical or vocational credits are not eligible for transfer and may not, therefore, be used to satisfy degree requirements.

Current OC students must have transfer credit approved prior to enrolling in a class away from the OC campus. A Transfer Request Approval Form is available online and in the Registrar's Office.

A course may not be taken at another college or university to replace a grade for any course that has been taken at OC except in extraordinary circumstances.

#### GRADUATION REQUIREMENTS

##### REQUIREMENTS FOR GRADUATION WITH AN ASSOCIATE DEGREE

- You must complete a total of 60 semester hours, with a minimum of 39 hours in the core and 21 hours electives.
- Courses may satisfy requirements in the core or the electives, but cannot count toward both (a process known as "double dipping").
- You must complete the core curriculum requirements as listed in the catalog.
- You must have a total GPA on all courses of not less than 2.0.
- You may not count toward graduation more than seven semester hours with a grade of "D." If you have more than seven hours of "D" grades in courses required for graduation, you must retake the specific course or courses to replace those "D" grades.
- You must complete at least 15 semester hours at OC and be in attendance during the semester of graduation.
- You must have two science courses (six hours total), one of which must include a lab.

##### REQUIREMENTS FOR GRADUATION WITH A BACHELOR DEGREE

- You must complete a minimum of 30 semester hours in a major and a minimum of 18 hours in a minor. At least one-half, or 22 hours (whichever is smaller) of the work in the major or major/minor program must be completed at OC. In majors that contain a specialization, at least three-fourths of the work required for that specialization must be completed at OC.
- Courses may satisfy requirements in the core and the major and/or the core and the minor (a process known as "double dipping"). A minor requires at least 18 hours of additional unduplicated courses. If there are no common courses in the requirements for a major and the requirements for a minor, the student may major and minor in the areas. When there are courses required in both the major and the minor, the student may not earn a major and minor in those areas.
- You must complete the core curriculum requirements as listed in the catalog.
- You must have at least 10 semester hours of courses numbered 3000 or above in your major field and a total of not less than 30 semester hours overall in such courses.
- You must have a total GPA on all courses of not less than 2.0 and the same overall average on all work done in the major field.
- You may not count toward graduation more than 15 semester hours with a grade of "D." If you have more than 15 hours of "D" grades in courses required for graduation, you must retake the specific courses or courses to replace those "D" grades.
- You must complete at least 30 semester hours at OC (at least 15 of



which must be in the senior year), be a full-time student for at least one semester, and be in attendance during the semester of graduation.

- You must have two science courses (six hours total), one of which must include a lab.

You normally will follow the requirements of the catalog in effect at the time of admission to the university. No catalog will be binding for more than seven years. Therefore, at the point of graduation, you must meet the requirements of a catalog that has been in effect no more than seven years. Any exceptions must be approved by the dean of the student's college and the Registrar.

You must have completed all of your graduation requirements (with a minimum of 60 hours for associate degree students and a minimum of 122 hours for bachelor degree students) prior to participating in commencement.

#### SECOND BACCALAUREATE DEGREES AND DOUBLE MAJORS

For a second baccalaureate degree or a double major, you must first receive written approval from the dean(s) of the respective college(s) and then you must complete the requirements for the specific major with a minimum of 18 additional hours unique to the second degree or major beyond the first degree or major. A minimum of 140 total semester hours will need to be completed by the end of the second degree or major. Students not receiving their first bachelor's degree from Oklahoma Christian University will need to also complete six hours of Bible. If the second baccalaureate degree or second major would normally require a minor, each degree or major shall count as the minor for the other degree or major.

#### ASSOCIATE OF SCIENCE DEGREE

To receive an Associate of Science degree from OC, you must complete the following:

1. Meet the core curriculum requirements of 39 specific hours; and
2. Meet the requirements of 21 additional elective hours, for a total of 60 hours.

#### BACHELOR OF SCIENCE DEGREE

To receive a Bachelor of Science degree from OC, you must complete the following:

1. Meet the core curriculum requirements; and
2. Meet the requirements for a major in one of the departments offering the Bachelor of Science degree.

#### BACHELOR OF SCIENCE IN EDUCATION DEGREE

To receive a Bachelor of Science in Education degree from OC, you must complete the following:

1. Meet the core curriculum requirements;
2. Meet the requirements for education in either elementary education, early childhood education, or some field of secondary education; and
3. Meet the requirements for teacher certification.

#### BACHELOR OF SCIENCE IN NURSING DEGREE

To receive a Bachelor of Science in Nursing degree from OC, you must complete the following:

1. Meet the core curriculum requirements; and
2. Meet the requirements for the major in nursing.

#### **STUDENT DEVELOPMENT SERVICES AND COURSES**

#### STUDENTS WITH DISABILITIES

OC seeks to be learner-friendly for students with disabilities. If you have diagnosed disabilities, you should direct your inquiries to Sharon Powell at (405) 425-1876. Disability documentation must be provided from an appropriately qualified professional (i.e., physician, psychiatrist, or psychologist). Each semester, you must meet with Ms. Powell to establish a specific accommodation plan. OC seeks to be helpful and cooperative; nevertheless, the responsibility for learning rests with you and you must take the initiative to arrange for the accommodations. For specific policies, see the ADA Handbook, which is available in the Office of Student Life.

#### STUDENT SUCCESS CENTER

Oklahoma Christian University's Student Success Center partners with academic programs to promote personal and academic responsibility as students navigate through their university experience toward graduation. Features include the peer mentoring program, academic coaching, academic recovery, accessibility resources, learning assistants, supplemental instruction, tutors and mentors, and a testing center. Students can request a tutor by filling out this Wufoo Form: <https://oklahomachristian.wufoo.com/forms/request-a-student-success-tutor/>.

#### STUDENT DEVELOPMENT COURSES

Students with low ACT scores (or equivalent test scores) will be evaluated and advised on course placement. They may take student development courses for academic credit and toward the 122 minimum hours required for a bachelor degree. These courses are described below. Another option is to complete introductory course modules and/or participate in co-requisite tutoring to foster success in general education courses.

#### WRITING

OC is committed to helping you meet the fundamental objective of effective written communication. The university requires students with an English ACT of 18 or lower (or equivalent test scores) to enroll in ENGL-0123: Metacognitive Writing Strategies while concurrently enrolled in ENGL-1113: English Composition I. The metacognitive writing strategies class allows you to master basic grammar skills and gain confidence needed to succeed in the core curriculum's communication sequence and other university-level courses.

#### MATHEMATICS

OC requires that you have proficiency in and understanding of mathematics. You must complete a mathematics requirement. The required course varies according to the specialized needs of the major curriculum.

Students in business and science programs must have MATH-1223: Mathematical Functions and Modeling.

Most others must complete MATH-1163: Applied Mathematics or MATH-1173: Quantitative Reasoning.

To assist students who are not adequately prepared for the required mathematics course, OC offers a developmental math course. Intermediate Algebra (SDEV-0103) is required for those with a Math ACT subscore of 22 or lower (if they need to take MATH-1223: Mathematical Functions and Modeling for their major) or an ACT math subscore of 18 or lower (if they need to take MATH-1163: Applied Mathematics or MATH-1173: Quantitative Reasoning). Intermediate Algebra reviews high school algebra, including polynomials, equation solving, and graphing. This course is graded with a grade of "P" (Passing) or a grade of "NP" (Not Passing). This course does not satisfy the core curriculum mathematics requirement.

## **COLLEGE OF OUTREACH AND INNOVATION PROGRAMS OVERVIEW**

Oklahoma Christian University and higher education, in general, are changing to meet the needs of all kinds of students. The College of Outreach and Innovation is home to academic offerings that respond to the needs of diverse students and changing markets. It currently houses two work-based programs, concurrent enrollment, and training for alternatively certified teachers.

### **DEGREES OFFERED**

A.S.	Degree
B.S.	Degree in Interdisciplinary Studies in Education
B.S.	Degree in Elementary Education
B.S.	Degree in Elementary Education with an Emphasis in Special Education
B.S.N.	Degree in Nursing
M.Ed.	Degree in Curriculum and Instruction with an Emphasis in Blended Learning
M.Ed.	Degree in Curriculum and Instruction with an Emphasis in Computer Science Instruction
M.Ed.	Degree in Curriculum and Instruction with an Emphasis in Social Emotional Learning
M.Ed.	Degree in Curriculum and Instruction with an Emphasis in Teaching English Learners
M.Ed.	Degree in Curriculum and Instruction with an Emphasis in Teaching Students with Disabilities
M.Ed.	Degree in Technology and Computer Science Education with an Emphasis in K-8 Computer Science

### **CERTIFICATE OFFERED**

Teaching English as a Foreign Language Certificate (as part of the B.S. degree in Interdisciplinary Studies in Education) - 9 hours

ENGL-2333	TEFL Experience
ENGL-3723	Methods of TEFL
ENGL-4863	TEFL Student Teaching Practicum

### **OTHER PROGRAMS**

Academy of Alternative Certification

Oklahoma Christian University is helping to fill the teacher shortage with affordable courses for alternatively certified teachers. The Academy offers two three-credit hour courses (EDUC-3133: Classroom Management and EDUC-4033: Educational Pedagogy) in a streamlined, online format. These courses typically are taught in four-week blocks.

### **Concurrent Enrollment**

High school students may get a head start on their college career through concurrent enrollment. A university advisor will work with high school administrators or individual students to provide appropriate courses tailored to each student's strengths and long-term goals. Concurrent students most often take general education courses that apply to a variety of degree programs. High school students may choose to enroll in on-campus or online courses.

### **LOCATION**

Garvey Center

### **DEAN**

Sada Knowles, Ph.D., Dean of the College of Outreach and Innovation

### **DEAN'S OFFICE**

GC 104B

## ASSOCIATE OF SCIENCE DEGREE 60 HOURS

Through the Associate of Science (A.S.) degree, OC offers lower division preparation for almost all bachelor degree programs. The A.S. degree provides the courses of study equivalent to those offered in the freshman and sophomore (lower division) of OC's four-year programs.

The A.S. degree requirements consist of general education requirements and electives to prepare for a bachelor degree. Academic advisors may work with students who are planning to pursue a bachelor degree in order to ensure that prerequisites are met through the A.S. degree plan of study.

The Associate of Science degree requires 60 total credit hours, which includes 39 hours of general education courses and 21 hours of electives. Each student will follow the outlined curriculum plan; substitutions may be made within the area of emphasis. Courses should be 1000- and 2000-level unless approved by the Dean of the College of Outreach and Innovation.

### 9 HOURS COMMUNICATION

COMM-1213 Oral Communication  
ENGL-1113 English Composition I  
ENGL-1213 English Composition II

### 3 HOURS MATHEMATICS

Appropriate to demonstrate ability or future major, such as:

MATH-1163 Applied Mathematics  
MATH-1173 Quantitative Reasoning

### 6 HOURS REQUIRED BIBLE

Lower-division, general education courses, such as:

BIBL-1023 Foundations: Introduction to the Good Life  
BIBL-1103 Story: Introduction to Christian Worldview

### 3 HOURS POLITICAL SCIENCE

POLS-2113 Our American Politics

### 3 HOURS AMERICAN HISTORY

Suggested Areas of Study for Elective Content

#### Business Emphasis with TEL Education:

ACCT-2113 Accounting Principles I  
ACCT-2213 Accounting Principles II  
BUSA-1013 Introduction to Business and Entrepreneurship  
BUSA-1103 Business Principles and Applications  
ECON-2113 Macroeconomic Principles  
ECON-2213 Microeconomic Principles  
INFO-3233 Data Visualization

#### Pre-Nursing Emphasis:

BIOL-2033 Nutrition  
BIOL-2523 Anatomy and Physiology I  
BIOL-2623 Anatomy and Physiology II  
BIOL-2624 Microbiology  
NURS-1101 Introduction to Nursing  
NURS-2003 Health Assessment

HIST-2213 History of the U.S. to 1877  
HIST-2223 History of the U.S. Since 1877

### 6 HOURS GREAT WORKS

ARTS-2013 Survey of Visual Culture  
ARTS-2423 History of Photography and Motion Pictures  
ENGL-2213 Perspectives in Literature  
FINE-2923 History of Theater  
MATH-2123 The History of Mathematics  
MUSC-2013 Music Appreciation  
MUSC-2023 Jazz Appreciation

### 6 HOURS SCIENCE

Chosen from BIOL, CHEM, and GNSC (one course must include a lab)

### 3 HOURS BEHAVIORAL SCIENCE

PSYC-1113 General Psychology I

### 21 HOURS ADDITIONAL ELECTIVE

NURS-2013 Fundamentals of Nursing  
PSYC-2523 Developmental Psychology

#### Education Emphasis:

EDUC-3121 Orientation to Teacher Education  
(includes 33 hour practicum)  
EDUC-3122 School in American Culture  
EDUC-3131 Classroom Management Strategies I  
EDUC-3213 Learning, Instruction, and Assessment  
EDUC-3323 Movement and Fine Arts  
EDUC-3332 Elementary Language Arts  
EDUC-3421 Educational Technology  
EDUC-3723 Education of the Exceptional Child  
PSYC-2523 Developmental Psychology

## B.S. DEGREE IN INTERDISCIPLINARY STUDIES IN EDUCATION

### 60 HOURS

This degree program is designed for the highly motivated student with experience or current employment in education. An interdisciplinary studies curriculum, including such areas as the social, religious, political, and scientific, will aid the student in understanding contemporary American culture and their place in it. This degree program also served the student who wishes to craft a program of studies to pursue the alternative certification pathway to teaching in the state of Oklahoma.

Each student will follow the outlined curriculum plan; substitutions may be made within the areas of emphasis. The program must be approved by the Dean of the College of Outreach and Innovation.

Students must complete a minimum of 122 hours including the major, core, and minor if required. Elective hours may be needed to reach 122 hours.

#### 60 HOURS, 39 OF WHICH MUST BE 3000/4000 LEVEL COURSES

##### COURSES ARE TO BE DIVIDED AMONG THREE AREAS

Education, English, and Family Science

##### MINIMUM OF 9 HOURS OF 3000/4000 LEVEL CLASSES IN EACH AREA

##### A STUDENT MUST DECLARE A MAJOR IN INTERDISCIPLINARY STUDIES BEFORE COMPLETING 96 HOURS.

##### THE STUDENT MUST MEET THE MINIMUM TOTAL HOURS OF 122 IN ORDER TO GRADUATE.

Recommended coursework to qualify for alternative certification and a TEFL certificate include:

##### 15 HOURS ENGLISH

ENGL-2333 TEFL Experience  
ENGL-3723 Methods of TEFL  
ENGL-4633 Intercultural Communication  
ENGL-4863 TEFL Student Teaching  
SPAN-1213 Basic Spanish II

##### 24 HOURS EDUCATION

EDUC-3131 Classroom Management Strategies I  
EDUC-3213 Learning, Instruction, and Assessment  
EDUC-3421 Educational Technology  
EDUC-3723 Education of the Exceptional Child  
EDUC-4043 Applied Instruction and Assessment  
ELEM-3233 Primary Reading  
ELEM-3323 Movement and Fine Arts  
ELEM-3332 Elementary Language Arts  
ELEM-3632 Social Studies for the Primary Child  
ELEM-3733 Mathematics for the Primary Child  
ELEM-3832 Science for the Primary Child

##### 21 HOURS FAMILY SCIENCE

CHDV-3013 Nature and Characteristics of Early Childhood  
CHDV-3023 Emergent Literacy  
CHDV-4023 Topics in Early Childhood  
FMST-1113 Introduction to Family Science  
FMST-3513 Child Welfare  
FMST-4713 Family Science Practicum  
PSYC-2523 Developmental Psychology

## UNIVERSITY CORE CURRICULUM

### B.S. - 51 HOURS - COURSES MAY NOT BE REPEATED WITHIN CORE

##### COMMUNICATION, 9 HOURS

COMM-1213: Oral Communication  
ENGL-1113: English Composition I  
ENGL-1213: English Composition II

##### MATHEMATICS, 6 HOURS

Appropriate to major, such as  
MATH-1403: Mathematics for Teachers I  
MATH-1413: Mathematics for Teachers II

##### REQUIRED BIBLE, 6 HOURS

BIBL-1213: Life of Christ: Matthew  
BIBL-1103: Story: Introduction to Christian Worldview

##### BIBLE ELECTIVES, 6 HOURS

##### POLITICAL SCIENCE, 3 HOURS

POLS-2113: Our American Politics

##### AMERICAN HISTORY, 3 HOURS

HIST-2213: History of the U.S. to 1877  
HIST-2223: History of the U.S. Since 1877

##### GREAT WORKS, 3 HOURS

ARTS-2013: Survey of Visual Culture  
ARTS-2423: History of Photography and Motion Pictures  
ENGL-2213: Perspectives in Literature  
FINE-2923 History of Theater  
MATH-2123: The History of Mathematics  
MUSC-2013: Music Appreciation  
MUSC-2023: Jazz Appreciation  
MUSC-3213: Perspectives in World Music

##### SCIENCE, 6 HOURS

One course must include a lab

##### CHOOSE 4 OF THE FOLLOWING 5 AREAS

##### BEHAVIORAL SCIENCE, 3 HOURS

PSYC-1113: General Psychology I

##### GREAT WORKS, ADDITIONAL, 3 HOURS

Choose 3 hours from the list on the left

##### WORLD CIVILIZATION, 3 HOURS

HIST-2823: World Civilization to 1500  
HIST-2833: World Civilization Since 1500

##### NON-WESTERN CIVILIZATION, 3 HOURS

GEOG-2113: Elements of Human Geography  
GEOG-2213: World Regional Geography  
HIST-2613: The Modern Middle East  
HIST-2823: World Civilization to 1500  
HIST-2833: World Civilization Since 1500  
MISS-3513: World Religions  
MISS-3613: Cultural Anthropology  
MUSC-3213: Perspectives in World Music

##### LIBERAL ARTS, 3 HOURS

Outside major, as approved by your program

## B.S. DEGREE IN ELEMENTARY EDUCATION



## 60-69 HOURS (Online, CBE) No Licensure

The B.S.Ed in Elementary Education is designed for Paraprofessionals who have already obtained an Associate's degree and wish to obtain an alternative teaching credential in Oklahoma that will allow them to obtain a teaching credential in their own state through a reciprocity program. The program is 100% online, competency-based, and job-embedded. The Oklahoma Christian University Bachelor's in Elementary Education, offered in partnership with BloomBoard, Inc., is aligned to the 2011 version of the Interstate Teacher Assessment and Support Consortium (InTASC) core teaching standards. Teachers who successfully complete this degree have demonstrated these skills within their classroom and school through portfolio based artifacts. In addition to the InTASC standards, Biblically-based lessons will be integrated throughout the program on self-leadership (character), connecting with others, leading others, changing culture, and spiritual leadership.

### 60 Hours Educational Core courses

EDUC 3023 Internalizing Curriculum  
EDUC 3033 Essentials of Classroom Culture  
EDUC 3043 Instructional Delivery  
EDUC 3053 Relationships  
EDUC 3063 Student Support  
EDUC 3073 Essentials of Assessment  
EDUC 3103 ELA Methods I  
EDUC 3123 Math Methods I  
EDUC 4053 Introductory Disciplinary Methods  
EDUC 4073 Science of Reading  
EDUC 4103 Psychology of Education  
EDUC 4143 Special Populations  
EDUC 4153 Education as an Institution<sup>^</sup>  
EDUC 4163 Classroom Culture II<sup>^</sup>

EDUC 4173 Essentials of Student-Centered Learning  
EDUC 4203 Advanced Instructional Strategies<sup>^</sup>  
EDUC 4213 ELA Methods II  
EDUC 4223 Math Methods II  
EDUC 4233 Science Methods I  
EDUC 4243 Social Studies Methods I

### Options for Out-of-State Students:

EDUC XXX9 Student Teaching \*  
EDUC XXX3 The Role of a Paraprofessional\*\*

\* Student-teaching is required by some states for certification. Check with your advisor to determine if you need this course.

\*\* If enter the program having taken the course "The Role of a Paraprofessional" you may use this course as a substitute for one of the courses marked with an <sup>^</sup>.

## UNIVERSITY CORE CURRICULUM B.S. - 51 HOURS - COURSES MAY NOT BE REPEATED WITHIN CORE

### COMMUNICATION, 9 HOURS

COMM-1213: Oral Communication  
ENGL-1113: English Composition I  
ENGL-1213: English Composition II

### MATHEMATICS, 3 HOURS

Appropriate to major

### REQUIRED BIBLE, 6 HOURS

BIBL-1023: Foundations: Introduction to the Good Life

BIBL-1103: Story: Introduction to Christian Worldview

### BIBLE ELECTIVES, 6 HOURS

### POLITICAL SCIENCE, 3 HOURS

POLS-2113: Our American Politics

### AMERICAN HISTORY, 3 HOURS

HIST-2213: History of the U.S. to 1877  
HIST-2223: History of the U.S. Since 1877

### GREAT WORKS, 3 HOURS

ENGL-2213: Perspectives in Literature

### SCIENCE, 6 HOURS

One course must include a lab

### BEHAVIORAL SCIENCE, 3 HOURS

PSYC-1113: General Psychology I

### DEV PSYCHOLOGY, 3 HOURS

PSYC-2523: Developmental Psychology

### LIBERAL ARTS, 6 HOURS

6 hours from any liberal arts area, other than History

## **B.S. DEGREE IN ELEMENTARY EDUCATION with an Emphasis in Special Education**

### **69-78 HOURS (Online, CBE) No Licensure**

The B.S.Ed in Elementary Education with an Emphasis in Special Education is designed for Paraprofessionals who have already obtained an Associate's degree and wish to obtain an alternative teaching credential and a Special Education certification in Oklahoma that will allow them to obtain a teaching credential in their own state through a reciprocity program. The program is 100% online, competency-based, and job-embedded. The Oklahoma Christian University Bachelor's in Elementary Education, offered in partnership with BloomBoard, Inc., is aligned to the 2011 version of the Interstate Teacher Assessment and Support Consortium (InTASC) core teaching standards. Teachers who successfully complete this degree have demonstrated these skills within their classroom and school through portfolio-based artifacts. . In addition to the InTASC standards, Biblically-based lessons will be integrated throughout the program on self-leadership (character), connecting with others, leading others, changing culture, and spiritual leadership

#### **54 Hours Education Core Courses**

EDUC 3023 Internalizing Curriculum  
EDUC 3033 Essentials of Classroom Culture  
EDUC 3043 Instructional Delivery  
EDUC 3053 Relationships  
EDUC 3063 Student Support  
EDUC 3073 Essentials of Assessment  
EDUC 3103 ELA Methods I  
EDUC 3123 Math Methods I  
EDUC 4053 Introductory Disciplinary Methods  
EDUC 4073 Science of Reading  
EDUC 4103 Psychology of Education  
EDUC 4143 Special Populations  
EDUC 4153 Education as an Institution<sup>^</sup>  
EDUC 4163 Classroom Culture II<sup>^</sup>  
EDUC 4213 ELA Methods II  
EDUC 4223 Math Methods II  
EDUC 4233 Science Methods I

EDUC 4243 Social Studies Methods I

#### **15 Hours Special Education Courses**

SPED 4043 Foundation of Supporting Students with Disabilities  
SPED 4053 Characteristics of Students with Disabilities  
SPED 4063 Methods for Teaching for Students with Disabilities  
SPED 4073 Methods for Teaching for Students with Disabilities  
SPED 4133 Professionalism and Collaboration for Educators  
Working with Students with Disabilities

#### **Options for Out-of-State Students:**

EDUC XXX9 Student Teaching \*  
EDUC XXX3 The Role of a Paraprofessional\*\*

\* Student-teaching is required by some states for certification. Check with your advisor to determine if you need this course.

\*\* If enter the program having taken the course "The Role of a Paraprofessional" you may use this course as a substitute for one of the courses marked with an <sup>^</sup>

## **UNIVERSITY CORE CURRICULUM**

### **B.S.**

**- 51 HOURS - COURSES MAY NOT BE REPEATED WITHIN CORE**

#### **COMMUNICATION, 9 HOURS**

COMM-1213: Oral Communication  
ENGL-1113: English Composition I  
ENGL-1213: English Composition II

#### **MATHEMATICS, 3 HOURS**

Appropriate to major

#### **REQUIRED BIBLE, 6 HOURS**

BIBL-1023: Foundations: Introduction to the Good Life

BIBL-1103: Story: Introduction to Christian Worldview

#### **BIBLE ELECTIVES, 6 HOURS**

#### **POLITICAL SCIENCE, 3 HOURS**

POLS-2113: Our American Politics

#### **AMERICAN HISTORY, 3 HOURS**

HIST-2213: History of the U.S. to 1877  
HIST-2223: History of the U.S. Since 1877

#### **GREAT WORKS, 3 HOURS**

ENGL-2213: Perspectives in Literature

#### **SCIENCE, 6 HOURS**

One course must include a lab

#### **BEHAVIORAL SCIENCE, 3 HOURS**

PSYC-1113: General Psychology I

#### **DEV PSYCHOLOGY, 3 HOURS**

PSYC-2523: Developmental Psychology

#### **LIBERAL ARTS, 6 HOURS**

6 hours from any liberal arts area, other than History

## **NURSING PROGRAM REQUIREMENTS**

### **ADMISSION TO THE NURSING PROGRAM, PRE-LICENSURE TRACK**

In addition to meeting the criteria for admission to OC, you must meet the following requirements:

- A minimum GPA of 3.0
- Federal background check and drug screening
- TOEFL scores of 500+ (PBT), 61+ (IBT), or IELTS score of 61+ for international students
- A rating of "Proficient" on the Test of Essential Academic Skills (TEAS), taken within the previous 12 months
- Required immunizations
- A minimum grade of "C" in each of the required support courses

Students who have been convicted of a crime, other than a minor traffic violation, could be ineligible for admission to the university or for licensure in the state of Oklahoma. Contact the School of Nursing for further information.

An applicant may be admitted, following a review by a faculty committee, on academic probation if their cumulative GPA is less than 3.0. The faculty committee will review each application on a case-by-case basis. Factors to be considered include:

- College credits that are five or more years old
- Students returning to college after a gap in years
- Required GPA on the last 60 hours
- Required GPA only on the courses being used to meet BSN degree requirements
- Current healthcare experience.

### **TRANSFER STUDENTS**

Students transferring from other colleges and universities are accepted on a competitive basis. A conference with the Dean of the College of Outreach and Innovation and a nursing faculty member is required. An individual curriculum plan will be developed for transfer students. All transfer student applicants who have been previously enrolled in a school of nursing program will be asked to submit additional documents, including a letter of good standing with eligibility to return from the previous school of nursing. See the Nursing Student Handbook for a complete description of requirements, fees, and information on advanced placement.

### **PROGRESSION REQUIREMENTS**

In addition to meeting the general university requirements, nursing students must achieve a minimum grade of "C" in each required support course and an overall GPA of 3.0. Once admitted, the student must maintain a 3.0 average each semester. Students who earn grades of "D" or "F" in two NURS designed courses are discontinued from the School of Nursing.

### **LICENSURE REQUIREMENTS**

Graduation with a BSN degree does not guarantee licensure. Students must pass the NCLEX-RN to earn a license.

The BSN program is approved by the Oklahoma Board of Nursing. Graduates of this state approved program are eligible to apply to write the National Council Licensure Examination (NCLEX) for registered nurses. Applicants for Oklahoma licensure must meet all state and federal requirements to hold an Oklahoma license to practice nursing. In addition to completing a state-approved nursing education program that meets educational requirements and successfully passing the licensure examination, requirements include submission of an application for licensure, a criminal history records search, and evidence of citizenship or qualified alien status.

In addition, Oklahoma law only allows a license to be issued to U.S. citizens, U.S. nationals, and legal permanent resident aliens. Other qualified aliens may be issued a temporary license that is valid until the expiration of their visa status, or if there is no expiration date, for one year.

## 92 HOURS

An OC graduate with a Bachelor of Science in Nursing degree will:

1. Exemplify Christian principles of compassion, service, integrity, and respect for the well-being of clients, peers, and self.
2. Synthesize critical thinking skills for professional nursing practice.
3. Communicate clearly, effectively, and appropriately with clients and other healthcare providers to promote positive client outcomes.
4. Provide appropriate and safe nursing care (clinically competent) to clients.
5. Demonstrate a leadership style consistent with academic preparation while adhering to the standards of the nursing profession.
6. Provide nursing care based on knowledge and appreciation of unique cultural variations.

Students must complete a minimum of 122 hours including the major, core, and minor if required. Elective hours may be needed to reach 122 hours.

### 20 HOURS SCIENCE

BIOL-1013 Principles of Biology I  
BIOL-2033 Nutrition  
BIOL-2523 Anatomy and Physiology I  
BIOL-2623 Anatomy and Physiology II  
BIOL-2624 Principles of Microbiology  
CHEM-1104 Introduction to Chemistry

### 3 HOURS MATHEMATICS

MATH-1223 Mathematical Functions and Modeling

### 3 HOURS STATISTICS CHOSEN FROM

BIOL-2913 Biostatistics  
MATH-2913 Statistical Methods

### 6 HOURS PSYCHOLOGY

PSYC-1113 General Psychology I  
PSYC-2523 Developmental Psychology

### 60 HOURS NURSING

NURS-1011 Introduction to Nursing  
NURS-2003 Health Assessment

NURS-2013 Fundamentals of Nursing  
NURS-2033 Pathophysiology and Pharmacology I  
NURS-3013 Pathophysiology and Pharmacology II  
NURS-3014 Mental Health Nursing  
NURS-3015 Adult Nursing I  
NURS-3024 Maternal-Infant Nursing  
NURS-3025 Adult Nursing II  
NURS-3034 Healthcare Missions and Christian Service  
NURS-4005 Community Health Nursing  
NURS-4011 Capstone in Nursing  
NURS-4015 Child and Family Health Nursing  
NURS-4022 Issues and Trends in Nursing  
NURS-4024 Leadership and Management in Nursing  
NURS-4025 Adult Nursing III  
NURS-4033 Nursing Research and Evidence-Based Practice

After admittance into the nursing program, a student must maintain a cumulative GPA of 3.0. For more information, refer to the Nursing Student Handbook.

## UNIVERSITY CORE CURRICULUM

### B.S.N. - 51 HOURS - COURSES MAY NOT BE REPEATED WITHIN CORE

#### COMMUNICATION, 9 HOURS

COMM-1213: Oral Communication  
ENGL-1113: English Composition I  
ENGL-1213: English Composition II

#### MATHEMATICS, 3 HOURS

MATH-1223: Mathematical Functions and Modeling

#### REQUIRED BIBLE, 6 HOURS

BIBL-1213: Life of Christ: Matthew  
BIBL-1103: Story: Introduction to Christian Worldview

#### BIBLE ELECTIVES, 6 HOURS

#### POLITICAL SCIENCE, 3 HOURS

POLS-2113 :Our American Politics

#### AMERICAN HISTORY, 3 HOURS

HIST-2213: History of the U.S. to 1877  
HIST-2223: History of the U.S. Since 1877

#### GREAT WORKS, 3 HOURS

ARTS-2013: Survey of Visual Culture  
ARTS-2423: History of Photography and Motion Pictures  
ENGL-2213: Perspectives in Literature  
FINE-2923 History of Theater  
MATH-2123: The History of Mathematics  
MUSC-2013: Music Appreciation  
MUSC-2023: Jazz Appreciation  
MUSC-3213: Perspectives in World Music

#### SCIENCE, 6 HOURS

One course must include a lab

#### BEHAVIORAL SCIENCE, 3 HOURS

PSYC-1113: General Psychology I

#### ANATOMY AND PHYSIOLOGY, 3 HOURS

BIOL-2523: Anatomy and Physiology I

#### STATISTICS, 3 HOURS

BIOL-2913 Biostatistics  
MATH-2913 Statistical Methods

#### DEV PSYCHOLOGY, 3 HOURS

PSYC-2523: Developmental Psychology

## MASTER OF EDUCATION

### DEGREES OFFERED



M.A.	Degree In Teaching And Learning With An Emphasis In Secondary Education
M.A.	Degree In Teaching And Learning With An Emphasis In Elementary Education
M.Ed.	Degree in Curriculum and Instruction with an Emphasis in Blended Learning
M.Ed.	Degree in Curriculum and Instruction with an Emphasis in Computer Science Instruction
M.Ed.	Degree in Curriculum and Instruction with an Emphasis in Social Emotional Learning
M.Ed.	Degree in Curriculum and Instruction with an Emphasis in Teaching English Learners
M.Ed.	Degree in Curriculum and Instruction with an Emphasis in Teaching Students With Disabilities
M.Ed.	Degree in Curriculum and Instruction with an Emphasis in Math
M.Ed.	Degree in Technology and Computer Science Education with an Emphasis in K-8 Computer Science

All M.Ed. degrees in Curriculum and Instruction are non-licensure.

## ADMISSION TO THE SCHOOL OF EDUCATION

### REQUIREMENTS FOR DEGREE-SEEKING APPLICANTS

Pre-application requirements are as follows:

- Completed application.
- Bachelor's degree from a regionally accredited U.S. institution or a nationally recognized university outside of the U.S.
- Official transcripts for all degrees received.
- Official transcripts for any courses not listed in the degree transcript that might be relevant to the degree program (if such transcripts are not submitted, leveling courses may be required).
- A 2.75 cumulative undergraduate grade point average.
- Demonstrated English proficiency (non-native English speakers only). Please see page 8 of the Graduate Academic Catalog for information about the English proficiency requirement.
- For international students, please see page 8 of the Graduate Academic Catalog for information about requirements for international students.

Applicants with an undergraduate GPA of less than 2.75 may be admitted on probation. The applicant must complete one semester of graduate coursework with a cumulative GPA of 3.0 or higher. Successful completion of these requirements will lift the student's probationary status and allow them to continue in School of Education programs.

### PROBATIONARY ADMISSION

Probationary admission may be granted to applicants upon completion of all pre-admission requirements. Certain courses cannot be taken until all admission requirements are met. All admission requirements must be completed within the student's first semester in the program. If all admission requirements are not completed within this time period, the student's participation in the degree program may be terminated.

Students applying from unaccredited domestic schools will be considered on a case-by-case basis. An exception may be granted on request by the program chair and by approval of the college dean. If enrollment requirements are otherwise met, the student will be granted provisional entry for the first semester and must maintain a GPA of 3.0 or higher.

### ADMISSION REQUIREMENTS FOR SPECIAL (NON-DEGREE SEEKING) STUDENTS

Individuals who do not wish to enter a degree program or who are not eligible for regular admission, but whose educational attainment or experience qualifies them to enroll in certain courses, may be admitted as special students for up to 15 credit hours. Permission from the Dean of the College of Outreach and Innovation must be obtained to enroll in coursework beyond this limit. Special students must meet the same pre-admission requirements as degree-seeking students (except for undergraduate cumulative GPA) and must meet all prerequisites for the courses in which they enroll. Work completed in the special student status does not automatically apply toward degree requirements in the event that the non-degree status is subsequently changed to degree-seeking classification.

Admission requirements for special students are:

- Bachelor's degree from a regionally-accredited U.S. institution.
- Official transcripts for all degrees received.
- International students must meet the English competency requirement for all graduate programs. (This information can be found on page 8 of the Graduate Academic Catalog.)

Special students will be evaluated each semester before being allowed to continue studies.

### ADMISSION FOR AUDIT STUDENTS

An audit student attends classes, but should not expect to have work or assignments graded. Audit students must complete an online application and seek permission from instructors before enrolling. No other admission requirements apply to audit students. Audit students will be evaluated each semester before being allowed to continue studies.

## ACADEMIC POLICIES FOR SCHOOL OF EDUCATION

### Graduation

Candidates for degrees must make a written application for graduation in the Registrar's Office during the first two weeks of the semester in which they plan to graduate.

### Transfer Credit

There is no automatic transfer of credit toward degree requirements. Work accepted for credit must be approved by the chairperson of the graduate degree. No more than nine transfer hours may be used toward degree requirements and no work with less than "B" will be approved for transfer.

36 HOURS

The Master's of Teaching and Learning is designed for participants who have a bachelor's degree in a field other than education and are working in a classroom as a long-term substitute or on a temporary teaching certificate. The program consists of courses centered on foundational skills for instruction such as curriculum, classroom culture, and quality instruction. This program is designed to lead to alternative teaching certification in qualifying states.

This degree is aligned to the Interstate Teacher Assessment and Support Consortium (InTASC) core teaching standards, which outline the common principles and foundations of teaching practice that cut across all subject areas and grade levels and that are necessary to improve student achievement. Teachers who successfully complete this degree have demonstrated these skills within their classroom and school, through portfolio-based artifacts.

30 HOURS OF EDUCATION CORE COURSES

EDUC-5563	Internalizing Curriculum
EDUC-5473	Essentials Classroom Culture
EDUC-5543	Instructional Delivery
EDUC-5443	Relationships
EDUC-5423	Student Support
EDUC-5453	Essentials of Assessment
EDUC-5533	Psychology of Education
EDUC-5523	Special Populations
EDUC-5463	Education as an Institution
EDUC-5553	Essentials of Student-Centered Learning

6 HOURS IN ONE CERTIFICATION AREA:

ENGLISH LANGUAGE ARTS

EDUC-5583	ELA Methods I
EDUC-5593	ELA Methods II

MATH

EDUC-5393	Math Methods I
EDUC-5413	Math Methods II

SCIENCE

EDUC-5373	Science Methods I
EDUC-5383	Science Methods II

SOCIAL STUDIES

EDUC-5353	Social Studies Methods I
EDUC-5373	Social Studies Methods II

M.A. DEGREE IN TEACHING AND LEARNING WITH AN EMPHASIS IN ELEMENTARY EDUCATION - 36 HOURS

The Master's of Teaching and Learning is designed for participants who have a bachelor's degree in a field other than education and are working in a classroom as a long-term substitute or on a temporary teaching certificate. The program consists of courses centered on foundational skills for instruction such as curriculum, classroom culture, and quality instruction. This program is designed to lead to alternative teaching certification in qualifying states.

This degree is aligned to the Interstate Teacher Assessment and Support Consortium (InTASC) core teaching standards, which outline the common principles and foundations of teaching practice that cut across all subject areas and grade levels and that are necessary to improve student achievement. Teachers who successfully complete this degree have demonstrated these skills within their classroom and school, through portfolio-based artifacts.

36 Hours of Education Core Courses

EDUC-5563	Internalizing Curriculum	EDUC-5413	Math Methods I
EDUC-5473	Essentials of Classroom Culture	EDUC-5513	Disciplinary Methods I
EDUC-5543	Instructional Delivery	EDUC-5433	Science of Reading
EDUC-5443	Relationships	EDUC-5533	Psychology of Education
EDUC-5423	Student Support	EDUC-5523	Special Populations
EDUC-5453	Essentials of Assessment		
EDUC-5583	ELA Methods I		

M.ED. DEGREE IN CURRICULUM AND INSTRUCTION WITH AN EMPHASIS IN

## BLENDING LEARNING - 30 HOURS

A graduate with the Master of Education (M.Ed.) degree will hold knowledge and skills in the following areas:

1. The Learner and Learning
  - a. Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
  - b. Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
  - c. Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
2. Content
  - a. Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) they teach and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
  - b. Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
3. Instructional Practice
  - a. Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and the learner's decision making.
  - b. Planning for Instruction: The teacher plans instruction and supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
  - c. Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
4. Professional Responsibility
  - a. Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
  - b. Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

### 18 HOURS EDUCATION FOUNDATION

EDUC-5003	Foundations of Instruction
EDUC-5043	Foundations of Learning Recovery
EDUC-5053	Foundations of Student Centered Learning
EDUC-5063	Foundations of Addressing Student Well-Being
EDUC-5073	Foundations of Classroom Culture
EDUC-5083	Foundations of Teacher Leadership

### 9 HOURS BLENDED LEARNING

EDUC-5183	Foundations for Blended Learning
EDUC-5193	Establishing Systems to Support Blended Learning
EDUC-5203	Advanced Strategies for Blended Learning

### 3 HOURS CAPSTONE

EDUC-5793	Capstone Project
-----------	------------------

A graduate with the Master of Education (M.Ed.) degree will hold knowledge and skills in the following areas:

- 1. The Learner and Learning
  - a. Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
  - b. Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
  - c. Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
- 2. Content
  - a. Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) they teach and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
  - b. Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- 3. Instructional Practice
  - a. Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and the learner's decision making.
  - b. Planning for Instruction: The teacher plans instruction and supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
  - c. Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- 4. Professional Responsibility
  - a. Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
  - b. Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**18 HOURS EDUCATION FOUNDATION**

EDUC-5003	Foundations of Instruction
EDUC-5043	Foundations of Learning Recovery
EDUC-5053	Foundations of Student Centered Learning
EDUC-5063	Foundations of Addressing Student Well-Being
EDUC-5073	Foundations of Classroom Culture
EDUC-5083	Foundations of Teacher Leadership

**9 HOURS COMPUTER SCIENCE INSTRUCTION**

EDUC-5153	Computing and Society
EDUC-5163	Computational Thinking
EDUC-5173	Computing Systems and Basic Programming

**3 HOURS CAPSTONE**

EDUC-5793	Capstone Project
-----------	------------------

**M.ED. DEGREE IN CURRICULUM AND INSTRUCTION WITH AN EMPHASIS IN SOCIAL EMOTIONAL LEARNING - 30 HOURS**

A graduate with the Master of Education (M.Ed.) degree will hold knowledge and skills in the following areas:

- 1. The Learner and Learning



- a. **Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
  - b. **Learning Differences:** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
  - c. **Learning Environments:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
2. **Content**
    - a. **Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) they teach and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
    - b. **Application of Content:** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
  3. **Instructional Practice**
    - a. **Assessment:** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and the learner's decision making.
    - b. **Planning for Instruction:** The teacher plans instruction and supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
    - c. **Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
  4. **Professional Responsibility**
    - a. **Professional Learning and Ethical Practice:** The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
    - b. **Leadership and Collaboration:** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

#### 18 HOURS EDUCATION FOUNDATION

EDUC-5003	Foundations of Instruction
EDUC-5043	Foundations of Learning Recovery
EDUC-5053	Foundations of Student Centered Learning
EDUC-5063	Foundations of Addressing Student Well-Being
EDUC-5073	Foundations of Classroom Culture
EDUC-5083	Foundations of Teacher Leadership

#### 9 HOURS SOCIAL EMOTIONAL LEARNING

EDUC-5213	Establishing Social Emotional Learning Practices
EDUC-5223	Expanding Social Emotional Learning Practices
EDUC-5233	Sustaining and Evaluating Social Emotional Learning Practices

#### 3 HOURS CAPSTONE

EDUC-5793	Capstone Project
-----------	------------------

## M.ED. DEGREE IN CURRICULUM AND INSTRUCTION WITH AN EMPHASIS IN TEACHING ENGLISH LEARNERS - 30 HOURS

A graduate with the Master of Education (M.Ed.) degree will hold knowledge and skills in the following areas:

1. **The Learner and Learning**
  - a. **Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally

- appropriate and challenging learning experiences.
- b. Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- c. Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
- 2. Content
  - a. Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) they teach and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
  - b. Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- 3. Instructional Practice
  - a. Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and the learner's decision making.
  - b. Planning for Instruction: The teacher plans instruction and supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
  - c. Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- 4. Professional Responsibility
  - a. Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
  - b. Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

---

#### 18 HOURS EDUCATION FOUNDATION

EDUC-5003	Foundations of Instruction
EDUC-5043	Foundations of Learning Recovery
EDUC-5053	Foundations of Student Centered Learning
EDUC-5063	Foundations of Addressing Student Well-Being
EDUC-5073	Foundations of Classroom Culture
EDUC-5083	Foundations of Teacher Leadership

#### 9 HOURS TEACHING ENGLISH LEARNERS

EDUC-5123	Policies, Procedures, and Systems for English Learners
EDUC-5133	Upholding Rigor in Core Content for English Learners
EDUC-5143	Ensuring a Culture for Success for English Learners

#### 3 HOURS CAPSTONE

EDUC-5793	Capstone Project
-----------	------------------

## M.ED. DEGREE IN CURRICULUM AND INSTRUCTION WITH AN EMPHASIS IN TEACHING STUDENTS WITH DISABILITIES - 30 HOURS

A graduate with the Master of Education (M.Ed.) degree will hold knowledge and skills in the following areas:

1. The Learner and Learning
  - a. Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
  - b. Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
  - c. Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
2. Content
  - a. Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) they teach and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
  - b. Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
3. Instructional Practice
  - a. Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and the learner's decision making.
  - b. Planning for Instruction: The teacher plans instruction and supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
  - c. Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
4. Professional Responsibility
  - a. Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
  - b. Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

---

### 18 HOURS EDUCATION FOUNDATION

EDUC-5003	Foundations of Instruction
EDUC-5043	Foundations of Learning Recovery
EDUC-5053	Foundations of Student Centered Learning
EDUC-5063	Foundations of Addressing Student Well-Being
EDUC-5073	Foundations of Classroom Culture
EDUC-5083	Foundations of Teacher Leadership

### 9 HOURS TEACHING STUDENTS WITH DISABILITIES

EDUC-5093	Policies, Procedures, and Systems for Students with Disabilities
EDUC-5103	Intervention, Identification, and Core Content for Students with Disabilities
EDUC-5113	Classroom Routines and Supports for Students with Disabilities

### 3 HOURS CAPSTONE

EDUC-5793	Capstone Project
-----------	------------------

## M.ED. DEGREE CURRICULUM AND INSTRUCTION WITH AN EMPHASIS IN MATH - 30 HOURS

A graduate with the Master of Education (M.Ed.) degree will hold knowledge and skills in the following areas:

1. The Learner and Learning
  - a. Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
  - b. Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
  - c. Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
2. Content
  - a. Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) they teach and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
  - b. Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
3. Instructional Practice
  - a. Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and the learner's decision making.
  - b. Planning for Instruction: The teacher plans instruction and supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
  - c. Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
4. Professional Responsibility
  - a. Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
  - b. Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

---

### 18 HOURS EDUCATION FOUNDATION

EDUC-5153 Computing and Society  
EDUC-5163 Computational Thinking  
EDUC-5173 Computing Systems and Basic Programming  
EDUC-5243 Foundations of Computer Science Instruction  
EDUC-5253 Integrating Computer Science Practices  
EDUC-5263 Cybersecurity

### 9 HOURS MATH

EDUC-5483 Math 1: Analyzing and Applying Math Standards  
EDUC-5493 Math 2: Supporting Mathematical Proficiencies  
EDUC-5503 Math 3: Ensuring Mathematical Progress Through Assessment and Intervention

### 3 HOURS CAPSTONE

EDUC-5793 Capstone Project

## M.ED. DEGREE IN TECHNOLOGY AND COMPUTER SCIENCE EDUCATION WITH AN EMPHASIS IN K-8 COMPUTER SCIENCE - 30 HOURS

A graduate with the Master of Education (M.Ed.) degree will hold knowledge and skills in the following areas:

1. The Learner and Learning
  - a. Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
  - b. Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
  - c. Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
2. Content
  - a. Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) they teach and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
  - b. Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
3. Instructional Practice
  - a. Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and the learner's decision making.
  - b. Planning for Instruction: The teacher plans instruction and supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
  - c. Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
4. Professional Responsibility
  - a. Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
  - b. Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

---

### 18 HOURS EDUCATION FOUNDATION

EDUC-5153	Computing and Society
EDUC-5163	Computational Thinking
EDUC-5173	Computing Systems and Basic Programming
EDUC-5243	Foundations of Computer Science Instruction
EDUC-5253	Integrating Computer Science Practices
EDUC-5263	Cybersecurity

### 9 HOURS K-8 COMPUTER SCIENCE

EDUC-5273	Pedagogical Practices that Support Computer Science Learning I
EDUC-5283	Pedagogical Practices that Support Computer Science Learning II
EDUC-5293	Promoting Inclusive Practices in Computer Science

### 3 HOURS CAPSTONE

EDUC-5793	Capstone Project
-----------	------------------



## **COURSE DESCRIPTIONS**

Students are advised to check each semester's course schedule and to confer with their advisors regarding particular courses. In addition to the specific courses listed below, College of Outreach and Innovation students in degree programs may utilize the full course listing in the Undergraduate Academic Catalog. While OC will attempt to offer every course when noted in the catalog, there will be times when a course may not be offered when noted in the catalog or when a course might be offered at a time other than when noted in the catalog. Students should also be aware that the last number of a course's number is equal to the total number of credit hours awarded for that course, with the exception of the variable courses.

redemption. This course is offered in the spring semester.

### **ART AND DESIGN (ARTS)**

#### **2013 SURVEY OF VISUAL CULTURE**

Survey of Visual Culture is an introductory art appreciation course that will overview the major works of art and culture ideas from a global perspective. Lectures and presentations will cover a broad range of disciplines, including painting, architecture, film, photography, product design, graphic communication, and digital design. This course is normally offered in the spring semester.

#### **2423 HISTORY OF PHOTOGRAPHY AND MOTION PICTURES**

This class entails a chronological study of the photographic arts and motion pictures. The course content examines the technological innovations and famous innovators from photography's introduction. Lectures analyze photos and motion pictures from various critical/historical perspectives to offer a comprehensive overview of important photographers, fine artists, photojournalists, and filmmakers of the modern age. This course is offered in the fall semester.

### **BIBLE (BIBL)**

#### **1001 INTRODUCTION TO BIBLICAL PERSONAL FINANCE**

This one hour course is designed to present biblical personal finance in a conceptual versus a formulaic manner, in order to best equip students for a lifetime of wise decision making.

#### **1003 INTRODUCTION TO CHRISTIANITY**

This course is designed to serve as a valuable introduction to Christianity for believers and non-believers alike. Topics include 1) an introduction to Christianity in general, 2) foundational lessons on the Bible and the origins of Christianity, 3) an understanding of the core beliefs and practices of early Christians, 4) a period-by-period snapshot of how those core beliefs and practices evolved and the historical/philosophical/scientific/cultural events that shaped that evolution, 5) a recap of where Christians are today regarding doctrine and practice (retracing steps from the early church to today), and 6) how Christians confront issues of faith in the 21st century.

#### **1011 LIFE CALLING**

This course focuses on students developing an understanding of the concept of life calling and the discovery of one's God-given design as a basis for this calling. Students are led to understand how work and individual leadership is best understood from this life calling perspective. Students will evaluate their foundational values, unique design, and personal mission, as well as examine each component in an in-depth integrated portfolio.

#### **1013 SYSTEMS OF THOUGHT**

This course is devoted to the exploration and discussion of the history and development of Christian doctrine, doctrine being shorthand for the

content of Scripture's narrative, conceived as stage directions for the dramatic embodiment of the biblical narrative of creation, fall, and renewal. We'll cover material from three main theological branches: Biblical Theology, Historical Theology and Systematic Theology.

#### **1023 FOUNDATIONS: INTRODUCTION TO THE GOOD LIFE**

This course will introduce students to the concept of worldview. Each person has a unique view of the world, and these perspectives are shaped by our family, faith, and culture. Worldviews are not systems of thought, but stories that determine our identity and behavior. The process of maturing into adulthood requires a critical re-examination of one's inherited views through the encounter with diverse perspectives. Beginning with the question "What is the value of a college education?", students move into deeper questions regarding the possibility of truth, the bounds of morality, the idea of beauty, the importance of justice and faith, and the meaning and purpose of life. Students will learn to "read" culture in order to discern the "hidden" worldviews that shape us in unseen ways. This course is offered in the fall semester.

#### **1103 STORY: INTRODUCTION TO CHRISTIAN WORLDVIEW**

This course will introduce students to the Christian worldview. The basic life questions introduced in Foundations will be examined in light of Biblical revelation and the life of Jesus. Students will learn the content of the Bible and methods for responsibly interpreting Old and New Testaments within a Christ-centered framework. The course will explore basic Christian beliefs - the Triune God, creation, sin, redemption through Jesus, and the beloved community - and ethical practices through the Biblical narrative. Students will consider how their personal calling and mission, defined in Foundations, can fit within God's mission of

#### **1212 LIFE OF CHRIST: MATTHEW**

This course is a study of the life and teachings of Jesus as set forth in the Gospel of Matthew. Special attention is given to the deity and humanity of Jesus, his miracles, his teachings, especially focusing on the Sermon on the Mount, and his death and resurrection. This course is normally offered in the fall semester.

#### **1213 LIFE OF CHRIST: MATTHEW**

This course is a study of the life and teachings of Jesus as set forth in the Gospel of Matthew. Special attention is given to the deity and humanity of Jesus, his miracles, his teachings, especially focusing on the Sermon on the Mount, and his death and resurrection. This course is normally offered in the fall semester.

#### **2132 FAITH AND THE PROBLEM WITH SUFFERING**

This course provides a Biblical foundation for exploring the issue of human suffering. Topics addressed include the causes of pain and suffering in the world, the role and responsibility of God to the suffering in a fallen world, how individuals may respond to pain, suffering, and tragedy in the world. This course is typically offered in the spring semester.

#### **2133 FAITH AND THE PROBLEM WITH SUFFERING**

This course provides a Biblical foundation for exploring the issue of human suffering. Topics addressed include the causes of pain and suffering in the world, the role and responsibility of God to the suffering in a fallen world, how individuals may respond to pain, suffering, and tragedy in the world. This course is typically offered in the spring semester.

#### **2313 STORY OF THE NEW TESTAMENT**

Follows the Story of the Old Testament and develops the last three periods of Bible history: inter-testamental, life of Christ, and history of the early church. The course also studies briefly the history of the church since the end of the first century, including both the Reformation Movement and the Restoration Movement. The course also discusses important current issues in the church. This course is normally offered in the spring semester.

#### **2323 STORY OF THE OLD TESTAMENT**

Begins with a survey of periods of Bible history to provide a structure to connect the Bible story from creation through redemption by Christ and the early history of the church. The course develops the first twelve periods which cover the Old Testament. This study considers essential scripture texts in each period, principles in interpreting these scriptures, and related history and archaeology. This course is normally offered in the fall semester.

#### **3053 CHRISTIANITY AND CULTURE**

This course helps students to see that it was God's plan to bless the nations of the world through the culture of the church that is universally adaptable, but that universal culture needs to be distinguished from particular expressions of what it means to be God's church within any specific global context, including the student's own. This course is normally offered on a study abroad trip.

#### **3263 HEALING AND FORGIVENESS IN SCRIPTURE**

This course introduces students to the issues of healing of physical diseases in Scripture, especially the healing activity of Jesus, and ancient understandings of asking and receiving divine forgiveness. Students will learn about the difference between how healing and forgiveness was understood during the Second Temple Jewish period and be able to contrast that with how they are understood in contemporary society. This course is normally offered every semester.

#### **3503 JESUS, POLITICS, AND THE LIFE OF FAITH**

This course examines the political environment of Jesus and the readers of the Gospel of Mark in the Roman Empire, with special attention to how Jesus' announcement of the inbreaking of God's rule subverts Roman claims of divine power and authority. In Mark's gospel Jesus calls his followers to faith that is courageous, even in the face of imperial threats of death. Students in this course will learn how to articulate a Christian model of a life of faith that courageously negotiates in and with contemporary political environs. This course is offered as needed.

#### **3533 CHRISTIANITY AND MENTAL HEALTH**

This course provides an overview for mental health issues encountered in a ministry setting. Topics included basic principles of risk assessment, development of empathetic, relational, and advocacy skills for responding to various mental health challenges. In addition, students will develop

theological acumen for speaking about mental health issues in contexts of the church and community. The course is taught during the fall semester.

### **3613 OLD TESTAMENT WISDOM BOOKS**

This course examines the wisdom and poetic literature of ancient Israel. Books include Job, Psalms, Proverbs, Ecclesiastes, and the Song of Solomon.

### **4513 HISTORY OF THE BIBLE**

A study of the formation of the canon, inspiration, transmission, and translation of the books of the Bible. The course is designed to provide a knowledge of and appreciation for the varied history of the English Bible. Non-textual. This course is normally offered in the spring semester of even numbered years.

### **4533 SENIOR CAPSTONE**

This course offers students an opportunity to integrate the Bible core with their primary academic discipline. Students return to the question of "the good life" raised in BIBL1023 and explore the ways in which their impending life decisions and career goals may be directed by the pursuit of God.

### **4713 RESTORATION MOVEMENT**

A study of the Scottish origins and American development of the Restoration Movement to the present day. Significant personalities and issues as well as the history and spread of the movement are studied. Same as HIST-3193. Non-textual. This course is normally offered in the fall semester of odd numbered years.

## **BIOLOGY (BIOL)**

### **1013 PRINCIPLES OF BIOLOGY I**

A study of the basic unit of life: a cell, including cell structure, energy transfer, metabolic processes, reproduction, and genetics. Lecture – 3 hours; Laboratory – 1 hour per week. Not applicable for credit in a science major. This course is normally offered every semester.

### **2033 NUTRITION**

A study of basic principles of human nutrition applied to health and diseases of the individual, family, and community. Course topics include biochemical aspects of nutrients, nutrient needs throughout the life cycle, and medical nutrition therapy, and its role in different medical conditions. This course is normally offered every semester.

### **2523 ANATOMY AND PHYSIOLOGY I**

Prerequisites: BIOL-1013 with a "B" or better. This course is part of a two-part comprehensive study of human anatomy and physiology at the cell, tissue, and organ system levels. Course topics include blood components, as well as the structure and function of the cardiovascular system, lymphatic system, digestive system, respiratory system, urinary system, and reproductive system. This course is normally offered in the spring semester.

### **2623 ANATOMY AND PHYSIOLOGY II**

Prerequisites: BIOL-1013 with a grade of "B" or better. This course is part of a two-part comprehensive study of human anatomy and physiology at the cell, tissue, and organ system levels. Course topics include blood components, as well as the structure and function of the cardiovascular system, lymphatic system, digestive system, respiratory system, urinary system, and reproductive system. This course is normally offered in the spring semester.

### **2624 PRINCIPLES OF MICROBIOLOGY**

Prerequisites: BIOL-1013 with a grade of "B" or better and CHEM-1104. A study of the microbes, parasites, and infectious elements (e.g., viruses, prions), including the fundamentals of chemistry as applied to metabolism, cell structure, and activity of antimicrobial agents. The student will gain a thorough understanding of the practical implications of public health microbiology, including microbial control in sanitation, epidemiology, and a thorough knowledge of host defenses, including details of the immune system function, virulence, immunology, and histopathology. The course will also cover a practical application of microbiology in medical testing, vaccination, and treatment of disease. Lecture – 3 hours; Laboratory – 2 hours. This course is normally offered in the spring semester.

### **2913 BIOSTATISTICS**

Prerequisites: MATH-1223. An introductory course in applied statistics for the biological sciences. The course will focus on generation of hypotheses, experimental design, and analysis of experimental data. Students will determine proper sample size, categorization of experimental groups, and statistical tests to test hypotheses. Additionally, students will become proficient in the use of commonly used statistics software. This course is normally offered in the fall semester.

## **BUSINESS ADMINISTRATION (BUSA)**

### **1013 INTRODUCTION TO BUSINESS AND ENTREPRENEURSHIP**

This course provides an introductory survey to entrepreneurship and business fundamentals through the framework of managing a successful small business enterprise.

### **1103 BUSINESS PRINCIPLES AND APPLICATIONS**

This is an introductory business course designed to acquaint the student in a general way with business terminology, concepts, and functions. It includes a broad treatment of business objectives and strategies. Students are introduced to the professional use of computer applications, such as spreadsheets and presentation platforms and to the skills required to succeed in the field of business.

## **CHEMISTRY (CHEM)**

### **1104 INTRODUCTION TO CHEMISTRY**

Prerequisite or Concurrent: SDEV-0103. A survey course covering atomic structure, bonding, application of mathematics to chemical equations, solutions, acid-base chemistry, equilibrium, and introductory organic and biological chemistry. The lab includes experiments in these lecture topics emphasizing measurement concepts and calculations. In addition to pre-nursing and pre-science, this course can be taken for science core credit. Lecture - 3 hours; Laboratory - 3 hours. This course is normally offered in every semester.

## **CHILD/HUMAN DEVELOPMENT (CHDV)**

### **3013 NATURE AND CHARACTERISTICS OF EARLY CHILDHOOD**

Prerequisite: FMST-1113. Corequisite or prerequisite: PSYC-3523. After studying the broad field of Early Childhood in relation to its multiple historical, philosophical and social foundations, the candidate will examine how these foundations influence current thought and practice. After exploring the characteristics of the young child from birth to age eight, the candidate will demonstrate observation techniques and planning skills related to developmentally appropriate practice. The candidate will also reflect on the role of the teacher and ethical considerations of the Early Childhood field. (Cross listed with ECED-3013, but will not apply to teacher licensure requirements.) This course is normally offered in the fall semester.

### **3023 EMERGENT LITERACY**

Prerequisites: FMST-1113, CHDV-3013 and PSYC-3523. This course is a study of the emerging process of language development from infancy through the primary years. The candidate will observe and document a child's development through all four age categories, infant, toddler, preschooler, and primary-aged (eight practicum hours). The candidate will demonstrate understanding of and respect for the socio-cultural diversity of literacy development as well as the interrelationships of culture, language, thought, and the function of the home language. Additionally, the candidate will study children's literature to develop an understanding that literature forms a central focus for language and literacy development. The candidate will apply various methods of using literature with children in the home and classroom settings, including reading aloud to a child once per week for 14 weeks (eight practicum hours). (Students whose programs do not require admission to teacher education but require this course will receive credit for CHDV-3023, which cannot be applied to licensure requirements.) Same as ECED-3023 and ELEM-3023. This course is normally offered in the fall semester.

### **4023 TOPICS IN EARLY CHILDHOOD**

Prerequisite: FMST-1113, CHDV-3013 and PSYC-3523. This is a study of family, family within the community, child behavior, and classroom guidance theories for the preschool and primary age child. The course also includes aspects of health, safety, and nutrition within the contexts of home, child care, and school. Cross-listed with ECED-4023, but will not apply to teacher licensure requirements. This course is normally offered in the spring semester.

## **CHINESE (CHNS)**

### **1113 BASIC CHINESE I**

Chinese I course provides basic communication skills in Modern Standard Chinese. This course is designed for students with little or no prior experience in the Chinese language but who are interested in learning the basics of Chinese language and culture.

## **COMMUNICATION (COMM)**

### **1213 ORAL COMMUNICATION**

Study and practice of communication behavior in a variety of situations, focusing on interpersonal and public communication. Media literacy for presentations will also be included. This course is normally offered every semester.

## **COMPUTER SCIENCE (CMSC)**

### **1003 INTRODUCTION TO INFORMATION TECHNOLOGY**

This course provides an introduction to information technology and computing systems. It covers both the history and theory of information systems as well as the practical application of technologies.

## **EDUCATION (EDUC)**

### **3023 INTERNALIZING CURRICULUM**

This course is intended as an introduction to planning from a provided, high-quality curriculum and is focused primarily on English language arts and math. Participants prepare for the school year by internalizing curriculum at the year, unit, and lesson levels. This course can be completed prior to the start of the school year but does require access to the school's instructional materials.

### **3033 ESSENTIALS OF CLASSROOM CULTURE**

This course provides foundational learning related to establishing a positive classroom culture at the beginning of a school year or teacher-class relationship. Unit topics include initiating positive relationships, establishing norms, and creating routines. It is recommended that participants complete the learning activities from this course prior to the first day of class, but completion of the portfolio of evidence requires students.

### **3043 INSTRUCTIONAL DELIVERY**

This course is focused on the process of delivering content instruction. Participants learn how to unpack learning targets with students, how to frame, convey, and stamp content instruction, and how to respond to classroom challenges that disrupt instructional time.

### **3053 RELATIONSHIPS**

This course builds on previous learning about establishing relationships but focuses on how to strengthen relationships with students and their families as the school year progresses. In this course, participants engage in two-way communication with families, leverage meaningful interactions to connect with students on a deeper level, and provide additional support to a student that has proven more challenging to reach.

### **3063 STUDENT SUPPORT**

Each student brings a unique set of background knowledge, skills, and strengths to a classroom. This course is focused on ensuring all students are successful, even those who may have different needs than their peers. Participants learn how to navigate structures within their schools to co-plan with other teachers, scaffold complex tasks, and use flexible grouping to ensure all students have the support they need to meet content objectives.

### **3073 ESSENTIALS OF ASSESSMENT**

Assessments are "the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students" (Great Schools Partnership, 2015, para. 1). Educators rely on assessments to provide the evidence of student learning. This course teaches participants how to purposefully choose assessment methods; scrutinize and, if necessary, improve the quality of tests before administering them; and use results to inform instruction.

### **3103 ELA METHODS I**

A 2005 analysis of scores on the ACT revealed that "only 51 percent of ACT tested high school graduates met ACT's College Readiness Benchmark for Reading, demonstrating their readiness to handle the reading requirements for typical credit-bearing first-year college coursework" (ACT, 2006). This number was even lower for male students, African American students, Hispanic American students, Native American students, and students from families whose yearly income is below \$30,000. In response to this analysis and other indicators that students lacked the reading skill necessary for college and careers, national attention focused on how to increase rigor within English language arts (ELA) classes. The college and career readiness standards that emerged reflect three important shifts: increasing text complexity; grounding reading, writing, and speaking in evidence from texts; and building knowledge through content-rich nonfiction. This introductory methods course is focused on the theory behind these shifts, as well as how to implement them in an ELA classroom.

### **3122 THE SCHOOL IN AMERICAN CULTURE**

Prerequisites: ENGL-1113 grade of C or above, GPA 2.75. Corequisite: Concurrent enrollment in EDUC-3121. Prospective candidates will be able to explain the role and contributions of education in a democratic society and to state their personal philosophies of education. Emphasis is placed on history, philosophies, and current trends. Course must be completed with a grade of "C" or better to gain admission to Teacher Education. This course is normally offered every semester.

### **3123 MATH METHODS I**

Research studies of mathematics education in high-performing countries have concluded that math achievement in the United States has been undermined in the past by "mile wide, inch deep" curriculum. The college and career readiness standards that emerged to address this problem reflect three important shifts: greater focus on fewer topics; coherence or linking topics and thinking across grades; and rigor or pursuing conceptual understanding, procedural skills and fluency, and application with equal intensity. This introductory methods course is focused on the theory behind these shifts, as well as how to implement them in a math classroom.

### **3131 CLASSROOM MANAGEMENT STRATEGIES I**

Prerequisites: Admission to student teaching; Overall GPA 2.75, Major GPA 3.0. Corequisite: Concurrent enrollment in EDUC-4133 and student teaching. Concurrent enrollment in practicum (recommended). Candidates will relate self-image and communications skills to classroom, parent, and colleague interaction. Emphasis is placed on warmth, empathy, and genuineness; cultural diversity issues will be strongly emphasized through participation and activities, guest speakers, and in-depth study. Candidates will review behavior in classroom management theories in preparation for clinical practice. This course is normally offered every semester.

### **3133 CLASS MANAGEMENT**

Candidates will enhance knowledge and skills in behavior management theories based on discipline models that reflect current research. Candidates will make connections between effective classroom management and positive classroom climates.

### **3213 LEARNING, INSTRUCTION AND ASSESSMENT**

Prerequisite: Admission to Teacher Education. Candidates will be able to relate contemporary theories of learning to instruction and develop skill in planning, instruction, and assessment of student learning. Focus: Oklahoma core curriculum and instructional strategies, plans based in Oklahoma C3 Standards, and common core state standards. (Majors in the Division of Biblical Studies may enroll with permission of the instructor as the only prerequisite.) This course is normally offered every semester.

### **3421 EDUCATIONAL TECHNOLOGY**

Prerequisite: Admission to Teacher Education. Corequisite: Concurrent enrollment in appropriate student teaching courses. This online course will introduce the use of Google products to prepare instructional materials to enhance classroom instruction. Competence in digital communication with parents and students will be stressed, as well as ethical usage of educational technology. This course is normally offered in the fall and spring semesters.

### **3723 EDUCATION OF THE EXCEPTIONAL CHILD**

Prerequisite: Admission to Teacher Education. This course should be taken the semester before student teaching. After surveying various types of exceptionalities found in children and adolescents, candidates will be able to suggest adaptations in classrooms and teaching strategies to meet the needs of PK-12 students who have identified exceptionalities. This course is normally offered every semester and some summers.

### **4033 EDUCATIONAL PEDAGOGY**

This course relates contemporary theories of learning to instruction. The course develops skills in planning, instruction, and assessment. It also concentrates on developing instructional strategies based on the state standards. This course is offered only to non-degree seeking students who are admitted into the Academy of Alternative Certification and is not intended for the undergraduate students in the School of Education.

### **4043 APPLIED INSTRUCTION AND ASSESSMENT**

A three-hour, senior-level course taken during the final semester of the program. Candidates will acquire additional knowledge and skills in the areas of effective instructional strategies and assessment practices and apply their learning in the field via the PPAT. Required prerequisites – EDUC 3213 Learning, Instruction and Assessment.

### **4053 INTRODUCTORY DISCIPLINARY METHODS**

This course provides an introduction to disciplinary methods, including research-based approaches to science, social studies, and digital literacy instruction. The units explain the theory behind recent shifts in each content area and then require participants to locate evidence of those shifts in instructional plans (science and social studies) or apply best practices in a lesson (technology integration).

### **4073 SCIENCE OF READING**

Reading is a complex cognitive process. Reading requires both the ability to decode the words on the page and the ability to make sense of those words. Word recognition must take place automatically and language comprehension skills must be applied strategically to enable skilled reading. The National Reading Panel comprehensively reviewed research findings to identify five components of effective reading instruction:



phonemic awareness, phonics, fluency, vocabulary, and comprehension. This course is focused on developing an understanding of the components of effective literacy instruction as well as the classroom practices that support them. It is designed to be completed over the summer and does not require access to students.

#### **4103 PSYCHOLOGY OF EDUCATION**

This course provides an overview of the history of pedagogical theory with a focus on the last decade of advances in cognitive psychology. Participants reflect on how these findings can be practically applied in the classroom, while also recognizing the aspects of teaching and learning that are still not fully understood. Due to its heavy focus on theory, this course can be completed over the summer and does not require access to students.

#### **4143 SPECIAL POPULATIONS**

In this course, participants learn about special populations of students, including students with disabilities, English Learners, and gifted students. Each unit in the course is structured in the same way to provide 1) an overview of relevant laws and policies, 2) characteristics of identified students, and 3) methods for supporting those students. This course is designed to be completed over the summer and does not require access to students.

#### **4153 EDUCATION AS AN INSTITUTION<sup>A</sup>**

This course supports participants in developing a thoughtful philosophy of education through the exploration of the history of education in the United States, as well as current systemic issues. This course is designed to be completed over the summer and does not require access to students.

#### **4163 CLASSROOM CULTURE II<sup>A</sup>**

In an educational context, class culture should recognize that disparities in achievement among subgroups of students are the result of opportunity gaps, not capability gaps. Educators must expect and support every student to succeed within the school environment and beyond, with explicit attention to how personal and structural circumstances may influence the types and level of support needed. This course is designed to increase participants' awareness of and sustain an effective classroom culture.

#### **4173 ESSENTIALS OF STUDENT-CENTERED LEARNING**

While "student-centered learning" can be used to describe a variety of instructional approaches, for this program of study, it is defined as educational practices that motivate students to be actively engaged in their own learning and require students to perform the majority of the cognitive lifting. This course focuses specifically on inclusive discussions, collaborative learning structures, and student agency.

#### **4203 ADVANCED INSTRUCTIONAL STRATEGIES<sup>A</sup>**

This course builds on learning from the Psychology of Education course with a deeper focus on classroom application. The units focus on strategies to support students with processing new content, remembering information, and applying learning, while also providing guidance about when it is most appropriate to employ the various strategies.

#### **4213 ELA METHODS II**

This course builds on ELA Methods I, providing deeper learning on the topics of planning, speaking and writing instruction, and assessment. It prepares participants to effectively implement high-quality ELA curriculum.

#### **4223 MATH METHODS II**

This course builds on Math Methods I, providing deeper learning on the topics of assessment, mathematically productive discussions, and analysis of student work. It prepares participants to effectively implement high-quality math curriculum.

#### **4233 SCIENCE METHODS I**

This course builds on Introductory Disciplinary Methods, providing deeper learning on the topics of three-dimensional science instruction, phenomenon-based instruction, and formative assessment in science. It prepares participants to effectively implement a high-quality science curriculum.

#### **4243 SOCIAL STUDIES METHODS I**

This course is focused on using the inquiry arc in social studies, source analysis, and argumentation. It prepares participants to effectively develop and implement high-quality social studies curriculum.

#### **5003 FOUNDATIONS OF INSTRUCTION**

Effective teachers know what to teach and how to teach it given the students in their classroom. The "what" is grounded in content standards, curriculum, and student work. Content standards define what students should know and be able to do at a given grade level; they are built upon linear and cyclical progressions of knowledge and skill. Curriculum transforms standards into work for students to engage with. This course ensures teachers understand their standards, can analyze the quality of their given curriculum against those standards, and can meaningfully analyze student work to inform their instructional content choices.

#### **5043 FOUNDATIONS OF LEARNING RECOVERY**

This course focuses on providing just-in-time support so that students can engage in on-grade-level work. It supports participants in intentional planning to identify key prerequisite skills and knowledge, implementation of routine structures that maximize efficiency during instructional time, and the strategic connection of student data to the prerequisite skills planning and classroom routines and structures, so that students receive the necessary academic support for success.

#### **5053 FOUNDATIONS OF STUDENT CENTERED LEARNING**

Student Centered Learning is a phrase often used within education but definitions may vary across sources and context. In this course, participants learn strategies to actively engage students in their own learning, ensuring that students do the "heavy lifting." This course focuses on foundational engagement pedagogy, discussions, collaborative learning structures, and feedback for growth.

#### **5063 FOUNDATIONS OF ADDRESSING STUDENT WELL-BEING**

In addition to academic needs, educators serve a vital role in acknowledging and supporting students' well-being, including, physical (e.g., health, nutrition), social, and mental health needs. This course helps educators attend to student well-being by requiring them to establish personal, positive relationships with individual students and leverage school, school system, and community support to assess and address individual student needs.

#### **5073 FOUNDATIONS OF CLASSROOM CULTURE**

Educators focused on developing a fair and respectful classroom environment expect and support every student to succeed within the school environment and beyond, with explicit attention to how a student's individual circumstances may influence the types and level of support needed. This course helps educators develop a foundation of respect and rapport in their classroom among their students, assess their current classroom culture for fairness around four key domains: curriculum, instructional practices, relationships, and disciplinary practices; and use an inquiry-based approach to understand a student's strengths and needs in order to help them realize their full potential.

#### **5083 FOUNDATIONS OF TEACHER LEADERSHIP**

As teachers gain experience and grow in effectiveness, many will seek out or be sought out for leadership roles. They may continue to teach students but also have an influence that extends beyond their own classrooms or they may go into instructional leadership, school leadership, or system leadership positions. No matter the path, the foundational leadership skills focused on in this course are critical to expanding the educator's impact and reach.

#### **5093 POLICIES, PROCEDURES, AND SYSTEMS FOR STUDENTS WITH DISABILITIES**

Federal laws and policies are designed to protect the rights of students with disabilities and promote student success. When a student needs additional support, effective teachers understand how to build a compelling case for change, leverage systems and structures to support the change, and build self-advocacy skills of all learners. Research shows that students with disabilities are fully capable of making progress towards grade-level standards, when provided with the right support. This course supports educators to communicate and advocate for students, leveraging laws and policies to attend to their needs.

#### **5103 INTERVENTION, IDENTIFICATION, AND CORE CONTENT FOR STUDENTS WITH DISABILITIES**

This course moves students from the fundamentals of supporting students with disabilities to include the content specific supports. Educators explore intensive interventions, seek school-level and family support, and understand when to refer a student for a special education evaluation. They integrate special education support into a flexible inquiry cycle during core ELA instruction to ensure that every student can

express their understanding of complex, grade-level content. To ensure all students access and progress in grade-level math/science learning, teachers need to integrate the evidence base and special education supports in math to tailor their instructional approaches to meet individual student needs.

#### **5113 CLASSROOM ROUTINES AND SUPPORTS FOR STUDENTS WITH DISABILITIES**

This course requires educators to deploy additional strategies to support students with disabilities such as evidence-based behavior interventions, strong co-teaching models and leveraging small groups for academic support.

#### **5123 POLICIES, PROCEDURES, AND SYSTEMS FOR ENGLISH LEARNERS**

The English learner population is growing across the nation yet far too few teachers are equipped with the knowledge and skill to support this population of students. This course focuses on the foundational laws, policies, and practices that allow teachers to begin to positively impact English learners in their class and school.

#### **5133 UPHOLDING RIGOR IN CORE CONTENT FOR ENGLISH LEARNERS**

English learners have the complicated responsibility of learning a new language while also progressing in their mastery of grade-level content. This can't often be accomplished without the core classroom teacher understanding the stages of language acquisition and providing content-related support. This course provides learning and implementation opportunities for educators to strategically connect understanding of the stages of language acquisition, student observation, and assessment data to core ELA and math instruction.

#### **5143 ENSURING A CULTURE FOR SUCCESS FOR ENGLISH LEARNERS**

This course requires educators to deploy advanced strategies to support students who are English learners such as supporting student voice, school culture analysis, and advanced advocacy for improvements.

#### **5153 COMPUTING AND SOCIETY**

While today's children and teens are digital natives, a digital divide remains because many students lack sufficient access to both technology and media mentors. This course focuses on the fundamental concepts that lead to computer science readiness: digital citizenship, inclusive computing cultures, and analyzing the positive and negative impacts of computing on society.

#### **5163 COMPUTATIONAL THINKING**

This course moves students from the fundamentals of computer science to the more concrete skills needed to succeed in computer science, including computational thinking, recognizing computational problems, working with data, and creating computational artifacts.

#### **5173 COMPUTING SYSTEMS AND BASIC PROGRAMMING**

This course addresses computing system components, including hardware, software, networks, and the internet, as well as beginner programming tools and technologies to support students in the digital age.

#### **5183 FOUNDATIONS FOR BLENDED LEARNING**

This course focuses on foundational structures critical to the success of blended learning environments. It supports participants in intentional planning by assessing student learning needs, by setting up a weekly blended learning arc utilizing four key modalities that move the classroom toward a student-centric approach, and developing strong student-teacher relationships that will support students in developing agency and confidence to engage in blended learning.

#### **5193 ESTABLISHING SYSTEMS TO SUPPORT BLENDED LEARNING**

This course focuses on foundational structures critical to the success of blended learning environments. It supports participants in engaging intentionally with parents as partners in the learning process, co-creating norms with students to optimize ownership of classroom processes, and onboarding students to the blended learning environment by building student agency and utilizing specific strategies to support students who may struggle with blended learning.

#### **5203 ADVANCED STRATEGIES FOR BLENDED LEARNING**

This course expands on foundational structures addressed in Blended Learning 1. It supports participants to infuse inclusive practices into the Blended Learning Arc structures and expands on this foundational Blended Learning structure by introducing other models like the flipped classroom. In addition, participants will model a growth mindset with their students which is a critical factor for success in a Blended Learning environment.

#### **5213 ESTABLISHING SOCIAL EMOTIONAL LEARNING PRACTICES**

Implementing strong social emotional learning instruction establishes equitable learning environments and coordinates practices across key settings of classrooms, schools, families, and communities to enhance all students' social, emotional, and academic learning. Social-emotional learning (SEL) builds students' social and emotional skills, which are the abilities, behaviors, and attitudes students and adults need to effectively manage their affective, cognitive, and social behavior. They help students understand and manage their emotions, strengthen their self-esteem, and build positive and productive relationships with others. This course focuses on the following fundamental Social Emotional Learning concepts such as elevating SEL in the school setting, promoting student self-management, and promoting student self-awareness.

#### **5223 EXPANDING SOCIAL EMOTIONAL LEARNING PRACTICES**

This course takes the concepts introduced in SEL 1 and builds upon them to focus on student self-management and emotional regulation, critical thinking and decision making, and developing connections and student relationships.

#### **5233 SUSTAINING AND EVALUATING SOCIAL EMOTIONAL LEARNING PRACTICES**

This course continues the focus on developing student relationship and collaboration skills that began in SEL 2. In addition, educators learn to assess the level and effectiveness of SEL implementation in their schools.

#### **5243 FOUNDATIONS OF COMPUTER SCIENCE INSTRUCTION**

Effective teachers know what to teach and how to teach it given the students in their classroom. The "what" is grounded in content standards, curriculum, and student work. Content standards define what students should know and be able to do at a given grade level; they are built upon linear and cyclical progressions of knowledge and skill. Curriculum transforms standards into work for students to engage with. This course ensures teachers understand their standards, can analyze the quality of their given curriculum against those standards, and can leverage effective instructional practices rooted in the science of learning.

#### **5253 INTEGRATING COMPUTER SCIENCE PRACTICES**

This course moves students from the fundamentals of computer science to the more concrete skills needed to succeed in computer science, including computational thinking, recognizing computational problems, working with data, and creating computational artifacts.

#### **5263 CYBERSECURITY**

Computer science educators are responsible for not only instructing essential technology concepts and skills, but they also have a civic duty to address with students the fundamental issues in cyber literacy and cybersecurity. When students transition from the world of academia to corporate life, they are expected to know how to consume, create, and preserve information responsibly. This course focuses on cyber literacy, cybersecurity, and the ethical practices of the cyber world.

#### **5273 PEDAGOGICAL PRACTICES THAT SUPPORT COMPUTER SCIENCE LEARNING I**

Mindful pedagogy can improve instructional quality resulting in greater student advancement. Responsive teachers continuously reflect on student learning objectives, monitor and analyze student progress, and encourage student growth mindsets. This course focuses on effective teaching practices through active observation, formative assessment, and actionable feedback.

#### **5283 PEDAGOGICAL PRACTICES THAT SUPPORT COMPUTER SCIENCE LEARNING II**

Cognitive science has sculpted pedagogical practices to offer more learner-centered experiences where students can take a more active role in their own learning. Collaborative and inquiry-based learning



opportunities cultivate interactive learning experiences patterned in a constructivist learning theory. This course provides teachers with deliberate practices to support learner-centered instruction.

#### **5293 PROMOTING INCLUSIVE PRACTICES IN COMPUTER SCIENCE**

Equity-minded educators expect and support every student to succeed within the school environment and beyond, with explicit attention to how personal and structural circumstances may influence the types and level of support needed. Understanding structural circumstances requires examining the interplay between three levels of discrimination: individual (interpersonal), institutional, and systemic. This course helps educators deepen their equity mindset and assess their current classroom for key practices of equity in computer science instruction.

#### **5333 CLASSROOM MANAGEMENT**

Candidates will enhance their knowledge and skills in behavior management theories based on discipline models that reflect current research. Candidates will make connections between effective classroom management and positive classroom climates.

#### **5343 EDUCATIONAL PEDAGOGY**

This course relates contemporary theories of learning to instruction. The course develops skills in planning, instruction, and assessment. It also concentrates on developing instructional strategies based on the state standards. This course is offered only to non-degree seeking students who are admitted into the Academy of Alternative Certification and is not intended for the undergraduate students in the School of Education.

#### **5353 SOCIAL STUDIES METHODS I**

This course is focused on using the inquiry arc in social studies, source analysis, and argumentation. It prepares participants to effectively develop and implement high-quality social studies curriculum.

#### **5373 SCIENCE METHODS I**

This course builds on Introductory Disciplinary Methods, providing deeper learning on the topics of three-dimensional science instruction, phenomenon-based instruction, and formative assessment in science. It prepares participants to effectively implement high-quality science curriculum.

#### **5383 SCIENCE METHODS II**

This course builds on Science Methods I, providing deeper learning on the topics of science and engineering practices, scientific discourse, and supporting students. It prepares participants to effectively implement and adjust high-quality science curriculum.

#### **5393 MATH METHODS I**

Research studies of mathematics education in high-performing countries have concluded that math achievement in the United States has been undermined in the past by "mile wide, inch deep" curriculum. The college and career readiness standards that emerged to address this problem reflect three important shifts: greater focus on fewer topics; coherence or linking topics and thinking across grades; and rigor or pursuing conceptual understanding, procedural skills and fluency, and application with equal intensity. This introductory methods course is focused on the theory behind these shifts, as well as how to implement them in a math classroom.

#### **5413 MATH METHODS II**

This course builds on Math Methods I, providing deeper learning on the topics of assessment, mathematically productive discussions, and analysis of student work. It prepares participants to effectively implement high-quality math curriculum.

#### **5423 STUDENT SUPPORT**

Each student brings a unique set of background knowledge, skills, and strengths to a classroom. This course is focused on ensuring all students are successful, even those who may have different needs than their peers. Participants learn how to navigate structures within their schools to co-plan with other teachers, scaffold complex tasks, and use flexible grouping to ensure all students have the support they need to meet content objectives.

#### **5433 SCIENCE OF READING**

Reading is a complex cognitive process. Reading requires both the ability to decode the words on the page and the ability to make sense of those

words. Word recognition must take place automatically and language comprehension skills must be applied strategically to enable skilled reading. The National Reading Panel comprehensively reviewed research findings to identify five components of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. This course is focused on developing an understanding of the components of effective literacy instruction as well as the classroom practices that support them. It is designed to be completed over the summer and does not require access to students.

#### **5443 RELATIONSHIPS**

This course builds on previous learning about establishing relationships but focuses on how to strengthen relationships with students and their families as the school year progresses. In this course, participants engage in two-way communication with families, leverage meaningful interactions to connect with students on a deeper level, and provide additional support to a student that has proven more challenging to reach.

#### **5453 ESSENTIALS OF ASSESSMENT**

Assessments are "the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students" (Great Schools Partnership, 2015, para. 1). Educators rely on assessments to provide the evidence of student learning. This course teaches participants how to purposefully choose assessment methods; scrutinize and, if necessary, improve the quality of tests before administering them; and use results to inform instruction.

#### **5583 ELA METHODS I**

A 2005 analysis of scores on the ACT revealed that "only 51 percent of ACT tested high school graduates met ACT's College Readiness Benchmark for Reading, demonstrating their readiness to handle the reading requirements for typical credit-bearing first-year college coursework" (ACT, 2006). This number was even lower for male students, African American students, Hispanic American students, Native American students, and students from families whose yearly income is below \$30,000. In response to this analysis and other indicators that students lacked the reading skill necessary for college and careers, national attention focused on how to increase rigor within English language arts (ELA) classes. The college and career readiness standards that emerged reflect three important shifts: increasing text complexity; grounding reading, writing, and speaking in evidence from texts; and building knowledge through content-rich nonfiction. This introductory methods course is focused on the theory behind these shifts, as well as how to implement them in an ELA classroom.

#### **5593 ELA METHODS II**

This course builds on ELA Methods I, providing deeper learning on the topics of planning, speaking and writing instruction, and assessment. It prepares participants to effectively implement high-quality ELA curriculum.

#### **5463 EDUCATION AS AN INSTITUTION**

This course supports participants in developing a thoughtful philosophy of education through the exploration of the history of education in the United States, as well as current systemic issues. This course is designed to be completed over the summer and does not require access to students.

#### **5473 ESSENTIALS OF CLASSROOM CULTURE**

This course provides foundational learning related to establishing a positive classroom culture at the beginning of a school year or teacher-class relationship. Unit topics include initiating positive relationships, establishing norms, and creating routines. It is recommended that participants complete the learning activities from this course prior to the first day of class, but completion of the portfolio of evidence requires students.

#### **5513 DISCIPLINARY METHODS I**

This course provides an introduction to disciplinary methods, including research-based approaches to science, social studies, and digital literacy instruction. The units explain the theory behind recent shifts in each content area and then require participants to locate evidence of those shifts in instructional plans (science and social studies) or apply best practices in a lesson (technology integration).

#### **5523 SPECIAL POPULATIONS**

In this course, participants learn about special populations of students, including students with disabilities, English Learners, and gifted students.

Each unit in the course is structured in the same way to provide 1) an overview of relevant laws and policies, 2) characteristics of identified students, and 3) methods for supporting those students. This course is designed to be completed over the summer and does not require access to students.

### **5533 PSYCHOLOGY OF EDUCATION**

This course provides an overview of the history of pedagogical theory with a focus on the last decade of advances in cognitive psychology. Participants reflect on how these findings can be practically applied in the classroom, while also recognizing the aspects of teaching and learning that are still not fully understood. Due to its heavy focus on theory, this course can be completed over the summer and does not require access to students.

### **5543 INSTRUCTIONAL DELIVERY**

This course is focused on the process of delivering content instruction. Participants learn how to unpack learning targets with students, how to frame, convey, and stamp content instruction, and how to respond to classroom challenges that disrupt instructional time.

### **5553 ESSENTIALS OF STUDENT-CENTERED LEARNING**

While "student-centered learning" can be used to describe a variety of instructional approaches, for this program of study, it is defined as educational practices that motivate students to be actively engaged in their own learning and require students to perform the majority of the cognitive lifting. This course focuses specifically on inclusive discussions, collaborative learning structures, and student agency.

### **5563 INTERNALIZING CURRICULUM**

This course is intended as an introduction to planning from a provided, high-quality curriculum and is focused primarily on English language arts and math. Participants prepare for the school year by internalizing curriculum at the year, unit, and lesson levels. This course can be completed prior to the start of the school year but does require access to the school's instructional materials

### **5573 SOCIAL STUDIES METHODS II**

This course builds on Social Studies Methods I, providing deeper learning on the topics of preparing students for civic life, planning at year level, and supporting students in reading and writing.

### **5730 GRADUATE PRACTICUM IN EDUCATIONAL LEADER**

The internship will be one of the most important components of the Educational Leadership experience. It provides an extended period of guided, professional practice during which the student will take increasing responsibility for the learning of PreK-12 students while under the guidance of a self-selected, approved mentor and an OC faculty member. Students will provide administrative support to their mentor and school community in addition to instructional support for the campus in order to help increase student learning and achievement.

### **5793 CAPSTONE PROJECT**

The Capstone Project allows participants to take what they have learned and apply it to an action research project, the publication of which will contribute to the field in their local, state, and/or national networks.

## **ELEMENTARY EDUCATION (ELEM)**

### **3233 PRIMARY READING**

Prerequisite: Admission to Teacher Education. Practicum: 20 hours (ELEM-3233P). The focus of this course includes the early developmental stages of literacy elements, including phonemic awareness, phonics, vocabulary, spelling, fluency, and comprehension. The construction of reading lesson plans, ELL students, student diversity, and a variety of learning styles will be addressed. During the practicum portion of the course, candidates will pre/post test and present lessons based upon the pre test results, assess, and reflect on gains in student learning. The role of RTI will be included. A case study is required. This course is normally offered in the spring semester.

### **3323 MOVEMENT AND FINE ARTS**

Prerequisites: Admission to teacher education or concurrent enrollment in EDUC-3121 and EDUC-3122. Candidates design materials, demonstrate instructional methods, and create activities for integrating movement, art and music, and health and fitness activities into the PK and elementary classroom. This course is normally offered in the spring semester.

### **3332 ELEMENTARY LANGUAGE ARTS**

Prerequisites: Admission to Teacher Education; ELEM-3233. Corequisite: Concurrent enrollment ELEM-3632, ELEM-3733, ELEM-3832; ELEM-

3900P. The focus of this course includes writing (process, types, grammar, punctuation, spelling, handwriting), listening, speaking, viewing, visually representing, and assessment. The construction of language arts lesson plans, ELL students, student diversity, and a variety of learning styles will also be addressed. Candidates will be prepared to present language arts lessons in Primary Practicum using data gained from pre-testing to construct lesson plans and assess and reflect on gains in student learning. This course is normally offered in the fall semester.

### **3632 SOCIAL STUDIES FOR PRIMARY STUDENTS**

Prerequisites: Admission to teacher education; EDUC-3213. Corequisite: concurrent enrollment in ELEM-3333, ELEM-3733, ELEM-3832; ELEM-3900P. Candidates will rely on current thought and trends in social studies instruction to develop teaching strategies which engage students in learning and which encourage the development of a multicultural view. This course is normally offered in the fall semester.

### **3733 MATHEMATICS FOR PRIMARY STUDENTS**

Prerequisites: Admission to Teacher Education; MATH-2913. Corequisite: Concurrent enrollment in ELEM-3333; ELEM-3632; ELEM-3832; ELEM-3900P. Candidates will demonstrate their knowledge of numeration and their number sense by creating and presenting lesson plans using manipulatives to teach primary students number concepts and basic problem-solving skills. Content emphasis is placed on teaching the four basic mathematical operations. This course is normally offered in the fall semester.

### **3832 SCIENCE FOR PRIMARY STUDENTS**

Prerequisites: Admission to Teacher Education; EDUC-3213. Corequisite: Concurrent enrollment ELEM-3333, ELEM-3632, ELEM-3733; ELEM-3900P. Candidates will gain knowledge about methods, materials, and experiences that enable them to teach with an awareness and understanding of the impact of science in the world of the primary student. The focus is hands-on instruction for the biological, earth, and physical sciences. A school-based experience is incorporated. This course is normally offered in the fall semester.

### **3900P PRIMARY PRACTICUM**

Corequisite: Concurrent enrollment ELEM-3333; ELEM-3632; ELEM-3733; ELEM-3832. A primary grade (Pre-K-3) practicum, 60 hours. The focus of the practicum is for the candidate to construct and present lessons in literacy, math, science, and social studies at the primary level. Supervision and assessment of the candidate will be conducted by a university supervisor and the classroom teacher. This course is normally offered in the fall semester.

## **ENGLISH (ENGL)**

### **0122, 0123 METACOGNITIVE WRITING STRATEGIES**

The course may be required as a co-requisite to ENGL-1113-English Composition I depending on the student's ACT English verbal scores (18 & below, or not submitted) or other equivalent measures. This course is graded with a (P) Passing or (NP) No Passing grading system. Students enrolled in ENGL-0122 or ENGL-0123 must make a P (Passing) in order to pass ENGL-1113-English Composition I which they will take at the same time. This course is normally offered every semester and is worth two-three credit hours.

### **1113 ENGLISH COMPOSITION I**

The first course in college-level writing using contemporary technology. The course emphasizes the composing process, analytical thinking, various types of writing, basic research methods and documentation. Writing includes a journal, a personal essay, a research report, analytical essays and a short research paper sustaining a thesis. Students enrolled in ENGL-1113-English Composition I must make a grade of "C" or better in order to enroll in ENGL-1213-English Composition II. This course is normally offered every semester.

### **1213 ENGLISH COMPOSITION II**

Prerequisites: ENGL-1113 with a grade of "C" or better. The second and final course in the composition series, emphasizing written presentation of academic research-supported argument using contemporary technology. Students are taught to read and think critically in analyzing texts and evaluating sources and to communicate their ideas in an appropriate medium and style. This course builds on skills learned in English Composition I, and includes an extensive research project. Students enrolled in ENGL-1213-English Composition II must make a grade of "C" or better in order to enroll in ENGL-2213-Perspectives in Literature. This course is normally offered every semester.

### **2213 PERSPECTIVES IN LITERATURE**

Prerequisite: ENGL-1213 with a grade of "C" or better. This course is an introduction to great literature of the world, focusing on the deepening and broadening of the students' perspectives to help them become thinkers, readers, and writers for life. (CLEP test credit will not be accepted for this course.) This course is normally offered every semester.

### **2333 TEFL EXPERIENCE**

Introduction to English language teaching through supervised lessons

with non-native English speakers (NNESs). Students will observe and interview experienced English language teachers (ELTs), complete an initial job search, document 20 hours of instruction with NNEs, and meet weekly with the instructor. This course contributes 3 credits toward TEFL Certification. This course is available during fall and summer semesters.

### **3723 METHODS OF TEFL I**

Prerequisite: ENGL-1213. An introduction to language teaching methodology. TEFL Methods students study and practice a variety of language teaching techniques while exploring second language acquisition principles underlying classroom methodology. Students research a topic for an annotated bibliography, compile resources in a materials file, and participate in a mini-teaching practicum. This course is normally offered in hybrid format during the spring semester. It fulfills three credit hours toward TEFL Certification.

### **4633 INTERCULTURAL COMMUNICATION I**

Prerequisite: ENGL-1213 with a grade of "C" or better. A survey of the basic concepts of how people communicate effectively across cultural boundaries, with special attention given to the complex nature culture plays in communication. ENGL-4633 fosters in students an understanding and appreciation of their own culture and cultural patterns of communication and those of other cultures. Same as COMM-4633, MISS-4633 and SOCI-4633. This course is normally offered in the fall semester of odd numbered years.

### **4863 TEFL STUDENT TEACHING PRACTICUM**

Prerequisites: ENGL-3723. A student teaching experience with non-native English speakers (NNESs). Students complete 30 class hours of teaching NNES. Additionally, students complete a resume and cover letter in reference to a job search for an English language teaching position. This course fulfills three credit hours toward TEFL Certification. This course is normally offered as needed.

## **FAMILY SCIENCE (FMST)**

### **1113 INTRODUCTION TO FAMILY SCIENCE**

A comprehensive introduction to the subjects which comprise the study of human development and family betterment. It covers, in very general terms, the spectrum from conception to death and takes a general look at professional possibilities within this broad field. The research base of the discipline is introduced as the student learns the difference between research-based and expository publication. Common statistical terms are studied so that the student can read research journals with elementary understanding. This course is offered every semester.

### **3513 CHILD WELFARE**

Prerequisite: FMST-1113. A study of child welfare services. Particular attention is given to the areas of foster care, adoption, institutional care, care of unwed mothers, and protective services. This course is normally offered in the spring semester.

### **4713 FAMILY SCIENCE PRACTICUM**

Prerequisite: FMST-1113. A practicum that is a self-selected experience from among approved settings within the areas of child development or gerontology. Commercial infant or child care, child abuse facilities, Department of Human Services facilities, retirement, or assisted living facilities are possible acceptable settings. A total of 126 clock hours (9 hours per week) during a semester is required. This course is offered as needed.

## **FINE ARTS (FINE)**

### **2923 HISTORY OF THEATER**

This course will expose students to the development of Western theatrical traditions through primary sources, class lectures, and critical dialogue. The course will trace the earliest records of theatrical staging to the rise of 18th century national theaters in Europe. Special emphasis will be placed on technological innovations, dramatic conventions, and the role of politics and ritual in theatrical history. Students will synthesize their coursework in a final creative project. Composition and reading outside of class will be required. Counts as a Great Works in the University's general education requirements.

## **GENERAL MINISTRY (GMIN)**

### **2003 PERSONAL AND FAMILY FINANCE**

This course is designed to help individuals and families learn the basics of managing their finances in a biblical way. Topics covered in this class include: budgeting, investing, insurance, buying your own home, and teaching your children about money. This course is normally offered every semester.

### **2023 INTRODUCTION TO CHRISTIAN WORSHIP**

This course surveys the history, theology, and contemporary practices of Christian worship. The elements of Christian worship will be studied in some depth, along with related issues such as church architecture, the Christian calendar, gender in ministry, and digital worship.

### **3063 EVANGELISM AND DISCIPLESHIP**

This course will explore the theology and practice of Christian evangelism and discipleship. Emphasis will be given to the narrative approach to evangelism and the practices of discipleship that form people into God's narrative for the world in Jesus Christ. This course is normally offered in the spring semester.

### **3163 URBAN MINISTRY AND COMMUNITY DEVELOPMENT**

This course examines diverse aspects of ministry within urban contexts both in the United States and abroad. Topics include the Biblical theology of the city, social analysis, principles of urban evangelism and missions, urban church planting, and ministry in contexts of ethnic, racial, and socioeconomic diversity.

## **GENERAL SCIENCE (GNSC)**

### **2133 GENERAL PHYSICAL SCIENCE**

A survey course including basic physics, chemistry, astronomy, and the philosophy of science. Hands-on laboratory exercises are integrated into the course. Four hours per week. This course is normally offered every fall semester.

### **2313 EARTH SCIENCE**

An introduction to the study of the Earth, emphasizing processes that shape and change the surface. This course studies the lithosphere, hydrosphere, and atmosphere, including effects of pollution and remediation efforts. Hands-on laboratory exercises are integrated into the course. Four hours per week. This course is normally offered every semester.

### **2323 ASTRONOMY I**

This course explores the fundamental concepts of astronomy, including historical perspectives as well as current interpretation of celestial phenomena. Includes comparison of other planets with the Earth, and examines stars, stellar life cycles, galaxies, and cosmology. Hands-on laboratory exercises are integrated into the course. Four hours per week. This course is normally offered every semester and summer.

### **2333 ASTRONOMY II**

Prerequisite: GNSC-2323: General Astronomy I. A sequel to General Astronomy I, studying the instrumentation and techniques used to gather quality scientific data. The student will take a "hands on" role in using the telescopes and cameras in the university's observatory. The course is primarily lab based with astrophotography and photometry projects. Four hours per week. This course is normally offered every spring semester.

## **GEOGRAPHY (GEOG)**

### **2113 ELEMENTS OF HUMAN GEOGRAPHY**

A study of the relationship between humankind and the environment and the effect of that relationship on political, cultural, economic, and religious institutions. This course is normally offered in the fall semester in even numbered years.

### **2213 WORLD REGIONAL GEOGRAPHY**

An interpretive study of the political map of the world and some of its recent changes. Attention is focused on the role of location, physical environment, population, ethnic groups, natural resources, and technological change in the evolution of nation-states and dependent territories. This course is normally offered in the fall semester of odd numbered years.

## **GERMAN (GERM)**

### **1113 BASIC GERMAN I**

Basic principles and practice of speaking, understanding, reading, and writing German and an introduction to German culture for those with no background in German. This course is designed for students participating in the European Studies program. This course is offered as needed.

### **1213 BASIC GERMAN II**

Prerequisite: GERM-1113, one year of German in high school or the equivalent with permission of the instructor. Continuation of Basic German I, enabling the student to read, write, understand, and respond in basic German and to be aware of cultural differences. This course is offered as needed.

## **HISTORY (HIST)**

### **2213 HISTORY OF THE U.S. TO 1877**

A survey of America's political, social, religious, intellectual, diplomatic, and economic history from its founding through Reconstruction. This course is normally offered every fall semester.

### **2223 HISTORY OF THE U.S. SINCE 1877**

A survey of America's political, social, religious, intellectual, diplomatic, and economic history from the end of Reconstruction to the present. This course is normally offered in the spring semester.



## **2613 THE MODERN MIDDLE EAST**

A historical and cultural study of the modern Middle East, focusing on Islamic culture, nationalism, secularization, and the challenge of Westernization. Key topics include the rise and fall of the Ottoman Empire, the establishment of Saudi Arabia, the Israeli-Palestinian conflict, the Iranian Revolution, the Persian Gulf Wars, and the rise of political terrorism. This course is normally offered in the spring semester of even numbered years.

## **2823 WORLD CIVILIZATION I**

This course is a survey of the political, economic, social, cultural and religious developments of world civilizations from their origins to about 1500. Students will examine the Ancient Near East, the Far East, the Middle East, as well as Africa, India and Europe. Though most of the events occurred in the past, the ramifications can be felt in the present. This course will help students cultivate useful life skills such as reasoning, problem solving, time management, and effective communication.

## **2833 WORLD CIVILIZATION II**

This course is a survey of the political, economic, social, cultural and religious developments of world civilizations from about 1500 to present. Students will examine the Ancient Near East, the Far East, the Middle East, as well as Africa, India and Europe. Though most of the events occurred in the past, the ramifications can be felt in the present. This course will help students cultivate useful life skills such as reasoning, problem solving, time management, and effective communication.

## **LATIN (LATN)**

### **1113 LATIN I**

Latin I introduces students to the basics of Latin grammar, syntax, and vocabulary.

## **LIBERAL ARTS (LBAR)**

### **3003 Professional Development Theory and Practice**

This course implements theories and models of adult experiential learning to help students learn how to understand and evaluate their previous learning experiences. Students are guided through the process of developing portfolios that critically assess and effectively communicate their prior learning. The portfolios serve to challenge specified courses within a degree plan whereby students articulate, evaluate, apply, and document their previous experiential learning in a way that maps onto course learning outcomes. Upon completion of this course, students can revise and submit their portfolios for evaluation to determine whether they sufficiently meet the outcomes to be awarded additional credit hours. This course is normally offered in the fall and spring semesters.

## **MATHEMATICS (MATH)**

### **1163 APPLIED MATHEMATICS**

Prerequisite: SDEV-0103, a math ACT score of 23 or higher, or approval of advisor. Exploration of various topics designed to give the student an appreciation of mathematics and to expose the student to mathematical problems within numerous disciplines. Topics include an introduction to set theory, geometry, simple modeling with personal finance, and elementary graph theory. Mathematical processes will be applied to financial, artistic, and social problems. Not intended for students majoring in business, computer science, mathematics, nursing, or science.

### **1173 QUANTITATIVE REASONING**

Prerequisite: SDEV-0103, a math ACT score of 23 or higher, or approval of advisor. The purpose of this course is for students to learn how to analyze quantitative data in order to draw logical conclusions from real life situations. Topics include an introduction to logic, proportions and percentages, simple modeling (finance, growth, etc.), and elementary probability and statistics. Quantitative reasoning skills and statistical thinking will be applied to financial, environmental, and social problems. Not intended for students majoring in business, computer science, mathematics, nursing, or science.

### **1213 COLLEGE ALGEBRA**

Prerequisite: SDEV-0103, a math ACT score of 23 or higher, or approval of advisor. College Algebra provides a comprehensive introduction to the foundations of mathematics typically taught in a traditional college algebra course. This core course develops problem-solving strategies and establishes a firm foundation for higher levels of mathematics.

## **1223 MATHEMATICAL FUNCTIONS AND MODELING**

Prerequisite: SDEV-0103, a math ACT score of 23 or higher, or approval of advisor. Study of equations and functions (linear, polynomial, rational, exponential, logarithmic) from various perspectives (symbolic, verbal, numerical, graphical). Technology will be used for graphing functions, solving equations, and modeling data using regressions. This course is designed for students in business, computer science, mathematics, nursing, science, or social science majors.

## **1403 MATHEMATICS FOR TEACHERS I**

Pre-Requisites: MATH ACT of 19 or higher or equivalent. Exploration of various topics are designed to give the student an appreciation of mathematics and to expose the student to mathematical problems within numerous disciplines. Topics include critical thinking and mathematical literacy skills, quantitative reasoning and problem-solving skills, fundamental principles and concepts of algebra, fundamental principles and concepts of geometry, concepts of measurement, and statistics and the corresponding analysis of data. Intended for prospective elementary school teachers seeking alternative certification.

## **1413 MATHEMATICS FOR TEACHERS II**

Pre-Requisites: MATH 1403 No substitutions are allowed for the pre-requisite on MATH 1413. There is a hard prerequisite of MATH 1403. Exploration of various topics are designed to give the student an appreciation of mathematics and to expose the student to mathematical problems within numerous disciplines. Topics include operations and algebraic thinking, number and operations, proportional reasoning, expressions and equations, concepts of functions, concepts of data analysis, and concepts of probability. Intended for prospective elementary school teachers seeking alternative certification.

## **2123 THE HISTORY OF MATHEMATICS: A CULTURAL PERSPECTIVE**

Prerequisites: Any Math course. This course will examine some of the great historical literary works in the field of mathematics from a cultural perspective. Students will also be exposed to mathematical fiction as a genre of literature. This course does not fulfill the general education mathematics requirement. This course can fulfill a Great Works requirement for some degrees. The course is normally offered in the summer semester.

## **2913 STATISTICAL METHODS**

Prerequisite: SDEV-0103, a math ACT score of 23 or higher, or approval of advisor. Basic experimental statistics, basic probability distributions, methods of estimations, tests of significance, sampling techniques, inferences concerning population parameters, regression, and correlation. This course is normally offered every semester.

## **MISSIONS (MISS)**

### **3213 GOSPEL, CHURCH AND CULTURE**

A study of the dynamics of the intersection between gospel, church, and culture. Emphasis will be given to how the gospel engages cultures through the life and witness of the church. Non-textual. This course is normally offered in the fall semester of even numbered years.

### **3513 WORLD RELIGIONS**

Prerequisite: Junior standing. A comparative study of the beliefs and practices, as well as the historical and sociological impact, of several of the world's principal religious traditions. These include indigenous traditions, Judaism, Islam, Hinduism, Buddhism, Taoism, Confucianism, and Shinto. Fulfills the core curriculum non-Western civilization requirement. Same as SOCI-3513. Non-textual. This course is normally offered every semester.

### **3613 CULTURAL ANTHROPOLOGY**

A course that is designed with the intent of enhancing students' cultural intelligence, specifically in terms of understanding cultural diversity and functioning more effectively in culturally diverse contexts. A significant component of the course is devoted to the study of the anthropology of religion. This course fulfills the non-Western civilization requirement in the Core Curriculum. Same as SOCI-3613. This course is normally offered every spring semester.

## **MUSIC (MUSC)**

### **2013 MUSIC APPRECIATION**

A survey course designed to furnish a basis for intelligent appreciation for music with opportunities for students to listen to recordings and to attend concerts. This course is normally offered every semester.

### **2023 JAZZ APPRECIATION**

This course provides an overview of jazz and how it has influenced the American 'story.' We will analyze jazz compositions while studying the social and cultural settings that contributed to its evolution. Attention will be given to how jazz reinforced freedom of expression through collaborative improvisation. We will introduce students to the jazz idiom, emphasizing listening skills and developing critical thinking and writing skills that will allow the student to comment intelligently about the music and its place in society. The course will focus on various jazz styles including cool, modal, bebop, hard bop, swing, and early jazz. Contributions by central jazz figures will be studied. By achieving the outcomes, the student will gain an understanding of jazz in a variety of contexts, including historical, cultural, and social.

### **3213 PERSPECTIVES IN WORLD MUSIC**

The goal of this course is to enable the student to become an active listener and observer of music from many different cultures. Particular emphasis will be placed on understanding how non-Western music traditions compare with and contrast to Western music traditions. It is the intention of this course to expand the student's awareness of the power of music, both as a human expression and a reflection of culture. The student will identify shaping trends and influences, the hybridization of multiple music cultures, and will examine the concept of "globalization" as it might apply to music. In order to accomplish course goals, students will learn how to listen to music in an active and conscious way. This will require the identification and analysis of the elements of music at work in each musical example we listen to (these include melody, rhythm, harmony, form, and timbre). This course is normally offered every semester.

## **NURSING (NURS)**

### **1011 INTRODUCTION TO NURSING**

An introductory nursing course designed to acquaint the student with a historical nursing perspective from the beginnings of the profession to current professional developments. Students will be introduced to nursing trends and changing national and global health care delivery methods. Lecture – 1 hour. This course is normally offered in the fall semester.

### **2003 HEALTH ASSESSMENT**

Prerequisites: BIOL-1013. Corequisite: BIOL-2523. Course focuses on the nursing process and how clinical diagnosis is performed. Students will learn to assess the client's physical, psychological, social, and spiritual dimensions and health/client outcomes. Lecture – 2 hours; Clinical – 1 hour. This course is normally offered in the fall semester.

### **2013 FUNDAMENTALS OF NURSING**

Prerequisites: BIOL-1013, CHEM-1104, BIOL-2523. Corequisite: BIOL-2623. An introductory course emphasizing nursing skills and nursing process. Nursing theory and concepts related to the human response to illness will be explored. Emphasis is placed as a foundation to nursing care. The skills of interviewing, documentation, inspection, percussion, palpation, and auscultation are refined to make clinical judgments and promote the development and integration of therapeutic communication skills, nurse/client relationships, developmental needs, cultural diversity and legal/ethical issues. Lecture – 2 hours, Clinical – 1 hour. This course is normally offered in the spring semester.

### **2033 PATHOPHYSIOLOGY AND PHARMACOLOGY I**

Prerequisites: BIOL-1013, BIOL-2523 and CHEM-1104. Corequisite: BIOL-2623. Course is designed as an introduction to pharmacological principles, drug classifications, and expected therapeutic outcomes associated with drug therapy. Nursing process and drug therapy are discussed in relation to clients' developmental levels and health habits across their lifespan. Lecture – 3 hours. This course is normally offered in the spring semester.

### **3013 PATHOPHYSIOLOGY AND PHARMACOLOGY II**

Prerequisites: Admission to the nursing program. A course studying the alterations in physiological well-being across the lifespan as pathological responses to disease, stress, genetics, and environmental changes occur

within the body. Critical thinking, research findings, and scientific knowledge are applied to analyze individual outcomes throughout the course. Lecture – 3 hours. This course is normally offered in the fall semester.

### **3014 MENTAL HEALTH NURSING**

Prerequisites: Admission to the nursing program. A course introducing the student to basic mental health nursing content as applied to individuals, families, and community groups. Through the application of the nursing process, students learn to provide complex therapeutic nursing interventions for a variety of mental health disorders. Continued development of communication skills, professionalism, teaching/learning principles, ethical/legal, and economic issues are incorporated throughout the course. Lecture – 2 hours; Clinical – 2 hours. This course is normally offered in the fall semester.

### **3015 ADULT NURSING I**

Prerequisites: Admission to the nursing program. A course focusing on medical-surgical nursing care of culturally diverse adult patients across the life span who are experiencing chronic health problems and end-of-life issues. The concept of caring is emphasized with a focus on individuality and cultural diversity. Implementation of the nursing process in a health care setting will focus on using basic teaching-learning principles for practice. Lecture – 3 hours; Clinical – 2 hours. This course is normally offered in the fall semester.

### **3024 MATERNAL-INFANT HEALTH NURSING**

Prerequisites: NURS-3013, NURS-3014, and NURS-3015. A course focusing on concepts and implementation of professional nursing care for women in their childbearing years, newborns, and their families with emphasis on pregnancy, childbirth, and postpartum period. This course encompasses knowledge of growth and development, cultural diversity, and assessment techniques for pregnant women and newborns. Lecture 2 hours; Clinical – 2 hours. This course is normally offered in the spring semester.

### **3025 ADULT NURSING II**

A course which builds upon the medical-surgical concepts learned in Adult I, focusing on adult patients experiencing common acute and chronic health problems across the lifespan. The effects of families and community groups are to be examined. Through application of the nursing process, students learn to provide complex therapeutic nursing interventions while using critical thinking skills. Lecture – 3 hours; Clinical – 2 hours. This course is normally offered in the spring semester.

### **3034 HEALTH CARE MISSIONS AND CHRISTIAN SERVICE**

Prerequisites: NURS-3013, NURS-3014, and NURS-3015. A course designed to focus on Christian concepts and principles as applied to global health service. Participation in the healthcare delivery system of selected communities or countries is an integral component. Lecture – 2 hours; Clinical – 2 hours. This course is normally offered in the spring semester with clinical hours being completed in the first three weeks of May.

### **4005 COMMUNITY HEALTH NURSING**

Prerequisites: Senior standing in nursing. A course focusing on organization and delivery of nursing care to individuals, families, and groups in a variety of community health care settings. Emphasis is placed on prevention of disease, health promotion, and control of communicable disease within the community. Lecture – 3 hours; Clinical – 2 hours. This course is normally offered in the fall semester.

### **4011 CAPSTONE IN NURSING**

Prerequisites: NURS-4005, NURS-4015, and NURS-4022. A synthesis course within the nursing program preparing the student for licensure. Students develop an outcome report of their learning experiences which combine theory content and computer technology. National achievement exams will be an integral component of this course in preparation and review for NCLEX. Lecture – 1 hour. This course is normally offered in the spring semester.

### **4015 CHILD AND FAMILY HEALTH NURSING**

Prerequisites: Senior standing in nursing and MATH- 2913 and PSYC-3523. A course focusing on concepts of professional nursing care and implementation of the nursing process with pediatrics and their families. Emphasis of developmental variances, cultural diversity, family dynamics, and pathophysiology of childhood diseases are incorporated throughout the course. Lecture – 3 hours, Clinical – 2 hours. This course is normally



offered in the fall semester.

#### **4022 ISSUES AND TRENDS IN NURSING**

Prerequisites: Senior standing in nursing. A theory course which addresses moral, ethical, and legal issues within the nursing profession. The student's transition into professional nursing practice will be addressed, including career planning and the student's professional role for future practice. Lecture – 2 hours. This course is normally offered in the fall semester.

#### **4024 LEADERSHIP AND MANAGEMENT IN NURSING**

Prerequisites: NURS-4005, NURS-4015, and NURS- 4022. An introduction to the concepts of leadership and management principles related to nursing practice for preparation for role transition from student to graduate. This course includes a concentrated senior precepted clinical experience (90 hours) in a selected practice area. Lecture – 2 hours; Clinical – 2 hours. This course is normally offered in the spring semester.

#### **4025 ADULT NURSING III**

Prerequisites: NURS-4005, NURS-4015, and NURS- 4022. A course focusing on nursing care of adult patients across the lifespan in the critical care setting who are experiencing complex, multi- system health problems and life-threatening illness or injuries. Emphasis is placed on interdisciplinary collaboration and on psychological, cultural, social, economic, and spiritual concerns of patients and their families. Advanced technology, assessment skills, and collaborative practices are explored. Lecture – 3 hours; Clinical – 2 hours. This course is normally offered in the spring semester.

#### **4033 NURSING RESEARCH AND EVIDENCE BASED PRACTICE**

Prerequisites: NURS-4005, NURS-4015, NURS-4022, and MATH-2913 or BIOL-2913. This course introduces the research process and study designs for quantitative, qualitative, and mixed methods research. Students learn the skills needed to read nursing research reports, critique studies, and identify findings appropriate to apply in nursing practice. These skills are used in the development of an evidence based practice project. Lecture – 3 hours. This course is normally offered in the spring semester.

### **POLITICAL SCIENCE (POLS)**

#### **2113 OUR AMERICAN POLITICS**

Instruction in citizenship: Our American Politics is designed to facilitate students' civic engagement. Includes an understanding of science as applied to politics, the origins of the American Constitution, the major portions and components of the American Constitution, the major American political institutions both inside and outside of government and the peoples who give them life.

### **PSYCHOLOGY (PSYC)**

#### **1113 GENERAL PSYCHOLOGY I**

An introduction to the fundamental aspects of modern scientific psychology. Included in the study are the history of psychology, methods used in the field, learning theory, motivation, emotion, and mental disorders. The student is stimulated to apply psychological principles to life situations. This course is normally offered every semester.

#### **2523 DEVELOPMENTAL PSYCHOLOGY**

Prerequisites: PSYC-1113. The physical, mental, and social development of the normal individual from conception through adolescence. This course is normally offered every semester, including summers.

### **SPANISH (SPAN)**

#### **1113 BASIC SPANISH I**

Foundational principles and practice of speaking, understanding, reading, and writing Spanish and an introduction to Spanish culture for those with no background in Spanish. This course is normally offered every semester and summer.

#### **1213 BASIC SPANISH II**

Prerequisite: SPAN-1113, one year of Spanish in high school or the equivalent with permission of the instructor. Continuation of Basic Spanish I, enabling the student to read, write, understand, and respond in basic Spanish and to be aware of cultural differences. This course is normally offered every semester and summer.

### **STUDENT DEVELOPMENT (SDEV)**

#### **0103 INTERMEDIATE ALGEBRA**

Designed for students with a math ACT score of 22 or below in preparation for one of the three mathematics courses which satisfy the university's core curriculum requirements. This course reviews high school algebra including polynomials, equation solving and graphing. This course is graded with a (P) Passing or (NP) No Passing grading system. This course does not satisfy the core curriculum mathematics requirements. This course is normally offered every semester.

#### **1101 FRESHMAN SEMINAR**

This course is an introduction to the expectations of college as well as learning strategies and skills proven to support a rewarding college experience. This course integrates cross-curricular concepts such as critical thinking, creative thinking, strategic thinking, design thinking, group problem solving, and effective study and learning techniques.

### **SPECIAL EDUCATION (SPED)**

#### **4043 Foundations of Supporting Students With Disabilities**

This course offers a survey of issues relevant to teaching students with disabilities, including historical, legal, ethical, and philosophical considerations. Educators build the foundations for working with students with disabilities by exploring perspectives on disability, the role of the special educator, and current issues in special education. They articulate a personal philosophy of supporting students with disabilities and reflect on the impact of educator mindsets on students with disabilities. Educators also develop resources to support families with understanding special education laws and policies and communicate information about special education laws to colleagues. The course culminates with an opportunity for educators to apply their learning by analyzing a student's IEP and developing a lesson plan that both meets the needs of all students through universal design and individualizes support to accommodate a specific student.

#### **4053 Characteristics of Students With Disabilities**

In this course, educators examine the characteristics of students with disabilities in the categories specified in the Individuals with Disabilities Education Act. Educators first examine the characteristics of students with high-incidence disabilities to understand their cognitive, physical, social-emotional, and communication strengths and needs. Next, they research effective supports for students to support growth in these domains. Educators then research the characteristics of students with autism, emotional disabilities, and sensory needs and identify effective strategies for meaningful support and inclusion. Finally, educators examine the characteristics of students with a range of other low-incidence disabilities including physical impairment, traumatic brain injury, significant disabilities, multiple disabilities, and other health impairments. Educators research effective strategies to leverage the strengths and address the needs of students with low-incidence disabilities, with attention to transition and vocational planning, the use of augmentative and alternative communication devices, and integration into and out of specialized settings. Throughout the course, educators serve as a collaborative resource by communicating information about students with high- and low-incidence disabilities to colleagues and other stakeholders.

#### **4063 Methods for Teaching for Students With Disabilities**

In this course, educators learn to plan and implement individualized instruction for students with disabilities in a variety of settings. Educators first plan instruction that meets the needs of all students in a general education classroom using universal design, and then implement and monitor strategies to help individual students access grade-level instruction and build independence. Educators support students with disabilities in literacy by implementing research-based specialized literacy instruction that addresses student needs in foundational skills, vocabulary, and comprehension. Educators also support students with disabilities in math by applying understanding of grade-level and prerequisite standards to identify student needs and by designing, implementing, and monitoring specialized math instruction.

**4073      Methods for Teaching for Students With Disabilities II**

In this course, educators extend their ability to plan and implement individualized instruction for students with disabilities in a variety of settings. Educators first implement strategies for promoting active engagement and countering disproportionality in discipline through universal design and inclusive classroom practices. Educators then implement research-based strategies to provide additional behavioral and social-emotional support to students that require additional intervention. Educators also leverage assistive technology tools to support student independence and provide equitable access to learning opportunities.

**4133      Professionalism and Collaboration for Educators Working With Students With Disabilities**

In this course, educators develop the skills for collaborating professionally with other stakeholders to improve support and enhance opportunities for students with disabilities. Special educators create opportunities for asset-based collaboration with families, school-based staff, and other stakeholders. Educators then establish a co-teaching relationship to improve support for all students, including individualized support for students with disabilities. The course culminates with an opportunity for educators to advocate for the unique needs of a student with a

disability by building a compelling case for change and leveraging systems and stakeholder relationships to promote student success.

**THEOLOGY (THEO)**

**2013      SOCIAL JUSTICE IN BIBLICAL PERSPECTIVE**

This course considers social justice issues within the framework of the Biblical worldview and social science. Topics of discussion include wealth and redistribution, racism, civil rights, environmental rights, the criminal justice system, and other relevant issues. Students learn practical ways to respond to injustice and enact the Beloved Community.

**3003      EVIDENCES FOR CHRISTIAN FAITH**

A study of the evidences for the existence of God and Christ as God's supreme revelation. Emphasis is given to providing a modern case for the existence of the God of the Bible. Non-textual. This course is normally offered in the fall semester.

**3033      LOVE AND THE HUMAN CONDITION**

This course surveys a variety of interpretations of love from ancient Greek philosophy to medieval Christian mysticism to modern evolutionary biology in an effort to construct a unified theory of love from a Biblical perspective.

# COLLEGE OF OUTREACH AND INNOVATION ACADEMIC CALENDAR

---

## FALL SEMESTER

### 2023 FALL SEMESTER: 16 WEEKS FALL SEMESTER (16 WEEK COURSES)

August 7	Monday	Fall Semester begins
August 14	Monday	Last day to add classes and for new enrollment
September 1	Friday	Last day to drop a class without a "W" on the transcript
October 27	Friday	Last day to drop a class with a "W" on the transcript or withdraw
November 18	Friday	Commencement
November 24	Friday	Fall Semester ends
November 28	Tuesday	Final grades due

### 2023 FALL SEMESTER: 8 WEEK TERMS FALL TERM I (8 WEEK COURSES)

August 7	Monday	Fall Term I begins
August 11	Friday	Last day to add classes and for new enrollment
August 19	Saturday	Last day to drop a class without a "W" on the transcript
September 16	Saturday	Last day to drop a class with a "W" on the transcript or withdraw
September 29	Friday	Fall Term I end
October 3	Tuesday	Final grades due

### FALL TERM II (8 WEEK COURSES)

October 2	Monday	Fall Term II begins
October 6	Friday	Last day to add classes and for new enrollment
October 14	Saturday	Last day to drop a class without a "W" on the transcript
November 11	Saturday	Last day to drop a class with a "W" on the transcript or withdraw
November 24	Friday	Fall Term II ends
November 28	Tuesday	Final grades due

### FALL SESSION I (4 WEEK COURSES)

September 4	Monday	Fall Session II begins
September 5	Tuesday	Last day to add classes and for new enrollment
September 8	Friday	Last day to drop a class without a "W" on the transcript
September 15	Friday	Last day to drop a class with a "W" on the transcript or withdraw
September 29	Friday	Fall Session II ends
October 3	Tuesday	Final grades due

### FALL SESSION II (4 WEEK COURSES)

October 2	Monday	Fall Session III begins
October 3	Tuesday	Last day to add classes and for new enrollment
October 6	Friday	Last day to drop a class without a "W" on the transcript
October 13	Friday	Last day to drop a class with a "W" on the transcript or withdraw
October 27	Friday	Fall Session III ends
October 31	Tuesday	Final grades due

### FALL SESSION III (4 WEEK COURSES)

October 30	Monday	Winter Session begins
October 31	Tuesday	Last day to add classes and for new enrollment
November 3	Friday	Last day to drop a class without a "W" on the transcript
November 10	Friday	Last day to drop a class with a "W" on the transcript or withdraw

November 24	Friday	Winter Session ends
November 28	Tuesday	Final grades due

## SPRING SEMESTER

### 2024 SPRING SEMESTER: 16 WEEKS SPRING SEMESTER (16 WEEK COURSES)

January 8	Monday	Spring Semester begins
January 16	Tuesday	Last day to add classes and for new enrollment
February 3	Saturday	Last day to drop a class without a "W" on the transcript
March 18-22	Monday-Friday	Spring Break (No Classes)
April 6	Saturday	Last day to drop a class with a "W" on the transcript or withdraw
April 26	Friday	Commencement
May 3	Friday	Spring Semester ends
May 7	Tuesday	Final grades due

### 2024 SPRING SEMESTER: 8 WEEK TERMS SPRING TERM I (8 WEEK COURSES)

January 8	Monday	Spring Term I begins
January 12	Friday	Last day to add classes and for new enrollment
January 20	Saturday	Last day to drop a class without a "W" on the transcript
February 17	Saturday	Last day to drop a class with a "W" on the transcript or withdraw
March 1	Friday	Spring Term I ends
March 5	Tuesday	Final grades due

### SPRING TERM II (8 WEEK COURSES)

March 4	Monday	Spring Term II begins
March 8	Friday	Last day to add classes and for new enrollment
March 16	Saturday	Last day to drop a class without a "W" on the transcript
March 18-22	Monday-Friday	Spring Break (No Classes)
April 20	Saturday	Last day to drop a class with a "W" on the transcript or withdraw
May 3	Friday	Spring Term II ends
May 7	Tuesday	Final grades due

### 2024SP SPRING SEMESTER: 4 WEEK SESSIONS SPRING SESSION I (4 WEEK COURSES)

January 8	Monday	Spring Session I begins
January 9	Tuesday	Last day to add classes and for new enrollment
January 12	Friday	Last day to drop a class without a "W" on the transcript
January 26	Friday	Last day to drop a class with a "W" on the transcript or withdraw
February 2	Friday	Spring Session I ends
February 6	Tuesday	Final grades due

### SPRING SESSION II (4 WEEK COURSES)

February 5	Monday	Spring Session II begins
February 6	Tuesday	Last day to add classes and for new enrollment
February 9	Friday	Last day to drop a class without a "W" on the transcript
February 23	Friday	Last day to drop a class with a "W" on the transcript or withdraw
March 1	Friday	Spring Session II ends
March 5	Tuesday	Final grades due

### SPRING SESSION III (4 WEEK COURSES)

March 4	Monday	Spring Session III begins
March 5	Tuesday	Last day to add classes and for new enrollment
March 8	Friday	Last day to drop a class without a "W" on the transcript
March 18-22	Monday-Friday	Spring Break (No Classes)
March 29	Friday	Last day to drop a class with a "W" on the transcript or withdraw
April 5	Thursday	Spring Session III ends
April 9	Tuesday	Final grades due

#### **SPRING SESSION IV (4 WEEK COURSES)**

April 8	Monday	Spring Session III begins
April 9	Tuesday	Last day to add classes and for new enrollment
April 12	Friday	Last day to drop a class without a "W" on the transcript
April 26	Friday	Last day to drop a class with a "W" on the transcript or withdraw
May 3	Friday	Spring Session III ends
May 7	Tuesday	Final grades due

### **SUMMER SEMESTER**

#### **2024 SUMMER SEMESTER: 13 WEEK TERM SUMMER TERM (13 WEEK COURSES)**

May 13	Monday	Summer Term begins
May 20	Friday	Last day to add classes and for new enrollment
June 8	Saturday	Last day to drop a class without a "W" on the transcript
July 20	Saturday	Last day to drop a class with a "W" on the transcript or withdraw
August 9	Friday	Summer Term ends
August 13	Tuesday	Final grades due

#### **2024 SUMMER SEMESTER: 8 WEEK TERM SUMMER TERM (8 WEEK COURSES)**

May 13	Monday	Summer Term begins
May 16	Monday	Last day to add classes and for new enrollment
May 25	Saturday	Last day to drop a class without a "W" on the transcript
June 22	Saturday	Last day to drop a class with a "W" on the transcript or withdraw
July 5	Friday	Summer Term ends
July 11	Tuesday	Final grades due

#### **2024 SUMMER SEMESTER: 4 WEEK TERM SUMMER SESSION I (4 WEEK COURSES)**

May 13	Monday	Spring Session III begins
May 14	Tuesday	Last day to add classes and for new enrollment
May 17	Friday	Last day to drop a class without a "W" on the transcript
May 31	Friday	Last day to drop a class with a "W" on the transcript or withdraw
June 7	Friday	Spring Session III ends
June 11	Tuesday	Final grades due

#### **SUMMER SESSION II (4 WEEK COURSES)**

June 10	Monday	Spring Session III begins
June 11	Tuesday	Last day to add classes and for new enrollment
June 14	Friday	Last day to drop a class without a "W" on the transcript
June 28	Friday	Last day to drop a class with a "W" on the transcript or withdraw
July 5	Friday	Spring Session III ends
July 11	Tuesday	Final grades due

### SUMMER SESSION III (4 WEEK COURSES)

July 8	Monday	Spring Session III begins
July 9	Tuesday	Last day to add classes and for new enrollment
July 12	Friday	Last day to drop a class without a "W" on the transcript
July 26	Friday	Last day to drop a class with a "W" on the transcript or withdraw
August 2	Friday	Spring Session III ends
August 6	Tuesday	Final grades due